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 A. Ellis

Jason A. Ellis (Apr 29, 2024 07:56 EDT)

Melissa Velazquez, Assistant Superintendent of Policy and Government Relations

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

Samantha Marsh Hollins

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 25, 2024

SUBJECT: Review of College Partnership Laboratory School Application:
Old Dominion University – Suffolk 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 Suffolk Public Schools (version named "College Partnership Laboratory School TS 04242024.docx"). An earlier version of this application was also reviewed by OAG, with feedback to the Department on March 28; a second version was reviewed by OAG, with feedback to the Department on April 5.

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.

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
Updated January 19, 2024

School Name: **The STEM Academy At Booker T. Washington Elementary School**

Date of Submission to Virginia Board of Education:

Name of Authorized Official: Dr. Shannon Robinson **Date:**

Signature of Authorized Official: **Date:** 2 February 2024

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: **The STEM Academy At Booker T. Washington**

Proposed Opening Date**:**August 2025 - the opening date will align with the Suffolk Public Schools' operating calendar.

Grades to be Served for the Full Term of the Contract (Check All That Apply) *			
Pre-K	☐	Sixth Grade	☐
Kindergarten	X	Seventh Grade	☐
First Grade	X	Eighth Grade	☐
Second Grade	X	Ninth Grade	☐
Third Grade	X	Tenth Grade	☐
Fourth Grade	X	Eleventh Grade	☐
Fifth Grade	X	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 proposed innovation for this program centers on a comprehensive integration of STEM (Science, Technology, Engineering, and Mathematics) education. By incorporating hands-on STEM experiences into the curriculum, students will not only enhance their academic proficiency but also develop critical thinking and problem-solving skills. This approach fosters a deeper understanding of core subjects and prepares students for real-world challenges.

Booker T. Washington Elementary School, one of eleven elementary schools within Suffolk Public Schools, currently operates below its capacity. Despite its advantageous location, the school lacks the appeal to motivate parents to consider transferring their elementary school students to it. In an effort to address this challenge, we are eager to introduce innovative initiatives in the field of STEM (Science, Technology, Engineering, and Mathematics) at this particular school. Our goal is to cultivate a renewed interest among parents, encouraging them to

actively seek enrollment for their children, thereby optimizing the school's potential and fostering a vibrant learning environment for students in STEM disciplines.

Moreover, the initiative aims to address the needs of low socioeconomic populations by emphasizing the importance of STEM exposure. By providing access to STEM resources and experiences, students from disadvantaged backgrounds will have the opportunity to explore a diverse range of career options. This exposure not only broadens their horizons but also instills a sense of possibility and ambition. Ultimately, the long-term outcome goal is to cultivate a generation of productive citizens who are well-equipped with the skills and knowledge needed for success in both college and various STEM-related careers, contributing to societal advancement and narrowing educational disparities.

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. Provide a copy of the agreement that set the terms and conditions of the relationship(s), including the distribution of responsibilities of the partnership briefly.

Old Dominion University (ODU) is partnering with Suffolk Public Schools (SPS) to design and open the Laboratory School. Old Dominion University will serve as the fiscal agent. Suffolk Public Schools will be subcontracted to serve as the hiring agent for the Academy Director and teachers. ODU will lead the educator preparation and research components of the grant, with Suffolk Public Schools leading the curriculum design and academic components of the school. Suffolk Public Schools and ODU will partner to design and implement recruitment and community outreach initiatives, coordinated by the Community Engagement and Recruitment 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:	
Title/Affiliation with Individual/Organization Submitting Application:	

Office Telephone:	Mobile Telephone:
Fax Number:	E-mail Address:

Prior Experience

1. Has the applicant had any prior experience operating a college partnership laboratory school or similar school?

   Check one of the following: Yes ☐ No X

2. 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:

N/A

3. 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 coauthor 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, 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 a former editor of the American Journal of Criminal Justice. He has served as PI or co-PI grants totaling over $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 & 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 reengineering 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.

Sarah Jane Kirkland, is the Associate Vice President for Corporate Partnerships for Old Dominion University. As Associate Vice President for Corporate Partnerships, Sarah Jane Kirkland is focused on developing partnership opportunities with corporate and nonprofit executives, including work-based learning, corporate grants for research and development, and workforce development initiatives. Sarah Jane represents Old Dominion University on a variety of economic development, workforce, professional association and other boards, while also serving as the University's point of contact to help attract new businesses in locating to Hampton Roads, as well as retaining current companies in the region. In her most recent role as President and CEO of CIVIC Leadership Institute, Sarah Jane developed critical partnerships across seemingly disparate facets of Hampton Roads, encouraging executive influencers to coalesce around important regional initiatives.Prior to joining CIVIC, Sarah Jane gained critical insight into the tourism industry working with the world's largest cruise line. Her focus on the importance of a strong arts/culture community derives from her background with the Northern Ballet School in Manchester, England, as well as with other professional dance academies.

Sarah Jane is actively engaged in large scale regional initiatives and proudly served as a representative to help develop the 757 Recovery and Resilience Action Framework. She currently serves as an executive board member for RVA757Connects, as a member of the GO Virginia Region 5 Council, corporate board member for the YMCA South Hampton Roads, a member of the M9T5 steering committee, and a member of the Hampton Roads Regional Transit Advisory Panel (HRTAP). Sarah Jane's previous board service includes the Governor's School for the Arts. In 2021, Sarah Janewas recognized by Inside Business with a *Women in Business Award*, in 2022, she was included in the Inside Business *Power Players* list and in 2023 she was included in the Virginia Business *100 people to meet*.

Dr. John B. Gordon, Superintendent, is the Division Superintendent of Suffolk Public Schools. As the leader of the school division, Dr. Gordon has been tasked with transforming Suffolk Public Schools into the premier school division in the country. Along with the Suffolk Public Schools Leadership team, Dr. Gordon has led instructional innovation initiatives that include the implementation of STEM (Science, Technology, Engineering, and Math) into all curriculums, while also fostering division improvements through the continuous learning for continuous improvement model. Dr. Gordon also helped to foster the All District Reads program for the school division that focuses on elementary students reading for pleasure. Dr. Gordon believes in creating dynamic learning environments that are focused on student voice, teacher creativity, and technology integration. Dr. Gordon is also an adjunct professor at Old Dominion University and is the Vice-Chair of Region II for the Virginia Association of School Superintendents. Lastly, Dr. Gordon is also President-Elect of the Virginia Alliance of Black School Educators.

Dr. Stenette Byrd III, Chief of Schools, is responsible for supervising the Department of School Leadership and Innovation, including supervising the division's schools and school leaders. The Department of School Leadership and Innovation encompasses the departments of

Elementary School Leadership, Secondary School Leadership, Career and Technical Education, and Technology.

In this role, Dr. Byrd performs complex professional and administrative work and assists with the supervision of division-wide activities with emphasis on principal supervision and leadership, informational technology, and career and technical education. He supervises directors, coordinators, principals, and other school and division administrators for numerous programs.

In addition to his role as Chief of Schools, Dr. Byrd is an adjunct professor at Old Dominion University and co-facilitates a Professional Development Network composed of Region 2 Chiefs and other division leaders, who are tasked with principal supervision, extending the superintendent's vision, developing future leaders, and improving climate and culture within schools.

Prior to his current role, Dr. Byrd held the positions of Executive Director of Elementary Schools
(Newport News, VA), Director of Secondary Schools (Suffolk, VA), Elementary School Principal (Isle of Wight, VA), Middle School Principal (Isle of Wight, VA), High School Principal (Isle of Wight and Suffolk, VA).

Dr. Okema Branch, Chief Academic Officer, is a strategic and passionate educational professional who has a unique value proposition of extensive experience in the development, facilitation, and oversight of academic programs and initiatives that promote student growth and achievement, as well as direct teaching experience in both K-12 and higher education establishments, with additional expertise in educational human resources.

Dr. Branch currently serves as the Chief Academic Officer of Suffolk Public Schools. Her role encompasses all aspects of student instruction and academics, assessment, teacher professional learning, and facilitating leadership development.

Prior to this role, Dr. Branch held positions as Assistant Superintendent (Franklin City Public Schools, Franklin, VA), Coordinator of Collegewide Recruitment, Coordinator of First Year Success, Faculty Development Coordinator, and Human Resources Employee Training and Development Manager (Tidewater Community College). Dr. Branch began her educational career as an elementary teacher in Suffolk Public Schools and progressed to a Job Coach/Case Manager with Suffolk before going to Hampton City Schools as a Human Resources Coordinator serving elementary recruitment.

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.

Old Dominion University and Suffolk Public Schools propose establishing a STEM-focused Laboratory School within Booker T. Washington Elementary. The Lab School will serve 120 students in grades kindergarten through 5th grade and the goals are to: (1) design an innovative STEM learning environment for students, (2) a learning hub for educator preparation and development, and (3) research setting for both University faculty and K-12 educators.

Our objectives include: The proposed innovation for this program centers on a comprehensive integration of STEM (Science, Technology, Engineering, and Mathematics) education. The school will (1) incorporate hands-on STEM experiences into the elementary curriculum to enhance students' academic proficiency; (2) promote the development of critical thinking and problem-solving skills to fosters a deeper understanding of core subjects and prepares students for real-world challenges; (3) provide a rich environment for the utilization of innovative teaching methods, curriculum development, and educational theories in a practical, hands-on setting; and (4) address the needs of low socioeconomic populations by emphasizing the importance of STEM exposure. By providing access to STEM resources and hands-on experiences, students from disadvantaged backgrounds will have the opportunity to explore a diverse range of career options as well as acquire the necessary skills and knowledge for future success in their academic and professional lives. This exposure not only broadens their horizons, but also instills a sense of possibility and agency. Ultimately, the long-term outcome goal is to cultivate a generation of productive citizens who are well-equipped with the skills and knowledge needed for success in both college and various STEM-related careers, contributing to societal advancement and narrowing educational disparities.

Leveraging our past work and initiatives around K-12 STEM learning, design thinking, and experiential learning; and the collective resources of Old Dominion University to include the Darden College of Education and Professional Studies, the Eastern Virginia Medical School, the ODU Institute for Coastal Adaptation & Resilience the Brooks Crossing Innovation Lab, the

Institute for Design Thinking and Leadership Development, the School of Data Science, the College of Sciences, the ODU Tech Talent Pipeline, the Department of Computer Science, the School of Cybersecurity, the Lab School will provide robust experiential STEM learning for elementary-aged youth**.** The Laboratory School is guided by a mission and philosophy that emphasizes (1) a commitment to excellence in education, (2) the critical nature of student active agency and student voice in learning, (3) experimentation with pedagogical approaches and experiential learning, (4) innovative approaches to professional learning and educator preparation, and the (5) integration of research and teaching.

We seek to reimagine the ways in which education takes place, including ensuring students engage in experiential learning and led by well-prepared educators. It aims to provide a nurturing and intellectually stimulating environment that fosters the holistic development of each child. The Lab School will design community- and field-based learning experiences focusing on addressing problems of practice. As part of this effort, the partners will focus on preparing teachers to create experiential and innovative learning environments integrated with STEM concepts, maximizing student engagement. Lastly, within the Lab School, the mission is to create an inclusive and diverse community, recognizing the importance of catering to the unique learning styles and backgrounds of all students.

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 strong STEM footprint in the region, we are working with our STEM ecosystem

partners to identify potential revenue sources to sustain the initiative beyond the conclusion of the grant funding.

ODU and SPS 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 SPS 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.

The Program Manager, functioning in part as a Community Engagement and Recruitment coordinator, will promote sustainability through the establishment of strong, mutually beneficial relationships with community partners. The Lab School seeks to invest in the broader Suffolk community by preparing its students with experiences that will persist through their schooling and into the workforce. This will contribute to the strength of the local economy. 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, the ODU Institute for Coastal Adaptation & Resilience the Brooks Crossing Innovation Lab, the Institute for Design Thinking and Leadership Development, the School of Data Science, the College of Sciences, the ODU Tech Talent Pipeline, the Department

of Computer Science, 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. These partners will likely include the Suffolk Chamber of Commerce, Hampton Roads Workforce Council, and Sentara Health System. Finally, the SPS Family and Community Engagement Department will also support sustainability efforts by working continuously to engage families and other community stakeholders to build and maintain support for the school.

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

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 Laboratory School's vision is to foster deeper learning and the development of 5C skills (critical thinking, creative thinking, collaboration, communication and citizenship) through the application of classroom content in authentic, real-world learning experiences. Our mission is to support and promote (1) excellence in education, (2) student active agency and student voice in their learning, (3) experimentation with pedagogical approaches and experiential learning, (4) innovative approaches to professional learning and educator preparation, and the (5) integration of research and teaching. Our theory of action is that, *IF* students are offered creative influence on the learning process; *THEN* we will see an increase in classroom engagement, academic achievement and the awareness and utilization of 5C skills needed for college and career readiness. In a parallel way, by providing robust preparation to support elementary teachers in developing and implementing curriculum integrating STEM concepts, we will increase teacher readiness to try and sustain innovative teaching practices. Specific innovations will include: overarching thematic approach to interdisciplinary learning across grade levels, ongoing fieldbased experiential learning, integration of design thinking and improvement science

principles and approaches, and intensive professional learning and iterative curriculum development.

We seek to reimagine the ways in which education takes place, including ensuring students engage in experiential learning and are supported by well-prepared educators. It aims to provide a nurturing and intellectually stimulating environment that fosters the holistic development of each child. The Lab School will design community and field-based learning experiences focusing on addressing problems of practice. As part of this effort, the partners will focus on preparing teachers to create experiential and innovative learning environments integrated with STEM concepts, maximizing student engagement. Lastly, within the lab school, the mission is to create an inclusive and diverse community, recognizing the importance of catering to the unique learning styles and backgrounds of all students.

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 STEM Academy is fully committed to complying with the provisions outlined in § 22.1349.3 of the Code of Virginia. The STEM Academy 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 STEM Academy 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 STEM Academy 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 STEM Academy 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.

Students engage in hands-on learning experiences, research projects, and interdisciplinary collaborations to explore the design, development, and implementation of STEM education. Students will gain practical experience through laboratory experiments, design projects, and research opportunities, enhancing their technical skills and problem-solving abilities. The concentration fosters interdisciplinary collaboration, critical thinking, and creativity, preparing students to address complex real-world challenges. The Laboratory School will offer a comprehensive and innovative educational experience that empowers students to explore, innovate, and make meaningful contributions to the rapidly evolving field of STEM. As a focus on career exploration at the elementary school level, Suffolk Public Schools will provide early insight into STEM related fields for the jobs that are currently going unfilled. The school division currently has partnerships with companies such as Amadas Industries, Amazon, 21st CentEd, and Sentara OBICI in order for our students to meet experts in the field.

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

Strategic Academic Goals:

Standards of Learning:

- Goal: Ensure that students demonstrate mastery of Virginia's Standards of Learning (SOLs) and skills across disciplines.
- Assessment Alignment: Utilize performance-based assessments, such as projects, portfolios, and presentations, to measure students' mastery of competencies and skills.

Interdisciplinary Approach:

- Goal: Foster an integrated understanding of various subjects and real-world applications.
- Assessment Alignment: Implement interdisciplinary projects and assessments that require students to apply knowledge and skills from multiple disciplines.

Critical Thinking and Problem-Solving:

- Goal: Develop students' ability to think critically, solve problems, and analyze complex issues.

- Assessment Alignment: Design assessments that challenge students to analyze information, evaluate arguments, and propose innovative solutions to real-world problems.

By aligning the Laboratory School's strategic academic goals and core philosophy that emphasizes (1) a commitment to excellence in education, (2) the critical nature of student active agency and student voice in learning, (3) experimentation with pedagogical approaches and experiential learning, (4) innovative approaches to professional learning and educator preparation, and the (5) integration of research and teaching with a performance-based assessment model, educators can create a dynamic and student-centered learning environment that emphasizes meaningful learning experiences, holistic development, and lifelong learning skills.

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

The STEM Academy Lab School will target students served in Suffolk Public Schools but will be open to any student in the Commonwealth.

For context, Booker T. Washington Elementary School (BTWES) is currently located at 204 Walnut Street Suffolk, VA. Its rich history dates back to 1913, when it opened as a high school for African American students. At that time the school was located at 201 Lee Street and served first through eighth grade students. By 1949, Booker T. Washington High School served students up to twelfth grade. The school was later renovated to become an elementary school in 1999, serving students in grades Pre-K through fifth.

Current Enrollment - Currently Booker T. Washington serves 369 students.

Grade levels- Pre-Kindergarten through 5th grade. .

Reporting Groups:

African American/Black- 89.43%

Hispanic- 1.36%

Caucasian/White-6.5%

Native American-

Asian/Pacific Islander American

Indian-1%

Two or More Races-1.63%

Booker T. Washington Elementary school has the highest percentage of Economically Disadvantaged (72%) students within the City of Suffolk. Students require regular access to opportunities for developing highly adaptive skills early on. This ensures they are well-equipped to navigate challenges, seize opportunities, and realize their full potential in both their personal and professional lives. Our goal is to enhance student achievement and bridge learning gaps by offering diverse experiences that allow students to connect classroom lessons with real-world applications.

Currently Booker T. Washington Elementary school serves students from the following different neighborhoods within the city of Suffolk. They are as follows: (1) South Suffolk; (2) Walnut Hill; (3) Cypress Farm; (4) Hosier; (5) Downtown Suffolk; and (6) Skeetertown. These communities in total have the highest percentage of Economically Disadvantaged (72%) students within the City of Suffolk.

- African-American/Black 89.43%
- Hispanic- 1.36%
- Caucasian/White-6.5%
- Native American- ● Asian/Pacific Islander
- American Indian-1%
- Two or More Races-1.63%

At the division level, 40.28% of students in Suffolk Public Schools in 2022-23 were economically disadvantaged (VDOE, 2022). The National Center for Educational Statistics reports that for the period 2017-2021 14.6% of families with children in public schools lived below the poverty level and 17% relied on Food Stamps/SNAP benefits.

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.

The STEM Academy Laboratory School's vision is to foster deeper learning and the development of 5C skills (critical thinking, creative thinking, collaboration, communication and citizenship) through the application of classroom content in authentic, real-world learning experiences. Our mission is to support and promote (1) excellence in education, (2) student active agency and student voice in their learning, (3) experimentation with pedagogical approaches and experiential learning, (4) innovative approaches to professional learning and educator preparation, and the (5) integration of research and teaching. Our theory of action is that, *IF* students are offered creative influence on the learning process; *THEN* we will see an increase in classroom engagement, academic achievement and the awareness and utilization of

5C skills needed for college and career readiness. The school will reflect educational innovations with potential to model and inform future best practices for other schools across the Commonwealth. Specific innovations will include: (1) authentic learning; (2) student-centered teaching that utilizes an overarching thematic approach to interdisciplinary learning across grade levels; (3) ongoing field-based experiential learning; (4) consistent engagement in the school Makerspace to promote hands-on exploration of STEM concepts; (5) culminating grade capstone projects that demonstrate student mastery across the curriculum; (6) integration of design thinking and improvement science principles and approaches; (7) multi-level research that builds knowledge between the university and division to inform broader practice; and (8) intensive professional learning and preparation that sustainably addresses teacher shortages and prepares teachers to lead STEM integration at the elementary level. This not only develops critically important foundational skills like critical thinking, innovative meaning-making, problem solving, and understanding of the scientific method, but also helps position these students for academic and professional success in the future.

Authentic learning consists of essential pedagogical practices that have the potential to boost student engagement by allowing them to make connections between their experiences in school and the world outside of school. Authentic learning is said to be able to engage students more deeply on more complex tasks than other styles of education since it is based on student-driven inquiry (Groff, 2013). Approaches that can bring authentic learning into the classroom include the use of learning methodologies that include real-life experiences, technology and resources that students are already familiar with, and interactions with community members.

Student-centered teaching is about asking the right questions, utilizing the proper tools, and piquing students' interest in content. As a result, it is now more important than ever to embrace technology as a means of capturing student interest. These types of techniques help prepare students for higher education and future careers. For example, in May 2023, Suffolk Public Schools, in partnership with Global Health Connections International, offered a field trip to the annual STEM Fly-In in Morrisville, NC to greet and meet F/A 18 Super Hornet Pilots. Students were provided with information about military and STEM-related jobs and opportunities as experienced by decorated United States Navy pilots. Students also witnessed the pilots land and explored the jets at the UPS RDU Airport Hub. These opportunities are one example and facet of how students in a STEM Laboratory School will receive expanded learning to apply and connect in-school instruction to the world beyond.

Field-based experiential learning provides students with opportunities to connect their learning in the classroom with the world beyond the walls of the school. Our current and future **community partners** will assist in providing insight on exposing students to more obvious and unknown STEM opportunities that are integral in day to day business and community operations. Bringing STEM to life using a cross-curricular, relevant and real world approach will expand the learning and application opportunities students will experience. The critical thinking, curiosity, and student agency will enable students to continue to learn and acquire the skills and knowledge necessary for the careers of the future. Suffolk Public School students will also use this

knowledge to connect established presentations with a real world communication style that improves students' developmental skills in the 5 C's. Students will collaborate on meaningful projects; communicate their advocacy and demonstrate creativity through presentations, proposals etc.; demonstrate citizenship by bringing awareness to issues and regulations that relate to our organization's area of focus; and think critically about how they might meet a community need or address STEM-related problems in society. Currently, Suffolk Public Schools middle school media centers have makerspaces where students can create and explore STEM activities. The STEM Laboratory School will expand on this space concept and bring these same experiences to the classroom in connection with standards-based learning, thereby making the regular classroom an everyday part of the creative space within the school community.

Makerspace: The Laboratory School's vision includes the expansion of the current Makerspace within the school library. This Makerspace will act as an interdisciplinary education environment where students can explore STEM concepts in a hands-on and collaborative manner. The Makerspace will be equipped with tools and equipment such as 3D printers, specialized software, robotics and coding equipment, tools for manufacturing such as direct-to-garment printers, laser cutters, video and sound editing tools, and engineering and design materials. The equipment and tools within this Makerspace will serve to allow students to participate in interdisciplinary projects that incorporate various STEM concepts and are connected to real-world experiences. The teachers and library media specialist will receive Makerspace training to help plan and deliver these project-based, experiential learning activities and lessons. In addition to learning the content that will remain aligned with the Virginia SOLs, students will also gain experience with equipment and software that will help them move into STEM programs in their middle and high school careers. Additionally, the Makerspace will also provide students with opportunities to practice the 5C skills.

Grade capstone experiences including exhibitions of learning: Students will engage in gradelevel capstone experiences to showcase STEM mastery 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 the school. 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.

Design Thinking: The school 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 and Academy. 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.

Research: The STEM Academy At Booker T. Washington Elementary School will embrace research at the *institutional*-, *educator*-, and *student-level*, 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*, STEM Academy leaders will collaborate with other administrators within the ODU lab school network and broader lab school network to examine broad program-based outcomes, such as the number of students who participate in STEM related contests and extra-curricular programs, the extent to which the lab schools students continue into STEM-related programs in middle and high school and into college and careers, and the number of teachers who obtain STEM related teaching credentials. At the *educator-level*, STEM Academy will solicit proposals for research projects from faculty at both ODU and the STEM Academy, 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, the STEM Academy will promote specific investigations aligned with the school's innovations (e.g. the effect of integrated STEM instruction on elementary school students' critical 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*, the STEM Academy will promote both curricular and extra-curricular research investigations. STEM Academy teachers, potentially in cooperation with an ODU faculty partner, will be encouraged to engage STEM Academy students in research projects where they develop and test solutions to STEM problems of practice. 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 STEM Academy 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: A focus of the STEM Academy is to prepare students for the technology talent pipeline and to increase the number of K-12 teachers prepared to teach STEM 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 STEM 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. STEM Academy 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 STEM integrated instruction. Faculty from ODU's Center for Educational Partnerships will collaborate with STEM Academy Lab School and BTWES administrators, Suffolk Public Schools and others in the region to develop customized instruction that will prepare current and future educators to integrate STEM 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 SPS 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. Participating teachers will receive a stipend 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.

Complementing the professional development sessions, ODU will host one site-based course per semester. These courses will be open to both Booker T. Washington teachers and ODU students and will meet licensure requirements for elementary education students. As part of their course activities, students will collaborate with Booker T. Washington students and teachers on a STEM 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 that comprises the second prong of the teacher preparation initiative. As mentioned earlier, there is a shortage of teachers equipped to teach via STEM integration. However, longstanding paraprofessionals often 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. With more than 13,000 paraprofessionals across the Commonwealth, this population of educators provides a more renewable pipeline to fill critical teacher vacancies. Capitalizing on and enhancing the capabilities of educators that are already committed to Booker T. Washington enables STEM Academy 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.

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 STEM 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 STEM Academy 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 STEM Academy teachers. As feasible, community partners would also provide industry specific training to the awarded ODU students, enabling them to help develop a STEM-integrated semester project tied to the partner's industry (e.g. a student awarded a scholarship by a Maritime focused company could develop a semester-long interdisciplinary project in which the STEM Academy students would be challenged to develop a design for a robot that facilitates underwater welding). In exchange for receiving the scholarship, the ODU students would commit to exposing their future students (whether at STEM Academy or beyond) to the industry of their funder. Such exposure is an incentive for many industry partners 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 STEM Academy.

This three-pronged approach integrates teacher and student preparation and helps decrease the STEM Academy's reliance on state funding. Through the fostering of collaboration between multiple stakeholders, including ODU students and faculty, the Center for Educational Partnerships, Booker T. Washington 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.

The Laboratory STEM Academy at Booker T. Washington will be dedicated to fostering deeper learning and developing 5C skills (critical thinking, creative thinking, collaboration, communication, and citizenship). Grounded in the theory that offering students creative influence enhances engagement and academic achievement, the school will provide scaffolded, authentic hands-on learning practices that leverages student curiosity to promote deep learning aligned with Virginia state standards.

The academic program will integrate innovative offerings such as interdisciplinary learning, field-based experiences, design thinking, and intensive professional learning. Authentic learning, rooted in student-driven inquiry, will connect classroom content with real-world experiences. For example, future partnerships, like the one with Global Health Connections International, will provide students with insights into STEM opportunities through engaging field trips.

Community collaborations will enrich the curriculum, exposing students to diverse STEM opportunities in daily operations. The school will emphasize cross-curricular, real-world approaches to enhance learning and application opportunities. STEM activities will be integrated into classrooms, transforming them into creative spaces within the school community. Students will engage in meaningful projects, communicate effectively, demonstrate creativity, exhibit citizenship, and think critically, aligning with future Virginia state standards for a comprehensive and innovative educational model.

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.

Sample Lab School Schedule
9:25 AM - 9:40 AM: Arrival and Morning Meeting
9:40 AM - 10:30 AM: STEM Math Focus

10:30 AM - 11:20 AM: Language Arts (STEM integrated)
11:20 AM - 11:50 AM: Lunch
11:50 AM - 12:15 PM: Recess
12:15 PM - 1:05 PM: STEM Science & Engineering Focus
1:05 PM - 1:50 PM: Resource Class I (PE, Technology Lab, Art, Music, Media Center)
1:50 PM - 2:40 PM: Social Studies (STEM integrated)
2:40 PM - 3:25 PM: Resource Class II (Maker Space, STEM Lab, Computer Science, STEM Career Exploration, Student Club)
3:25 PM - 3:50 PM: Daily Review / Exit Ticket and Pack Up
3:50 PM: Dismissal

A Day in the Life of a Student Attending the Lab School

Using the Design Thinking Model

Design thinking is a problem-solving approach that emphasizes empathy, understanding user needs, and creative iteration. It involves stages such as empathizing, defining the problem,

ideating, prototyping, and testing. The process is iterative, allowing for continuous refinement based on user feedback. Widely applied across industries, design thinking fosters innovation and a human-centered approach to problem-solving.

8:30 AM: Sarah arrives at the lab school, greeted by colorful and creative learning spaces. The school environment is designed to stimulate curiosity and creativity. Each classroom has flexible furniture, writable walls, and various learning stations.

9:25 AM: The day begins with a morning meeting where the teacher and students discuss the day's activities. They review the design thinking process – empathize, define, ideate, prototype, and test – as a framework for problem-solving.

9:40 AM: In the first class, the students are given a design challenge related to a real-world problem. Today, it's about creating a more eco-friendly lunchbox. The students start by empathizing with potential users (their peers) to understand their needs and preferences.

10:30 AM: The class moves on to the "define" stage, where they analyze the information gathered and identify the main problem they want to solve. They collaborate and brainstorm ideas, encouraging each other to think outside the box.
11:20 AM: Lunchtime is an opportunity for informal discussions and sharing ideas. The school promotes a positive and inclusive environment, encouraging students to collaborate and support each other.

11:50AM Recess

12:15 PM: The students enter the "ideate" stage. Armed with inspiration and insights, they generate a plethora of ideas, drawing and sketching to visually represent their concepts. The emphasis is on embracing creativity and not fearing failure. 1:05: Resource

1:50 PM: The "prototype" stage begins. Students bring their ideas to life using various materials available in the school's innovation lab. They build physical models of their lunchbox designs, considering functionality, sustainability, and aesthetics.

2:40 PM: The "test" stage involves sharing prototypes with classmates for feedback. Students present their designs, explaining their thought processes. This stage encourages constructive criticism, helping them refine and improve their solutions.

3:25 PM: The school day ends with a reflection session where students discuss what they learned, the challenges they faced, and how they can apply the design thinking process in their daily lives.

3:50 PM: Dismissal

The proposed innovation for this program centers on a comprehensive integration of STEM education. By incorporating hands-on STEM experiences into the curriculum, students will not only enhance their academic proficiency, but also develop critical thinking and problem-solving skills. This approach fosters a deeper understanding of core subjects and prepares students for real-world challenges.

The K-5 STEM integration instructional plan for the lab school is designed to provide a comprehensive and engaging learning experience for students. The program incorporates various strategies to foster a strong foundation in science, technology, engineering, and mathematics, while also integrating hands-on learning, experiential learning, field trips, design thinking, expositions of learning, and collaboration with community and industry partners.

1. **Hands-on Learning:**
    - Emphasizes practical application of STEM concepts through hands-on activities, experiments, and projects.
    - Utilizes a variety of materials and resources to encourage tactile exploration and experimentation.
2. **Experiential Learning:**
    - Integrates real-world experiences into the curriculum to enhance understanding and application of STEM concepts.
    - Encourages students to explore, discover, and solve problems through immersive experiences.
3. **Field Trips:**
    - Organizes field trips to science centers, museums, and relevant STEM-related locations to provide students with exposure to different STEM applications in the real world.
    - Connects classroom learning to the broader community and industry contexts.
4. **Design Thinking:**
    - Incorporates design thinking methodologies to foster creativity, problem-solving, and critical thinking skills.
    - Encourages students to identify problems, brainstorm solutions, and iterate through the design process.
5. **Exhibitions of Learning:**
    - Hosts regular expositions where students showcase their STEM projects and share their learning with peers, parents, and the community.
    - Promotes communication and presentation skills, allowing students to articulate their understanding and discoveries.
6. **Community and Industry Partnerships:**

- Collaborates with local community organizations and industry partners to enhance the relevance of STEM education.
- Facilitates guest lectures, mentorship programs, and collaborative projects to connect students with real-world applications of STEM.

7. Technology Integration:

- Utilizes age-appropriate technology tools and resources to enhance STEM learning experiences.
- Introduces coding, robotics, and other digital skills to prepare students for the evolving technological landscape.

8. Cross-Curricular Integration:

- Integrates STEM concepts into other subject areas, fostering interdisciplinary connections.
- Demonstrates the interconnectedness of STEM disciplines with language arts, social studies, and other subjects.

9. Differentiated Instruction:

- Adapts teaching strategies to accommodate diverse learning styles and abilities.
- Provides opportunities for individual and group projects to cater to varying needs and preferences.

This comprehensive instructional plan aims to create a dynamic and stimulating environment that nurtures curiosity, critical thinking, and a passion for STEM among K-5 students in the Lab School. The integration of hands-on activities, experiential learning, field trips, design thinking, expositions of learning, and partnerships with the community and industry enriches the educational experience and prepares students for future challenges in STEM fields.

The Laboratory STEM Academy at Booker T. Washington will be dedicated to fostering deeper learning and developing 5C skills (critical thinking, creative thinking, collaboration, communication, and citizenship). Grounded in the theory that offering students creative influence enhances engagement and academic achievement, the school will provide scaffolded, authentic hands-on learning practices that leverages student curiosity to promote deep learning aligned with Virginia state standards.

The core content areas in the elementary instructional program include: Reading, Writing, Mathematics, Science and History/Social Sciences. The Reading and Writing curriculum encompasses a comprehensive literacy approach to instruction. The Virginia English Standards of Learning objectives are taught and reinforced using reading and writing researched-based instructional strategies. The Reading and Writing curriculum is aligned to the Virginia State Standards of Learning. Daily instruction encompasses four literacy strands: Communication and Multimodal Literacies, Reading, Writing, and Research. Students will participate in oral discussions to develop language and expand communication skills. Elementary classroom instruction will immerse students in text-rich environments that will provide explicit instruction to develop phonological awareness, phonemic awareness, vocabulary, and comprehension.

Secondary students will evaluate, analyze, develop, and produce multimodal presentations while incorporating effective communication skills. Students will explore the study of word origins to expand vocabulary development. The use of fiction and nonfiction text will allow all students to develop comprehension strategies to access grade level text to gain information or read a text for enjoyment.

The Mathematics curriculum is aligned with the Virginia Mathematics Standards of Learning. Emphasis is placed on the Mathematics process goals which include mathematical problem solving, mathematical communication, mathematical reasoning, mathematical connections and mathematical representations. The focus of K-8 mathematics is building conceptual understanding while developing computational fluency. Strands include Number and Number Sense, Computation and Estimation, Measurement and Geometry and Probability, Statistics, Patterns, Functions and Algebra. High school mathematics courses offer opportunities to build on conceptual understanding and explore advanced mathematics concepts.

The science curriculum is aligned to the Virginia Science Standards of Learning. Emphasis is placed on students investigating the natural world and the practices that scientists and engineers use as they design and build models and systems. Additional emphasis is placed on the science and engineering practices and the scientific method, systematic observation, measurement, and experimentation. Lastly, emphasis is on necessary skills to examine scientific explanations, conduct experiments, analyze and communicate information, and gather and use information in scientific literature. K-12 themes have been built into the standards to allow for a more cohesive approach. Areas of focus include Scientific and Engineering Practices; Force, Motion, Energy, and Matter; Living Systems and Processes; Earth and Space Systems; and Earth Resources.

The history and social science curriculum is aligned to the Virginia History and Social Science Standards of Learning, which include areas of focus that are specific to each history content area. The overall goal of the curriculum is to prepare students for informed and responsible citizenship. In addition to content knowledge, additional emphasis is placed on historical thinking skills that provide opportunities for students to become critical thinkers of local, state, national, and world history. These historical thinking skills include but are not limited to identifying and analyzing artifacts and primary and secondary sources, interpreting charts, graphs, and pictures to determine characteristics of people places or events, comparing and

Name	Role	Credentials/ Background/Experience/Years in Profession

contrasting ideas and perspectives to better understand people or events, determining relationships with multiple causes and effects, and investigating and researching to develop products orally and in writing.

Suffolk Public Schools prides itself on innovative integrated STEM instruction which will be infused in all elementary contents. This approach to learning and instruction will require teachers

Dr. Maria LawsonDavenport	Director of Curriculum and Instruction Suffolk Public Schools	**Degrees and Endorsements:** Bachelor of Arts in English Arts; Master of Arts in Curriculum Instruction, Ed.D. In Adult Learning and Professional Development Programming **Licensure**: English 6-12; Administration and Supervision PreK-12 **Additional Education Experience:** Middle and High

to be comfortable with an innovative, design thinking approach to ignite the 21st Century classroom by integrating STEM into their daily curriculum. This will include training from ODU as well as training from the SPS STEM team.

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.

Suffolk Public Schools' commitment to nondiscrimination and equitable access to education for all students, regardless of their learning status or category, is unwavering. In establishing this Lab School, our dedication to providing STEM Education remains steadfast. We are dedicated to identifying, evaluating, and effectively serving every student, ensuring they have equal opportunities to engage in student-led inquiry-based learning.
Lab School teachers will undergo comprehensive professional development, drawing on best practices in STEM instructional design, Tier I instruction, and strategies for diversifying instruction to meet the unique needs of each student. Collaborating closely with educators from Old Dominion University (ODU) and Suffolk Public Schools (SPS), our staff will continuously enhance their instructional capacities to better support all students in their STEM learning

journey.

This commitment extends to students across diverse backgrounds, including English Language Learners, gifted students, those with disabilities, and those deemed at-risk. By fostering an inclusive environment and providing tailored support, we aim to empower every student to thrive and excel in STEM education, irrespective of their circumstances.

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.

STEM Lab School Curriculum Roles

		School Teacher; Dual Enrollment Instructor; Adult Learning Teacher, Project Manager-Higher Education; Correctional Education Teacher; English Specialist; Supervisor of Advanced Instruction; Director of Curriculum and Instruction; Adjunct Instructor **Years in Profession:** Currently in 22nd
Towanda Shirley	Director of Special Education Suffolk Public Schools	**Degrees and Endorsements:** Bachelor of Science-Interdisciplinary Studies, Master of Arts in EducationCurriculum and Instruction/Special Education, Educational Specialist-Educational Leadership and Policy Studies **Licensure:** Early Childhood Education N/K-4, Specific Learning Disabilities K-12, Admin/Supervision PreK-12 **Experience:** General Education Teacher, Special Education Teacher, Curriculum Writer, Teacher Coach, Special Education Instructional Specialist, Special Education Administrator, Associate Director of Student Services/Special Education, Director of Special Education **Years in Profession:** 27
Dr. Katelyn Leitner	Coordinator of Science Instruction Suffolk Public Schools	**Licensure**: Elementary Prek-6, Curriculum and Instruction (K-12) Endorsement, Administration and Supervision (K-12) Licensed, Doctorate in Educational Leadership **Experience**: SOL Coach, Inclusion Teacher, Science Specialist, CTE Curriculum Support, Science/STEM Coordinator **Years in the Profession**: 10
Rachele Hirsch-Brooks	STEM Specialist Suffolk Public Schools	**Licensure**: Bachelor of Science, Masters in Elementary Education (K-6) **Experience**: 2nd and 3rd Grade Teacher (13 years), STEM/Science Specialist (3 years) **Years in the Profession**: 16

Dr. Jonita Shabazz	Coordinator of English/ELL Instruction Suffolk Public Schools	**Licensure:** Elementary Prek-6, Reading Specialist Endorsement (K-12), Administration & Supervision (K12) **Experience:** General Education Teacher, Reading Specialist, Assistant Principal **Years in Profession:** 20

Sarah Mohr	Elementary English Specialist Dyslexia Specialist Suffolk Public Schools	**Degrees and Endorsements:** Bachelors of Arts in Interdisciplinary Studies with a certification in Elementary Education PreK-6, Masters of Science in Education with a certification in Literacy K-12, Wilson Level 1 Certified

		Local LETRS Facilitator, Vol 1 **Licensure:** Elementary Education PreK-6, Literacy K-12 **Experience:** General Education Teacher, Reading Specialist **Years in Profession:** 19
Sherie Mungo	Secondary English Specialist Suffolk Public Schools	**Degrees and Endorsements:** Bachelors of Arts in Rhetoric and Communication Studies, Master of Arts in English (Writing Studies) **Licensure**: English 6-12 **Experience:** SOL Coach, High School Teacher, Dual Enrollment Instructor, Adjunct Instructor **Years in Profession:** 15
Kelly Greening	Coordinator of Mathematics Instruction Suffolk Public Schools	**Licensure:** Mathematics, Biology 6-8 Math, 6-8 Science, K-12 Gifted Education **Additional Experience:** Master's Degree in Leadership: Math Specialist Experience: 10 years teaching middle school math and science including Math 6, Math 7, Math 8, Algebra I, Science 6 and Life Science; 2 years teaching High School Mathematics, 4 years as mathematics instructional specialist (K-12), 3+ years as Coordinator of Mathematics Instruction (K-12) **Years in Profession:** 20
Rebecca Bradley	Math Specialist Suffolk Public Schools	**Licensure**: Elementary PreK-6, Middle 6-8 English, Middle 6-8 History **Degrees and Endorsements:** Bachelor of Arts in Education – Elementary Education, Masters of Education in Early Childhood Education, Educational Specialist in Leadership for Learning **Experience**: Elementary and Middle School Inclusion Teacher, Adjunct Professor for Undergraduate Educational course work, Academic Coach, Math Specialist, Elementary Science Lab Teacher **Years in the Profession**: 23

Patricia Waegerle	Math Specialist Suffolk Public Schools	**Licensure**: Mathematics-Algebra 1, Elementary Education Prek-6, Middle Ed 6-8 Mathematics **Degrees and Endorsements:** Bachelor of Science in Elementary Education, Masters of Education in Curriculum and Instruction, Algebra 1 add-on **Experience:** 20 years Middle School Math teacher to include 6, 7, 8, Co-teaching State Mentor 5 years, Remediation and Graduation Coach HS - 3 years, Private School Bible Teacher grades k-11 2 years, Math

		Instructional Specialist 3 years **Years in the Profession:** 25
Katrina Cary	Coordinator of History/SS Instruction Suffolk Public Schools	**Degrees and Endorsements:** Bachelor of Arts in Liberal Arts (Education, English, and History minors); Master of Arts in Curriculum Instruction, K-12 Administrative and Supervision Endorsement **Licensure**: Administration and Supervision PreK-12,Early Education NK-4, Middle Education Grades 4-8; **Additional Education Experience:** English/Social Studies Lead Teacher, Academic Coach, Middle School English/Social Studies Teacher **Years in Profession:** 27
Kiersten Wright	History/SS Specialist Suffolk Public Schools	**Degrees and Endorsements:** Bachelor of Arts in History; Minor in German; Master's in Curriculum and Instruction **Licensure:** History and Social Sciences (6-12) **Additional Education Experience:** Social Studies Lead Teacher, Youth Development Lead, Middle School Social Studies Teacher (17 years), High School History Teacher (2 years), Odyssey of the Mind Coach **Years in Profession:** 21
Dr. Keisha Melvin	Coordinator of Advanced Instruction and World Languages Suffolk Public Schools	**Degrees and Endorsements:** B.A. in Urban Practice and Policy with minors in Business Administration and Spanish; M.S.Ed in Secondary Education Curriculum and Instruction; Ph.D. in Educational Policy, Planning and Leadership (EPPL - Gifted Education Administration emphasis with General Administration and TESOL cognate areas) **Licensure/Endorsements:** Spanish PreK-12, Gifted Education, Administration and Supervision PreK-12 **Additional Education Experience:** Adjunct Assistant Professor of Gifted Education; Global Studies Specialist; Gifted Resource Teacher (World Languages); 6th Grade Gifted World Languages and Spanish Teacher; Related Arts and Electives Department Instructional Leader, RPS FLES teacher, etc.

		Years in Profession: 19.5

Dr. Joleen Neighbours	Coordinator of Fine and Performing Arts Suffolk Public Schools	**Degrees:** Bachelor of Fine Arts (BFA) in Music Theatre, with a vocal performance concentration (minor in Songwriting); Master of Arts (MA) in Acting for the Stage and Screen; Master of Arts (MA) in Directing; Master of Education (MEd) in Administration and Leadership; Doctor of Philosophy (PhD) in Performing Arts Studies **Credentials (selected):** 1) Virginia Music Education

		Association 2023 Administrator of the Year; VMEA Diversity Equity and Inclusion Council 2) National Federation of High Schools (NFHS) Nationally Credentialed Music Adjudicator (highest level), Nationally Credentialed Music Administrator; 3) Virginia Department of Education - Dept. of Fine Arts Steering Committee, Digital Integration: Music Resource Committee, Appalachian Music Committee, VDOE Fine Arts Administrators Planning Team 4) GoOpenVA Fine Arts Curriculum Content writer 5) Yellow/Amazon Future Engineer "Your Voice is Power" (Pharrell Williams) Pilot **Licensure**: Administration and Supervision PreK-12; Music: Vocal/Choral preK-12, Music: Instrumental preK12, Theatre Arts preK-12, English, Speech Communication **Experience**: 28 years in professional performing arts; 22 public education; 18 high school choral and theater director; Over 470 concerts and productions directed or produced **Years in Profession:** 22 (public education)
Dr. Kelly MacPherson	Coordinator of Instruction for Special Education Suffolk Public Schools	**Licensure:** Elementary Education NK-8, Special Education (SLD, ED), Gifted, Admin K-12/Elementary (Resource, co-teacher (sped), co-teacher (gen ed), high school self-contained, Department chair (sped), Teacher Specialist, Program Specialist **Years in Profession:** 29

Jessica Joyner	Coordinator of Instruction for Special Education Suffolk Public Schools	**Degrees and Endorsements:** Bachelor of Science-Human Service Counseling Master of Science-Educational Leadership **Licensure:** Special Education General Curriculum K-12, Administration and Supervision PreK-12 **Experience:** Special Education Teacher, Special Education Department Lead, Special Education Coach, Special Education Instructional Support Specialist (inclusion and special programs), Coordinator of Instruction for Special Education **Years in Profession:** 13

Jamillah Silver	Coordinator of Instruction for Special Education Suffolk Public Schools	**Degrees and Endorsements:** Bachelor of Arts in Interior Design: Master of Education in Special Education (emphasis in ED K-12); Certificate of Advanced

		Graduate Studies (CAGS) - School Administration and Supervision **Licensure:** Emotional Disturbance K-12, Administration and Supervision PreK- 12 **Experience:** Special Education Teacher Asst., MIddle School Special Education Teacher, Special Education Re-Ed Teacher/Counselor (SECEP), SECEP Educational Specialist; SECEP Re-Ed Assistant Principal, SECEP TRAEP Principal, Special Education Supervisor, Diagnostician, Coordinator of Instruction for Special Education **Years in Profession:** 29
Melissa Smetts	Behavioral Specialist for Special Education Suffolk Public Schools	**Degrees and Endorsements:** Bachelors of Science Anthropology and Art History, Masters in Education-Special Education General Curriculum K-12, Education Specialist in Administration and Supervision, Certificate in Applied Behavioral Analysis **Licensure:** Special Education General Curriculum K-12, Administration and Supervision PreK-12 **Experience:** Self-contained teacher for Emotional disabilities, Inclusion for all grades, Teacher for students with Autism, Behavioral Specialist **Years in Profession:** 9
Natonda Hill	Special Education Support Specialist Suffolk Public Schools	**Degrees and Endorsements:** Bachelor of Science-Human Service Counseling, Master of Science-Educational Leadership, Post-g Graduate Certificate in Applied Behavior Analysis **Licensure:** Special Education General Curriculum K-12, Administration and Supervision K-12 **Experience:** Teacher Assistant, Special Education Teacher, Behavior Specialist, Special Education Support Specialist **Years in Profession:** 16

Marisol Moore	Special Education Support Specialist Suffolk Public Schools	**Degrees:** Bachelor of Science Medical Lab Sciences; Master of Science in Curriculum and Instruction **Licensure:** Special Education- ED/SLD **Experience:** Cytogeneticist, Research Assistant, Teacher Assistant, Special Education Teacher (Elementary),

		Educational Diagnostician, Special Education Specialist, Reading Interventionist (Excel Program), Special Education Support Specialist Years of Experience: 26
Holly Boyce	Special Education Support Specialist Suffolk Public Schools	**Degrees:** Thomas Nelson Community College Career Studies Program Certificate In Sign Language Interpretation; Danville Community College Career Studies Program Certificate in Educational Sign Language Interpreting; Bachelor's of Science In Deaf Education: Master's Degree in Education **Licensure:** Deaf Education PreK-12, English as a Second Language PreK-12 **Experience:** Suffolk Public Schools Educational Sign Language Interpreter; Teacher for the Deaf and Hard Of Hearing; Special Education Support Specialist **Years of Experience:** 25
Sampath Jayarathna	Assistant Professor of Computer Science and Graduate Program Director 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.

Kaitlyn McCoy	Program Manager Brooks Crossing Innovation Lab Old Dominion University	Kaitlyn McCoy 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.

Karen Sanzo	Professor, Educational Leadership, Institute for Design Thinking and Leadership Development Director Old Dominion University	Dr. Sanzo has spent 25 years in public education, serving as a middle school mathematics teacher, elementary school administrator, and professor. She will provide leadership and oversight for the lab school.
Jennifer Renne	Curriculum Coordinator VMASC Old Dominion University	Ms. Renne has over 12 years of experience analyzing, designing and developing content for K-12 courses as an engineering teacher. She single handedly designed Virginia Beach Public Schools' Governor's STEM Academy course pathways for modeling and simulation engineering, integrating industry software and technologies as project-based modules. She has worked at ODU ER&I for one year specifically designing and leading maritime curriculum development, content design, and STEM outreach. She will help to serve as a liaison for Newport News Public Schools' efforts in the Lab School development for academic and industry partners, in addition to assisting with the alignment of maritime content in the targeted CTE courses.
Dr. StarrBe Bryant	Lecturer for Elementary Science Old Dominion University	Dr. Bryant serves as a lecturer in elementary science in ODU's Teaching & Learning Department. She has served as an elementary teacher and classroom management coach in Hampton City Public Schools as well as an instructional coach in Norfolk Public Schools. She will help to support teacher professional development for STEM integration.

Dr. Mary Enderson	Associate Professor in Mathematics Education Old Dominion University	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	Program Coordinator Old Dominion University	Dr. Bowers 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.

Dr. Kate Wolfe Maxlow	Director of Curriculum, Instruction, and Assessment Hampton City Schools	Dr. Maxlow designed a curriculum-instruction-assessment desk audit for the Virginia Department of Education that all school divisions completed for multiple years. With her work in Hampton City Schools (HCS), she led curriculum redesign efforts for over 200 courses from PreK through Grade 12 in all content areas. She personally designed the training (based on the *Understanding by Design* framework), reviewed and provided feedback on unit plans for each course, and developed a bank of Essential Questions and Understandings that is used widely around the state for curriculum development. She also developed assessment training for curriculum leaders; indeed, multiple school divisions throughout Virginia now also purchase the HCS item banks. She has also provided curriculum training to multiple school divisions across the state of Virginia, and has done assessment and lesson observation feedback training nationally and globally.
Dr. Jennifer Thomas	Coordinator of Innovation & Digital learning Hampton City Schools	Dr. Thomason completed 10 years as a 5th grade teacher before transferring to the Innovation and Professional Learning team as a Digital Learning Specialist in 2020 where she was a part of a team that created Hampton's own virtual learning program. In 2023, she became the Coordinator of Innovation & Digital learning where she oversees Hampton's K-6 virtual program, FLEx, as well as a team of Digital Learning Specialists. Dr. Thomason has written K-5 curriculum in multiple content areas as well as assessments for grade 5 Science. She has led various science and instructional technology professional developments for the district and has worked with teachers as a science mentor. In addition, she has presented at the local, state, and national level at leadership and science related conferences.

Dr. Daniel Smith	Chief of Staff Loudon County Schools	Dr. Smith, currently serves as the Chief of Staff for Loudoun County Public Schools and brings over 17 years of instructional leadership experience as a building principal and school district leader, including acting as superintendent for 10 months in 2023. His extensive background as a principal at various school levels, notably

		at the largest school in Virginia, Lake Braddock Secondary School in Fairfax County, showcases his commitment to instructional excellence. Recognized as the Virginia PTA Secondary Principal of the Year in 2021, Dr. Smith has been actively involved in professional development and education leadership in the Commonwealth, including serving as a graduate program instructor for adult learning theory and professional development with Old Dominion University for the past ten years. With a Doctorate from the University of Virginia in Education, Curriculum, and Instruction, he brings a wealth of expertise to his role, further emphasized by his service on key educational committees and boards, including the Virginia High School League Executive Committee, the Board of Directors for Virginia ASCD and the University of Virginia K12 Advisory Council.
Dr. Ana Cingel	Supervisor of Strategic Planning and Continuous Improvement Virginia Beach Public Schools	With a background in teaching middle and high school science across multiple states, including Virginia, Colorado, and North Carolina, Dr. Cingel's expertise lies in STEM curriculum, instruction, and assessment. She has held leadership roles as a secondary science coordinator and Assistant/Associate Principal, with a current position as the Supervisor of Strategic Planning and Continuous Improvement in Loudoun County, emphasizing her commitment to STEM integration in education.

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 SPS curriculum and unit plans will be modified to include the Lab School STEM integration approach.. 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 STEM knowledge and skills that are integrated into the content curriculum.

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

Career Guidance: We provide guidance that helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational jobs/career opportunities by providing awareness in elementary school, exploration in middle schools, and preparation in high school.

Career Development: We provide learning and experiential opportunities for students to acquire behaviors and skills for career readiness that school counseling services might include, but are not limited to:.

- Academic Career Plans - utilize interest inventories, skills assessments, career interest, etc. (ie., Virginia Wizard, Virginia Career View)
- College/Career Fairs - increase number of offerings (ie., Work-related Skills Lessons, Integrate Career Education into learning curricula, Postsecondary Planning Lessons, etc.)
- College and Career Gaps - identify gaps and address both intentional and unintentional biases (ie., Understanding the connection between school and the world of work, etc.)
- Postsecondary Pathways - college, career-specific credentials and certifications, apprenticeships, military, service-year programs, full-time employment, etc.
- Developmental Factors - recognize and support (Self-Efficacy Lessons, Motivation & Perseverance Lessons, Resiliency Lessons, Work Values Lessons)

School Counselors begin with elementary students in developing academic and career plan portfolios. Because learning career clusters is crucial to future career development and understanding future career pathways, it is important that students connect school and the world of work as much as possible. Students receive lessons K-3 during classroom guidance and begin exploring career clusters and other areas of interest. The lessons for 4-5 are more targeted. Additionally, elementary schools host career day every year for students bringing in outside presenters. Elementary field trips are also instrumental in introducing students to optional career choices.

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

Fourth and fifth grade are crucial to career and college readiness. In terms of career development, students need to develop the mindset that learning is lifelong, and they'll probably need to pursue some type of postsecondary training for any career they pursue. In classroom presentations, we help students understand the progression of K–12 schooling and what postsecondary options are

generally available to students. At this time, we have students begin to investigate careers using technology so we partner with our STEM Resource Teachers to facilitate the lessons.

Elementary Career Explorations Curriculum Overview

Grade 5 Documentation:
Elementary students love to be engaged in a variety of hands-on activities, and their natural curiosity and creativity make career exploration so much fun. Elementary school years are about expanding students' career knowledge and opportunities. Our elementary school counselors focus on providing a developmental, sequential career curriculum for students, then middle school counselors are able to naturally transition these students to the next phase of career development: making meaning of their personal interests, aptitudes and skills as they relate to careers.

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.)

SPS has developed a grading criteria, identified in the Suffolk Public Schools Policy Regulations. As outlined in Article VII - Promotion of the grading regulations, the following criteria will be used for the elementary Lab School:

Students will be given multiple opportunities to demonstrate grade level mastery; retention is only considered after multi-tiered supports and interventions have been provided. Suffolk Public Schools shall use multiple criteria which include but are not limited to:

(i) demonstrating mastery by successful completion of the five core subjects of Reading, Writing, Mathematics, Science, and History/Social Studies; or

(ii) demonstrating mastery by achieving proficiency on local and/or State-mandated assessments in English and Mathematics, and

(iii) meeting the requirements of the division's attendance policy. (Issued July 11, 2014; Revised June 20, 2023)

Students not grasping concepts or meeting performance expectations will be provided with targeted remedial instruction and intervention support. Depending on student performance indicator needs, an individualized improvement plan, like an SOS plan, will be collaboratively developed to identify the goals with necessary supports, interventions, personnel, and timeframe for implementation. Students not meeting the performance or improvement expectations, as designated in the improvement plan, will be considered for removal from the Lab School and placed in the host school's grade level class or returned to their home zoned school. SPS

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* § 22.1253.13:2 of the *Code of Virginia*.)

To start, SPS Lab School enrollment will consist of 120 total students at 20 students per grade level, Kindergarten through 5th grade. Over the course of the Lab School grant period, SPS will expand enrollment to 25 in grades 3-5, while maintaining enrollment at 20 students each for grades K-2. This will allow for greater manageability and effective programming and to ensure compliance with SOQ ratio expectations and class and lab size allowances. SPS

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

The Lab School will follow the SPS Calendar. Below is the current school calendar that gets modified each year. To be updated during the 24-25 school year.

Sample Daily Schedule / Day in the Life

Suffolk Public Schools

SCHOOL CALENDAR 2023-2024

2023

JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 21-23	New Teacher Orientation
August 24-Sept. 1	Pre-Service Week
September 4	Labor Day Holiday - DIVISION CLOSED
September 5	First Day of School
October 5	Interim Reports Issued - 23 Days
October 6	1/2 Clerical Day - Early Dismissal for Students
October 24	Parent Teacher Conference - Early Dismissal for Students
November 6	End of 1st Grading Period
November 7	Virtual Clerical Day for Teachers - No School for Students
	Total Days 1st Grading Period - 45 days
November 8	2nd Grading Period Begins
November 10	Veterans Day Holiday - DIVISION CLOSED
November 17	Report Cards Distributed
November 22-24	Fall Break - DIVISION CLOSED
December 14	Interim Reports Issued - 23 days
December 20	Early Dismissal for Students and Staff
December 21-Jan. 1	Winter Break - DIVISION CLOSED (8 Days)
January 2	Schools Re-Open after Winter Break
January 15	Martin Luther King, Jr. Holiday - DIVISION CLOSED
January 26	End of 2nd Nine Weeks / 1st Semester
	1/2 Clerical Day for Teachers - Early Dismissal for Students
January 29-30	NO SCHOOL FOR STUDENTS
	Professional Learning and Clerical Days
	Total Days 2nd Grading Period - 45 days
January 31	Beginning of 3rd Nine Weeks - Second Semester Begins
February 9	Report Cards Distributed
February 15	Parent Teacher Conference Day - Early Dismissal for Students
February 19	Presidents Day Holiday - DIVISION CLOSED
March 5	Professional Learning Day - No School for Students
March 6	Interim Reports Issued - 24 Days
April 1-5	Spring Break - DIVISION CLOSED
April 11	End of 3rd Grading Period
	Total Days 3rd Grading Period - 45 days
April 12	Beginning of 4th Nine Weeks
	Early Dismissal for Students
	1/2 Clerical Day
April 19	Reports Cards Distributed
April 26	Parent Teacher Conference - Early Release for Students
May 15	Interim Reports Issued - 24 days
May 27	Memorial Day Holiday - DIVISION CLOSED
June 8	Graduation
June 13	1/2 Clerical Day - Early Dismissal for Students
June 14	Last Day of School for Students and Staff
	Early Release for Students
	1/2 Day Clerical Day
	Total Days 4th Grading Period - 45 days
	Total Days - 180 days
June 19	Juneteenth Holiday - DIVISION CLOSED

EARLY DISMISSAL

Elementary School - 1:15 pm - Lunch Served

Middle School - 11:25 am Lunch Served

High School - 12:25 pm Lunch Served

There are 180 actual teaching days. Clerical days for inservice planning, evaluation, conferences and related services: 15 days for new teachers and 12 days for previously employed teachers.

MAKE-UP DAYS: Up to ten missed days of school will be made up by the additional instructional hours built into the school calendar. If additional days are missed due to inclement weather, the school board will determine the make-up schedule.

KEY - Holidays in BLUE /- End of each reporting period

△ - No School for Students □- Early dismissal - See above calendar

◯ - Denotes Teacher Workday ___ - Parent/Teacher Conference

2024

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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 College Partnership Laboratory School's curriculum for grades kindergarten through fifth grade will be meticulously designed to align with Virginia's Standards of Learning (SOL) and the corresponding SOL Curriculum Framework. This alignment serves as the foundational framework for curriculum development, instructional planning, and assessment strategies, ensuring that all students receive a rigorous, comprehensive, and standards-aligned education.

Integration of the Virginia SOLs

Curriculum Mapping and Alignment:

- Educators will systematically map the school's curriculum to the specific SOL for each grade level and subject area, ensuring that all SOL objectives are addressed and integrated into the instructional design.

- The SOL Curriculum Framework will serve as a detailed guide for curriculum development, providing essential knowledge, skills, and competencies that students are expected to master at each grade level.

Instructional Design and Delivery:

- Teachers will utilize the SOL and SOL Curriculum Framework to inform instructional strategies, learning activities, and assessment methods, ensuring that instruction is aligned with state standards and tailored to meet the diverse needs of students.
- The curriculum emphasizes active engagement, inquiry-based learning, and realworld applications of knowledge and skills, aligning with the goals and objectives outlined in the SOL Curriculum Framework.

Scope and Sequence:

- The school's curriculum will follow a logical scope and sequence that aligns with the progression of SOL objectives across grade levels, ensuring continuity, coherence, and vertical alignment in instruction and assessment.
- Educators will collaboratively plan and develop curriculum units, lessons, and assessments that build upon prior knowledge, address current SOL objectives, and prepare students for future academic challenges.

Goals and Objectives of the Curricula:

Alignment with SOL Objectives:

- The curricula will be designed to meet and exceed the specific SOL objectives for each grade level and subject area, ensuring that students acquire essential knowledge and skills in alignment with state standards.
- Teachers will monitor student progress, adjust instruction, and provide targeted support or enrichment activities to ensure mastery of SOL objectives and promote academic success.

Integration of 21st Century Skills:

- In addition to addressing SOL objectives, the curricula will incorporate the development of 21st-century skills, such as critical thinking, communication, collaboration, and creativity, preparing students for future academic and career opportunities.
- Students engage in interdisciplinary projects, technology-enhanced learning experiences, and real-world applications of knowledge, fostering a holistic approach to learning that extends beyond the scope of traditional academic standards.

Culturally Responsive and Inclusive Practices:

- The curricula will emphasize culturally responsive and inclusive practices that recognize, respect, and value the diverse backgrounds, experiences, and perspectives of all students.

- Teachers will incorporate diverse resources, perspectives, and instructional strategies to create an inclusive learning environment that promotes equity, empathy, and respect for all members of the school community.

Assessment and Accountability:

Formative and Summative Assessments:

- The school will implement a balanced assessment system that includes formative assessments, summative assessments, and standardized tests aligned with SOL objectives to monitor student progress, measure achievement, and inform instructional decisions.
- Teachers will utilize assessment data to evaluate student performance, identify areas for improvement, and adjust instruction to ensure alignment with SOL objectives and promote student success.

Continuous Improvement and Professional Development:

- The school will foster a culture of continuous improvement and professional development, providing educators with opportunities to collaborate, reflect on practice, and enhance their knowledge and skills related to SOL implementation, curriculum development, and effective teaching strategies.

The College Partnership Laboratory School's curriculum for kindergarten through fifth grade will be grounded in a strong foundation of alignment with Virginia's Standards of Learning (SOL) and the corresponding SOL Curriculum Framework. Through thoughtful curriculum development, instructional planning, and assessment practices, the school ensures that all students have the opportunity to achieve academic excellence, develop essential skills, and thrive in a dynamic and supportive learning environment that prepares them for future success.

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)

Students will meet all state and federal testing requirements at their designated home school. Each of the schools are responsible for ensuring proper testing protocol will be followed including test administration requirements, technology requirements, training to test examiners and proctors, and the process by which test record data quality will be maintained through central records.

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

a. Purpose and objectives of the experimental or innovative programs;

b. Description and duration of the programs;

c. Anticipated outcomes;

d. Number of students affected;

e. Evaluation procedures; and

f. 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 Standards of Learning (SOL) assessments were designed to measure student achievement throughout the state of Virginia. Students in grades three through eight and high school students are tested in selected core areas. The SOL tests contain questions that are based on the standards. The purpose of the SOL testing program is to measure how well students have learned the knowledge, processes, and skills. The tests are accountability measures designed to assess how well students have learned the state standards.

Students enrolled in grades three through eight are administered tests designed to measure grade level content. The tests are given annually in English and mathematics to students in grades three through eight. The science tests are administered in grades five and eight. The history/social science tests are administered in grades four and seven. Students in high schools and middle schools who are enrolled in an end-of-course subject are administered tests in Reading/Literature and Research, Writing, Algebra I, Algebra II, Geometry, Earth Science, Chemistry, Biology, World History I and II, and VA and US History.

Reading Assessments are designed to measure students' achievements throughout the year. Students in grades one through five take assessments which are administered in correlation with the division-wide pacing guides. Kindergarten portfolios are maintained to provide evidence of progress and mastery. Students must achieve proficiency on local and/or State-mandated assessments in Reading in order to be promoted to the next grade.

Mathematics Assessments are designed to measure students' achievements throughout the year. Students in grades one through five t take assessments which are administered in correlation with the division-wide pacing guides. Kindergarten portfolios are maintained to provide evidence of progress and mastery. Students must achieve proficiency on local and/or State-mandated assessments in mathematics in order to be promoted to the next grade.

History/Social Science Assessments are designed to measure students' achievements throughout the year. Students in grades one through five take History/Social Science Assessments which are administered in correlation with the division-wide pacing guides. Kindergarten portfolios are maintained to provide evidence of progress and mastery.

Science Assessments are designed to measure students' achievements throughout the year. Students in grades one through five take Science Assessments which are administered in correlation with the division-wide pacing guides. Kindergarten portfolios are maintained to provide evidence of progress and mastery.

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.

Metric 1: By the end of year one, (2025-26), 80% of the STEM Academy Lab School students, in testing grades 3-5, will successfully meet the minimum pass score on all Standards of Learning assessments.

Metric 2: By the end of year two (2026-27), 85% of the STEM Academy Lab School students, in testing grades 3-5, will successfully meet the minimum pass score on all Standards of Learning assessments.

Metric 3: By the end of year three (2027-28), 90% of the STEM Academy Lab School students, in testing grades 3-5, will successfully meet the minimum pass score on all Standards of Learning assessments.

Metric 4: By the end of year four (2028-29), 95% of the STEM Academy Lab School students will successfully meet the minimum pass score on all Standards of Learning assessments.

Metric 5: 100% of the STEM Academy Lab School teachers and staff will practice and implement the professional development strategies in which they were trained and are embedded in the STEM Academy Lab School curriculum lessons, as determined through walkthroughs, student work, and student and parent surveys.

STEM Academy Lab School students in grades K-2 will follow the required grading criteria measures as outlined in the SPS Policies and Procedures.

Through a collaborative process in Suffolk Public Schools, the STEM Academy Lab School will be part of the Booker T. Washington Elementary School (BTWES) continuous school improvement plan (CSIP), which is a multi-year planning document in which the building administrative team 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 Department of Teaching and Learning (Curriculum and Instruction, Testing and Research, Special Education, Professional Learning, and Academic and Intervention Supports), and School Leadership and Innovation 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 BTWES CSIP will henceforward include goals, action steps, data, and resources specific to the STEM Academy Lab School.

To monitor the progress of the STEM Academy at Booker T. Washington Elementary School, we will establish a comprehensive monitoring and evaluation framework.

Student Performance Data:

- Use standardized tests, project assessments, and other relevant metrics to measure academic performance.
- Implement pre- and post-assessments to gauge individual student growth. ● Regularly review grades, attendance, and participation records.

Student Engagement:

- Conduct surveys or feedback sessions to understand student engagement levels.
- Monitor participation in extracurricular STEM activities and events.

Educator Preparation and Professional Learning:

- Assess teacher preparation through surveys and evaluations.
- Track participation in professional development programs.
- Measure the integration of innovative and experiential teaching methods.

Inclusive and Diverse Community:

- Establish metrics to measure the diversity and inclusivity of the student population.
- Monitor the implementation of inclusive teaching practices.
- Gather feedback from students and parents regarding their sense of belonging.

Experimentation with Pedagogical Approaches:

- Evaluate the success of different teaching methods through classroom observations and feedback.

- Encourage teachers to experiment with new approaches and document their impact.

Targets for Improvement Over Time:

Academic Performance:

- Set annual targets for improvement in standardized test scores.
- Aim for a steady increase in average grades and overall academic achievement.

Student Engagement:

- Establish goals for increased participation in STEM-related activities.
- Aim for higher satisfaction rates in student feedback.

Educator Preparation and Professional Learning:

- Set targets for the percentage of educators participating in professional development.
- Monitor the adoption of innovative teaching methods over time.

Inclusive and Diverse Community:

- Aim for a more diverse student body each year.
- Set goals for increased satisfaction and sense of belonging among students and parents.

Experimentation with Pedagogical Approaches:

- Encourage a gradual increase in the adoption of new teaching approaches.
- Monitor the success and impact of experimental methods.

Implementation Steps:

- Develop a baseline assessment in the first year to understand the initial state of each measure.
- Establish a data collection and analysis system to track progress over the five-year period.
- Conduct regular reviews and assessments at the end of each academic year to evaluate performance against targets.
- Adjust strategies and interventions based on the data and feedback received.
- Document all measures, targets, and outcomes for reporting and future reference.

By implementing this monitoring and evaluation framework, we can systematically track the success and improvement of the STEM Academy at Booker T. Washington Elementary School over the specified five-year period.

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?

The Director of the Institute for Design Thinking and Leadership Development and the Governing Board will provide oversight by conducting a comprehensive needs assessment, in collaboration with SPS division and ODU staff, to identify needed actions to ensure continuous improvement for students. A robust theory of action, guided by a logic model to operationalize the Lab School vision, mission, and articulated focus within this document will be developed. Research processes, guided by Old Dominion University, to continuously evaluate the efficacy of the plan implementation, will be conducted in an ongoing manner. Results of the comprehensive needs assessment shall be used to develop a multi-year improvement plan, which will be a component of the school's comprehensive, unified, long-range plan and monitored through a continuous improvement model.

SPS division and ODU staff shall:

- Identify factors related to the school's performance on the indicator as part of the school's comprehensive needs assessment.
- Utilize the division Needs Assessment.
- Utilize the SPS division School Performance Plan along with additional goals for STEM education, engagement and participation.
- Use the results of the comprehensive needs assessment to develop and revise the multiyear school improvement plan to address the factors identified in the needs assessment that are related to the performance indicator.
- Implement the essential actions and research-based strategies with fidelity.
- Regularly evaluate evidence of the school's progress in implementing the plan, monitor changes on the school quality indicator, and make adjustments as warranted; and evaluate the progress of the school quality indicators at Level Two at the end of each year and assess the results of the school improvement plan actions at the end of two years. If no progress is made within the two-year period on such school quality indicators, the plan shall be revised.

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

The community partnerships will play a vital role in enhancing family engagement, fostering literacy, math, and science initiatives, promoting safety awareness, and providing essential technology training for parents. Suffolk Public Schools is dedicated to supporting family involvement through expert parenting sessions accessible to all parents. We conduct regular surveys to gather valuable feedback.

The Community Engagement Department, in collaboration with elementary schools, consistently plans and executes district-wide and individual school parent engagement programs. We supply

materials and resources to ensure engaging events and create opportunities for extended learning at home. These include books, manipulatives, and light refreshments for events during meal times or instructional activities involving food. We are committed to building home libraries of student materials and promoting a supportive learning environment beyond the school setting.

Suffolk Public Schools believes partnerships within the community will play a vital role in the development of our initiative. Our current and future community partners will assist in providing insight on exposing students to more obvious and unknown STEM opportunities that are integral in day to day business and community operations. Bringing STEM to life using a crosscurricular, relevant and real world approach will expand the learning and application opportunities students will experience.
Suffolk Public Schools also seeks to partner with community organizations and groups to promote student learning and achievement through innovation. A community group that would be supported by this initiative is the Suffolk Public Library. The Suffolk Public Library's Strategic Plan 2021-2026 has goals to "Act as an Educational Spark" and "Building Tools to Facilitate Engagement and Connection" in the community (Suffolk Public Library Strategic Plan, 19-20 SPL Report). Suffolk Public Schools partners with the library for summer reading programs, promotion of community events, and instructional resources. This would also directly impact the City of Suffolk and its many associated departments. The STEM Laboratory School initiative will increase partnerships by promoting the use of technology to support community partners and expanding a pipeline of STEM learning opportunities.

In May 2023, Suffolk Public Schools, in partnership with Global Health Connections International, offered a field trip to the annual STEM Fly-In in Morrisville, NC to greet and meet F/A 18 Super Hornet Pilots. Students were provided with information about military and STEM related jobs and opportunities as experienced by decorated United States Navy pilots. Students also witnessed the pilots land and explored the jets at the UPS RDU Airport Hub. These opportunities are one example and facet of how students in a STEM Laboratory School will receive expanded learning to apply and connect in-school instruction.

Most recently, Suffolk Public Schools, in partnership with 21CentEd, launched a STEM program that resulted in a book and documentary about the division's strategic approach and process to improve science scores and instruction, post pandemic, and focus on STEM being a living, crosscurricular, hands-on, and daily part of student learning. The book and documentary, *STEM Century: It Takes a Village to Raise a 21st-Century Graduate, Suffolk, VA Edition* takes the reader through multiple facets of learning and discovery at every level within the division to improve how students learn - in every content - and how we as a division of instructional leaders approach instructional design, resource development, and assessment, as well as the cultural shifts required to make an impact and remain sustainable.

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).

The Laboratory School will provide a continuum of professional learning for teacher candidates and practicing teachers focused on developing and refining innovative curriculum and teaching methods that enhance students' critical thinking skills, understanding of STEM concepts, and curiosity through hands-on, authentic learning. In order to strengthen the pipeline of elementary teachers prepared to leverage cutting-edge educational technologies and teaching methods, here will be three phases of teacher preparation and development: Teachers for Tomorrow for high school students, MonarchTeach for ODU STEM teachers and STEM-focused elementary teachers, and a professional development hub that provides STEM coaching for the ongoing development of teachers' skills.

Recruiting and preparing skilled teachers with strong STEM content and instructional practices will be a key focus of the Lab School. The Teachers for Tomorrow initiative will support a *grow your own* model that invests in high school students who demonstrate an aptitude for and interest in STEM education. By engaging these students in opportunities to work with elementary students in experiential and project-based learning with appropriate technologies, we anticipate attracting a new generation of future teachers. A Teachers for Tomorrow program will engage high school juniors and seniors in hands-on learning through an innovative curriculum that will foster student interest and understanding of the teacher profession while providing coursework with dual enrollment credit. Participants will learn about careers in education, develop and practice teaching strategies, and participate in a practicum experience. These students, upon entering Old Dominion University, would join MonarchTeach, a joint collaboration between the College of Education and the College of Sciences that provides a crucial pathway for students who are majoring in STEM fields to pursue both their B.S. degree in their chosen field as well as simultaneously earning their teaching licensure for either secondary education (grades 7-12) or specifically for middle school science. This program is modeled after the nationally acclaimed UTeach program developed by the University of Texas at Austin, and it incorporates early and frequent field teaching experiences with hands-on experiences for students starting in their first semester of the program. Students are guided to develop challenging, but appropriate interactive lesson plans grounded in project-based and inquiry-based instructional methods. In addition, students in MonarchTeach take courses in classroom interactions and developmentally guided knowing and learning to support their roles as teachers. Suffolk and ODU are already partnering

on building the STEM teacher pipeline through a National Science Foundation-funded Noyce grant that provides scholarship support for STEM teacher candidates.

Providing high-quality professional development to support STEM integration and strong instructional practices emphasizing hands-on, student-centered learning will be a second primary focus of the Lab School. A STEM instructional coach will collaborate with the teachers to develop and enhance the evidence-based teaching strategies necessary to achieve the Lab School's goals for its students. A coach with mastery of highly effective practices and understanding of integration of STEM across the curriculum will work with teachers by creating a shared space conducive to learning, reflection, practice, and refinement. The coach will provide individualized coaching and support as well as group professional development opportunities for the Lab School's teachers as well as other teachers throughout the division. The coach will bring to their role a strong understanding of the needs of adult learners, depth of STEM content, and a wealth of instructional strategies and technologies.

Suffolk Public Schools will cover the base salary for teachers participating in the Active SPS Pay School initiative. Recognizing the importance of attracting highly skilled applicants and incentivizing their additional contributions, ODU has partnered with SPS to offer a stipend of $10,000. This stipend is designed to acknowledge the exceptional dedication and extended efforts of teachers involved in the program, encompassing the extra time, professional development, and additional days they invest beyond the responsibilities of a traditional teaching role. The collaboration between SPS and ODU aims to create a rewarding environment that values and supports educators who go above and beyond to enhance the educational experience for students.

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. Virtual learning will be integrated through various means, including online platforms, interactive modules, and virtual classrooms. The school aims to offer a blend of synchronous and asynchronous virtual sessions to accommodate diverse learning styles. N/A

Our goal will be to introduce virtual learning to elementary students in an effort to ensure equitable access to devices and provide home support for instruction and enrichment activities.

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

The division plan will offer the same level of extracurricular programs as other elementary schools in the division. In addition, students of the Lab School may participate in extension opportunities outside of school hours through ODU and the Tri-City Center located in Portsmouth/Suffolk, VA.

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. 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 coauthor 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, 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 a former editor of the American Journal of Criminal Justice. He has served as PI or co-PI grants totaling over $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 & 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 reengineering 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.

Sarah Jane Kirkland is the Associate Vice President for Corporate Partnerships for Old Dominion University. As Associate Vice President for Corporate Partnerships, Sarah Jane Kirkland is focused on developing partnership opportunities with corporate and nonprofit executives, including work-based learning, corporate grants for research and development, and workforce development initiatives. Sarah Jane represents Old Dominion University on a variety of economic development, workforce, professional association and other boards, while also serving as the University's point of contact to help attract new businesses in locating to Hampton Roads, as well as retaining current companies in the region. In her most recent role as President and CEO of CIVIC Leadership Institute, Sarah Jane developed critical partnerships across seemingly disparate facets of Hampton Roads, encouraging executive influencers to coalesce around important regional initiatives.Prior to joining CIVIC, Sarah Jane gained critical insight into the tourism industry working with the world's largest cruise line. Her focus on the importance of a strong arts/culture community derives from her background with the Northern Ballet School in Manchester, England, as well as with other professional dance academies.

Sarah Jane is actively engaged in large scale regional initiatives and proudly served as a representative to help develop the 757 Recovery and Resilience Action Framework. She currently serves as an executive board member for RVA757Connects, as a member of the GO Virginia Region 5 Council, corporate board member for the YMCA South Hampton Roads, a member of the M9T5 steering committee, and a member of the Hampton Roads Regional Transit Advisory Panel (HRTAP). Sarah Jane's previous board service includes the Governor's School for the Arts. In 2021, Sarah Janewas recognized by Inside Business with a *Women in Business Award*, in 2022, she was included in the Inside Business *Power Players* list and in 2023 she was included in the Virginia Business *100 people to meet*.

Dr. John B. Gordon, Superintendent, is the Division Superintendent of Suffolk Public Schools. As the leader of the school division, Dr. Gordon has been tasked with transforming Suffolk Public Schools into the premier school division in the country. Along with the Suffolk Public Schools Leadership team, Dr. Gordon has led instructional innovation initiatives that include the implementation of STEM (Science, Technology, Engineering, and Math) into all curriculums, while also fostering division improvements through the continuous learning for continuous improvement model. Dr. Gordon also helped to foster the All District Reads program for the school division that focuses on elementary students reading for pleasure. Dr. Gordon believes in creating dynamic learning environments that are focused on student voice, teacher

creativity, and technology integration. Dr. Gordon is also an adjunct professor at Old Dominion University and is the Vice-Chair of Region II for the Virginia Association of School Superintendents. Lastly, Dr. Gordon is also President-Elect of the Virginia Alliance of Black School Educators.

Dr. Stenette Byrd III, Chief of Schools, is responsible for supervising the Department of School Leadership and Innovation, including supervising the division's schools and school leaders. The Department of School Leadership and Innovation encompasses the departments of Elementary School Leadership, Secondary School Leadership, Career and Technical Education, and Technology.

In this role, Dr. Byrd performs complex professional and administrative work and assists with the supervision of division-wide activities with emphasis on principal supervision and leadership, informational technology, and career and technical education. He supervises directors, coordinators, principals, and other school and division administrators for numerous programs.

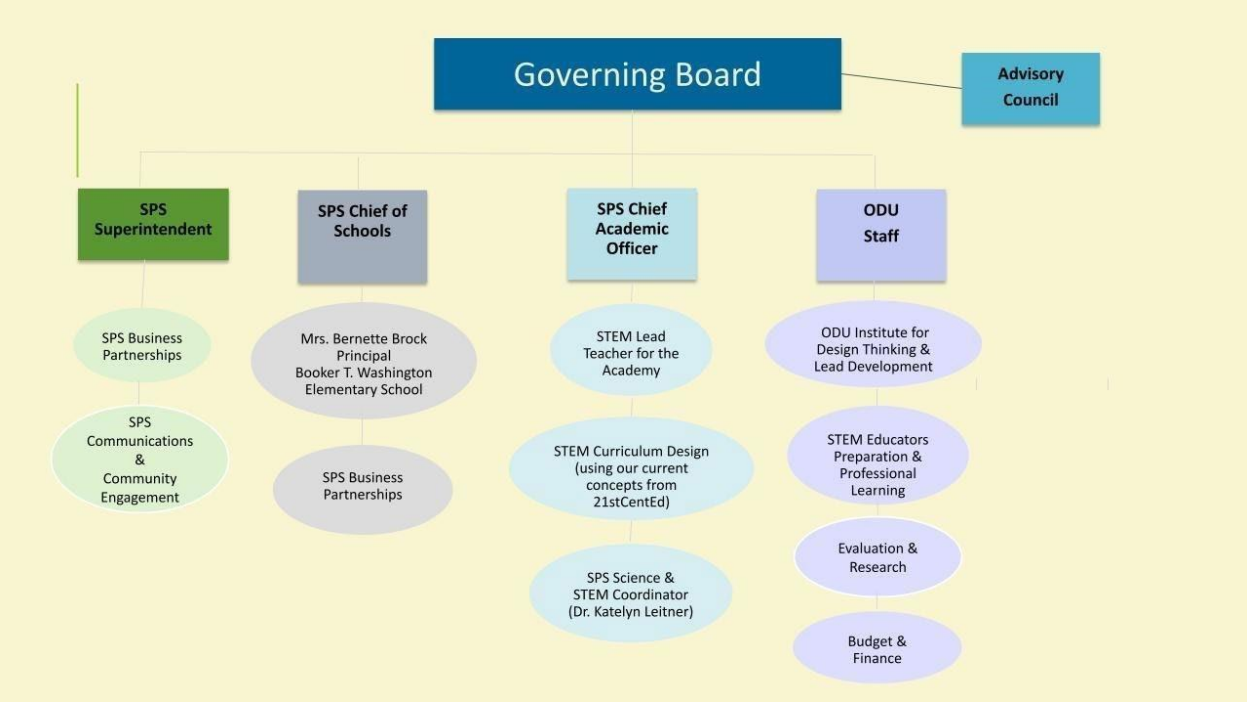
In addition to his role as Chief of Schools, Dr. Byrd is an adjunct professor at Old Dominion University and co-facilitates a Professional Development Network composed of Region 2 Chiefs and other division leaders, who are tasked with principal supervision, extending the superintendent's vision, developing future leaders, and improving climate and culture within schools.

Prior to his current role, Dr. Byrd held the positions of Executive Director of Elementary Schools (Newport News, VA), Director of Secondary Schools (Suffolk, VA), Elementary School Principal (Isle of Wight, VA), Middle School Principal (Isle of Wight, VA), High School Principal (Isle of Wight and Suffolk, VA).

Dr. Okema Branch, Chief Academic Officer, is a strategic and passionate educational professional who has a unique value proposition of extensive experience in the development, facilitation, and oversight of academic programs and initiatives that promote student growth and achievement, as well as direct teaching experience in both K-12 and higher education establishments, with additional expertise in educational human resources.

Dr. Branch currently serves as the Chief Academic Officer of Suffolk Public Schools. Her role encompasses all aspects of student instruction and academics, assessment, teacher professional learning, and facilitating leadership development.

Prior to this role, Dr. Branch held positions as Assistant Superintendent (Franklin City Public Schools, Franklin, VA), Coordinator of Collegewide Enrollment, Coordinator of First Year Success, Faculty Development Coordinator, and Human Resources Employee Training and Development Manager (Tidewater Community College). Dr. Branch began her educational career as an elementary teacher and Job Coach/Case Manager in Suffolk Public Schools and



progressed to become a Human Resources Coordinator serving elementary recruitment in Hampton City Schools.

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.

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 boards, 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 Suffolk Public Schools. A shared governance model will be in place, establishing

policies that deviate from established university and school district policies. The Board will seek recommendations from the ODU Director of the Institute for Design Thinking and Leadership Development, the NEED Chief Academic Officer and relevant curriculum personnel, the Booker T. Washington Principal, and the Advisory committee when considering decisions regarding the Lab School functioning. The Board will meet quarterly, following the procedures in the Code of Virginia.

A meeting location for the board will be identified within one month of awarding of the grant. The Board will meet quarterly. The Lab School will be fully compliant with the Virginia Freedom of Information Act. More information on the FOIA policies and compliance is available at ODU's FOIA page.

The Advisory Committee will be composed by the chairs of the following committees. Committees may be dissolved and created as the Lab School process evolves.

- 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 partnership between Old Dominion University (ODU) and Suffolk Public Schools (SPS) will be integral at every stage of planning, implementation, and sustainability of this initiative. The Governing Board, which will steer the direction of the project, will consist of esteemed leaders from both institutions, ensuring a collaborative and cohesive approach.

During the planning phase, representatives from ODU and SPS will work closely together to develop a comprehensive strategy that aligns with the goals and values of both organizations. This joint effort will leverage the expertise and resources of each partner to create a robust framework for the Lab School's success.

As implementation progresses, ongoing communication and coordination between the two entities will be paramount. The SPS Superintendent or their designated representative will provide regular updates to the Suffolk Public Schools School Board, keeping them informed of the Lab School's progress and any pertinent developments. Likewise, the ODU Provost or their designated representative will offer updates to the ODU Board of Visitors, ensuring transparency and accountability within the university's governance structure.

Furthermore, the sustainability of the initiative will rely heavily on the continued collaboration between ODU and SPS. Both institutions will remain actively engaged in monitoring the Lab School's effectiveness, making necessary adjustments, and securing long-term support to ensure its enduring impact on student learning and achievement. This enduring partnership will serve as a model for future collaborative endeavors, fostering innovation and excellence in education for years to come.

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

The governing board for the STEM Academy at Booker T. Washington Elementary School will consists of the following individuals/positions:

Suffolk Public Schools (3 board members):
Dr. John B. Gordon III- Division Superintendent
Dr. Okema Branch- Chief Academic Officer Dr.
Stenette Byrd III- Chief of Schools

Old Dominion University (4 board members): Dr. Austin
Agho - Provost, Academic Affairs
Dr. Brian Payne - Vice Provost, Academic Affairs
Dr. Tish Szymurski - Vice President for Regional Higher Education Center Sarah
Jane Kirkland- Associate Vice President for Corporate Partnerships

The Governing Board will collaborate with the policy review committee and Suffolk School Board in order to develop school policies for the STEM Academy at Booker T. Washington Elementary School. Policies shall be consistent with the Suffolk Public School Board policy manual.

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 STEM Academy Lab School Advisory Council to provide input and advice on matters related to the STEM Academy Lab School to create a positive and meaningful learning environment for all students. Suffolk Public Schools will involve parents/guardians and the community members in governing the school by opening governing board meetings to the public to include a public comment portion of the meeting. Suffolk Public Schools will also conduct several listening sessions and/or town halls in order to provide regular updates on the STEM Academy and important events. All comments and feedback related to the Lab School will be discussed at the board meeting for the Lab School to be held at BTWES or/and ODU facility. The Board will provide an annual report or presentation to the SPS school board and the ODU board of visitors.

ODU will promote a marketing campaign to advertise for the Lab School and provide additional information.

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.

Administration of the Lottery includes the following:

1. Each year, the number of students accepted into the STEM Academy 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 STEM Academy 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 SPS 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 STEM Academy 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 SPS and/or does not meet the transportation requirements.
13. Each month after the lottery, the STEM Academy 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 STEM Academy 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.

Recruitment will include in person at the ODU Tri-Cities Center and in the city of Suffolk and virtual information sessions. We will leverage the SPS communication channels already established for sharing Lab School information. Further, we will leverage our ODU Lab School network and to-be-designed virtual platform and channels to share about the lab school and recruitment. Parents will be required to complete an application for their child to attend the Lab School during a window of time each year. All parents who complete the application will be notified before the end of the school year that their child has been (1) accepted into the STEM Academy or (2) placed on a wait list. As vacancies occur in the Lab School, students will be admitted from the waitlist. The wait 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.

~~Consideration will be given to students who are not currently zoned for Booker T. Washington, if all available slots cannot be filled. It is anticipated that more students will express interest in attending the Lab School than there are spaces available. For this reason, a computerized lottery system will be used to select students. Each applicant will be assigned a random number by the computer and priority will be given to students in this order:~~

1. ~~Students who are currently zoned to attend Booker T. Washington. 75%~~

2. ~~Students who live within a 3 mile radius of the school (Transportation will be provided. 10%~~
3. ~~Students who are currently zoned to attend Suffolk Public Schools and have their own transportation to and from Booker T. Washington. 10%~~
4. ~~Other applications will be considered based on lottery numbers. 5%~~

Withdrawals

1. Students who accept placement into the STEM Academy are expected to remain in the program for the duration of their elementary (K-5) program.
2. A request to be removed from the STEM Academy must be approved by the Academy Coordinator and the ODU Program Manager.
3. Approved withdrawals must take place at instructionally appropriate times such as the end of the marking period or semester.
4. Appeals to the aforementioned can be made to the SPS Chief Academic Officer.

~~In and effort to minimize cost and disruption to the division's transportation operation, parents will need to provide transportation unless one of the following conditions are met:~~

~~1. The student lives in what is defined as the Booker T. Washington zone (subject to change via school board action only)~~

~~2. The student lives within a 3 mile radius of the 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/prelicensure 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)

Director, Institute for Design Thinking and Leadership Development Year 1 (no licensure requirement; 1 position)	Old Dominion University	Faculty or administrator at Old Dominion University; preferred earned doctorate
STEM Lab Academy Lead (Program Coordinator) Year 1	Governing Board (day-to-day supervision and oversight provided by the Director, Institute for Design Thinking and Leadership Development)	Master's Degree preferred; K-12 teaching experience required; Professional development as required for STEM Academy staff training, curriculum development and alignment, exploratory learning, and planning and programming.
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; Professional development as required for STEM Academy staff training, curriculum development and alignment, exploratory learning, and planning and programming.
Teacher 1 Elementary Teacher Year 2 (begin spring 2025 with supported ODU stipend; teaching contract for 2025-2026 AY)	Booker T. Washington Principal	Teachers must be endorsed in elementary education PK-6 SPED Teachers must be endorsed in SPED BTWES teachers who work in the lab school must also be employees of ODU Professional development as required for STEM Academy staff training, curriculum development and alignment, exploratory learning, and planning and programming.
Teacher 2 Elementary		

Teacher Year 2 (begin spring 2025 with supported ODU stipend; teaching contract for 2025-2026 AY)	Booker T. Washington Principal	Teachers must be endorsed in elementary education PK-6 SPED Teachers must be endorsed in SPED BTWES teachers who work in the lab school must also be employees of ODU Professional development as required for STEM Academy staff training, curriculum development and alignment, exploratory learning, and planning and programming.
Teacher 3 Elementary Teacher Year 2 (begin spring 2025 with supported ODU stipend; teaching contract for 2025-2026 AY)	Booker T. Washington Principal	Teachers must be endorsed in elementary education PK-6 SPED Teachers must be endorsed in SPED BTWES teachers who work in the lab school must also be employees of ODU Professional development as required for STEM Academy staff training, curriculum development and alignment, exploratory learning, and planning and programming.
Teacher 4 Elementary Teacher Year 2 (begin spring 2025 with supported ODU stipend; teaching contract for 2025-2026 AY)	Booker T. Washington Principal	Teachers must be endorsed in elementary education PK-6 SPED Teachers must be endorsed in SPED BTWES teachers who work in the lab school must also be employees of ODU Professional development as required for STEM Academy staff training, curriculum development and alignment, exploratory learning, and planning and programming.

Teacher 5 Elementary Teacher Year 2 (begin spring 2025 with supported ODU stipend; teaching contract for 2025-2026 AY)	Booker T. Washington Principal	Teachers must be endorsed in elementary education PK-6 SPED Teachers must be endorsed in SPED BTWES teachers who work in the lab school must also be employees of ODU Professional development as required for STEM Academy staff training, curriculum development and alignment, exploratory learning, and planning and programming.
Teacher 6 Elementary Teacher Year 2 (begin spring 2025 with supported ODU stipend; teaching contract for 2025-2026 AY)	Booker T. Washington Principal	Teachers must be endorsed in elementary education PK-6 SPED Teachers must be endorsed in SPED BTWES teachers who work in the lab school must also be employees of ODU Professional development as required for STEM Academy staff training, curriculum development and alignment, exploratory learning, and planning and programming.
Teacher Special Education Teacher Year 2 (begin spring 2025 with supported ODU stipend; teaching contract for 2025-2026 AY) #TBD based on student enrollment	Booker T. Washington Principal	Teachers must be endorsed in elementary education PK-6 SPED Teachers must be endorsed in SPED BTWES teachers who work in the lab school must also be employees of ODU Professional development as required for STEM Academy staff training, curriculum development and alignment, exploratory learning, and planning and programming.
STEM Facilitator (former	Suffolk Public Schools	

Computer Science Facilitator)		Teacher endorsed in elementary education PK-6; computer/technology; or similar
Coordinator of Science Instruction	Suffolk Public Schools	Stipend to lead and assist ODU with coordination of Lab School development and implementation
Faculty and Administration Lab School Support	Old Dominion University	Faculty and administration at Old Dominion University
Year 1 (no licensure requirement)		
Curriculum Development Writers Year 1	Old Dominion University and Suffolk Public Schools	Content expertise in curricular focus and/or experience in elementary STEM preferred
Research Coordinators Year 1 (2 positions; no licensure requirement)	Old Dominion University	Faculty and administration at Old Dominion University
STEM Instructional Coach	Old Dominion University and Suffolk Public Schools	content expertise in elementary education and STEM integration with experience in instructional coaching; must be endorsed in elementary education PK-6; prefer administrator endorsement

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 Director of the Institute for Design Thinking and Leadership Development is an existing ODU position, with supplemental funding via the Lab School grant. The Academy Lead will be hired within the first six months of receiving the grant. Teacher recruitment for the Lab School positions will take place summer 2024 - spring 2025

A job description will be developed by the committee that outlines the duties for the teachers, academy lead, and program manager for the Lab School. The job posting will be advertised on several websites to attract diverse candidates with specialized skill sets to meet the needs of this innovative school. Both college and school-based employees will be selected based on experience and expertise in working with Suffolk Public School School, Old Dominion University, and business and community partners.

Onboarding will take place at the school system and the university levels. The SPS 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.

The academy Lead Teacher and teachers will be SPS employees, and will be provided a supplemental Laboratory School contract and adjunct faculty status at ODU.

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.

Licensure requirements are outlined in the staffing chart. The Lab School will work with the SPS HR department for licensure and endorsement cycles. Licensure and endorsements are part of the SPS hiring process. The SPS Policies Handbook page regarding licensure is linked here.

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."

Suffolk Public Schools teachers must possess a bachelors or masters degree in education or related field. They must be eligible to possess Virginia Collegiate Professional License or Post Graduate Professional License with appropriate endorsements.

Teachers, 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 public.

The Coordinator and teachers will be SPS employees and will be provided a supplemental Laboratory School contract.

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.

All instructional staff will be employees of Suffolk Public Schools with the exception of the program coordinator who will be employed by ODU through the grant.
Lab school instructors and staff are employed by the IHE.

(1) The employee shall comply with all school laws, Board of Education regulations, and all policies, rules and regulations adopted by the School Board. (2) That the School Superintendent has the authority to assign the employee to any school within the division during the term of the contract. (3) That the employee shall perform such other duties as assigned. (4) All agreements of employment funded, in whole or in part, by federal, state, or local appropriations, or funded, in whole or in part, with grant funds from private agencies are issued subject to funding availability. When there is a loss, reduction, or change in appropriations to Suffolk Public Schools and funds are no longer available to support the position, the employment agreement may be terminated and the position eliminated at the discretion of the School Board. (5) Please note the salary/rate of pay included in this notice assignment or contract is based on a proposed pay scale that is contingent on state appropriations that have yet to be approved by the state. State appropriations may result in a change in our salary/rate of pay for the upcoming school year.

<u>See the SPS employee handbook for additional information (11 pages).</u>

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 SPS policies and procedures for routine evaluation of the Lab School coordinator and teachers.

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).

Additionally, observation forms based on signature pedagogies for science, technology, engineering, and mathematics will be used. According to Schulman (2005), *signature pedagogies* are “types of teaching that organize the fundamental ways in which future practitioners are educators for their new professions.” He further elaborated that signature pedagogies teach students to *think, perform, and act with integrity*. It is these signature pedagogies that differentiate a STEM classroom from a non-STEM classroom—they ensure that students are taught to think and perform like workers in a specific STEM field.

For instance, in the mathematics portion of a lesson, an observer might look to see whether teachers are using the mathematics process skills in addition to teaching content. Are teachers encouraging students to communicate and justify their reasoning? Are students using the concrete-representational-abstract methodology to learn new concepts? In the science curriculum, are students engaged in inquiry-based learning? Are they developing fair tests to isolate variables? Are they explaining their results and extrapolating to other concepts?

Observation forms that include these signature pedagogies will help to frame necessary schoolwide and individual professional development, and will help to ensure that the STEM program is truly preparing students to work in a STEM field.

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

Additionally, SPS will seek teachers who have a background or a professed interest in STEM, especially those who can speak knowledgeably to the signature pedagogies of a STEM-oriented classroom. This will not exclude teachers who do not have a strong STEM background, but teachers without experience in a STEM classroom will need to demonstrate an interest and drive in learning how to differentiate their teaching from a traditional general education classroom.

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 development 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*.)

Lab School Teacher professional development (PD) will include staged exposure to content and signature pedagogical knowledge and experiences in (1) STEM integration, (2) Instructional technology and equipment use, and (3) Design Thinking. The PD will both draw upon and inform curriculum development efforts. ODU's Tri Cities higher education center, located conveniently in Portsmouth, will provide state-of-the art facilities for professional development.

Before the opening of the school, teachers and administrators will engage in the following professional development to learn how to transform their teaching from a general education classroom that occasionally does STEM lessons to a truly STEM-oriented classroom. This will include training on the signature pedagogies of science, technology, engineering, and mathematics. It will also include a three-stage curriculum writing training on how to create a STEM curriculum using the *Understanding by Design* method (Wiggins & McTighe, 2005). This professional development will walk teachers through the steps to create a curriculum that is aligned with the Virginia Standards of Learning while also ensuring a clear STEM focus in every unit through the use of engaging Essential Questions and Understandings, diverse types of assessments, and quality learning experiences. As a part of the quality learning experiences,

participants will complete training on Design Thinking, and how to use it both to design lessons and as an instructional model for students. To assess student learning, another professional development on both traditional and performance assessments will take place, during which teachers will create both types of assessments that align with their unit SOLs, Essential Questions, Understandings, and Big Ideas.

There will be ongoing professional development throughout the first year of implementation in the form of curriculum, assessment, and instructional "check ins" during which teachers and administrators meet with STEM trainers to share their current best practices and challenges.

Approximate hours for each of these trainings can be found below:

Topic	Approx. Hours
Understanding the Disciplines: The Philosophies and Signature Pedagogies of Science & Technology (4 - 8 hours)	8
Understanding the Disciplines: The Philosophies and Signature Pedagogies of Math & Engineering (4 - 8 hours)	8
Curriculum Writing with Understanding by Design: Stage 1 training (4 - 6 hours)	6
Curriculum Writing with Understanding by Design: Stage 2 training (4 - 6 hours)	6
Curriculum Writing with Understanding by Design: Stage 3 training (4 - 6 hours)	6
Implementation of STEM Instruction & Design Thinking training (8 initial hours; then 1 - 2 hours at various intervals)	15
Assessing STEM Knowledge & Skills: Traditional and Performance Assessments (6 initial hours, then 1-2 hours at various intervals for up to 10 hours)	10

During the first year, cohorts of teachers engage in professional development activities driven by a needs assessment and the establishment of a foundation of STEM instruction and assessment.

This phase is crucial for equipping educators with the necessary knowledge and skills to effectively plan, teach, and assess the curriculum and technology. The focus is on preparing teachers to seamlessly integrate STEM concepts into their teaching methods.

Collaborative teams within the Professional Learning Community (PLC) model begin to form horizontally, involving grade-level teachers, and vertically, across the K-5 STEM Academy. This multidimensional collaboration sets the stage for a holistic and integrated approach to STEM education.

Design Thinking PD will include a summer institute followed by school year participation in a PLC. The Design Thinking PD will be led by Dr. Karen Sanzo.

The staged exposure follows a three-year cycle. It allows cohorts of 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 a STEM institute during the third year of implementation. PLC's will be ongoing throughout. 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.

The second year marks the actual implementation of the curriculum and technology. Teachers apply the knowledge gained in the previous year's PD to create engaging and effective STEM learning experiences for their students. The collaborative teams, now well-established, function as support networks for teachers, facilitating the sharing of best practices and insights.The design thinking process is a central component of the work of the collaborative teams. They engage in cycles of planning, learning, and data analysis to continuously refine and improve their teaching practices. This iterative approach ensures adaptability and responsiveness to the evolving needs of both students and educators.

For the second year, training will also focus on refining and adding to curriculum, assessments, and learning experiences, with continued "check ins."

In the third year, there will be a "refresher training" for any new teachers or those who choose or are chosen to retake the original training. This training will be of a shorter length than the original training sessions, but will cover all the basics of the originals.

The third year also introduces a STEM institute, which serves as a platform for further professional development. This institute is designed to deepen educators' understanding of STEM education and explore advanced teaching methodologies. Collaborative teams continue to function, refining their strategies based on the data collected and analyzed during the second year of implementation. Professional development remains a key focus in the third year, but with an intentional path that builds on the expertise gained in the previous years. The learning needs of team members are taken into account, allowing for personalized growth within the collaborative

teams. Instructional coaches play a vital role, co-facilitating sessions and providing ongoing support through job-embedded coaching cycles.

In summary, the staged exposure model offers a well-structured and supportive framework for the successful implementation of STEM education across K-5 classrooms. It also emphasizes continuous learning, collaboration, and adaptability. The combination of professional development, collaborative teams, and instructional coaching ensures a dynamic and responsive approach to STEM education over the three-year cycle.

As noted previously, A STEM instructional coach will collaborate with the teachers to develop and enhance the evidence-based teaching strategies necessary to achieve the Lab School's goals for its students. A coach with mastery of highly effective practices and understanding of integration of STEM across the curriculum will work with teachers by creating a shared space conducive to learning, reflection, practice, and refinement. The coach will provide individualized coaching and support as well as group professional development opportunities for the Lab School's teachers as well as other teachers throughout the division. The coach will bring to their role a strong understanding of the needs of adult learners, depth of STEM content, and a wealth of instructional strategies and technologies.

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 SPS and ODU to indicate the following:

- SPS is responsible for the logistics and cost of student transportation to and from the Academy and all experiential learning opportunities and field trips.
- SPS is responsible for the logistics and cost of student extracurriculars including school sports originating from their divisions.
- SPS is responsible for providing meals to all students originating from their division.
- SPS is responsible for identifying and providing the necessary support for students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students.
- SPS is responsible for ensuring student access to counseling, support services, and accommodations as necessary.
- SPS is responsible for managing attendance concerns.
- Lab School staff (Director and teachers) are responsible for reporting attendance, mid-term, and final grades to SPS.

- SPS will provide access to and the use of their Learning Management System, library resources, and other digital systems for the use of the Academy staff.
- SPS is responsible for organizing SOL testing, and other standardized learning assessments.
- SPS and Lab School leadership will work together with the guidance of the governing board to regularly review and update the MOUs as necessary to best support students and their families.
- SPS is responsible for providing nursing and medical services to Academy students.

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.

Suffolk Public Schools believes partnerships within the community will play a vital role in the development of our initiative to promote student learning and achievement through innovation. A community group that would be supported by this initiative is the Suffolk Public Library. The Suffolk Public Library's Strategic Plan 2021-2026 has goals to "Act as an Educational Spark" and "Building Tools to Facilitate Engagement and Connection" in the community (Suffolk Public Library, 2020). Suffolk Public Schools partners with the library for summer reading programs, promotion of community events, and instructional resources. Additional, current partners include but are not limited to The Virginia Air and Space Center, Nansemond River Preservation Alliance, Sentara Health, Community Outreach Coalition, and Wolf Trap. These partners would serve the Lab School through field trip opportunities and outreaches.

Developing a successful college partnership laboratory school requires extensive involvement from parents/guardians, the community, and other stakeholders to ensure it meets the needs and expectations of all involved parties. Outreach to the community for planning purposes is underway, with accelerated activities to occur upon approval:

Plans moving forward:

Parent/Guardian Surveys and Focus Groups:

- Conduct surveys and focus groups with parents/guardians to gather their input on what they would like to see in the laboratory school. Questions could cover topics such as curriculum preferences, extracurricular activities, facilities, and communication channels.

Community Meetings:

- Host community meetings to engage local residents, businesses, and organizations in discussions about the laboratory school. These meetings can provide an opportunity for stakeholders to share their thoughts, concerns, and ideas for the school.

Online Platforms for Feedback:

- Create online platforms such as forums or surveys where parents/guardians, community members, and stakeholders can provide feedback at their convenience. This can help gather input from a larger audience and ensure diverse perspectives are considered.

Partnership Meetings:

- Hold meetings with partner colleges to discuss their expectations and requirements for the laboratory school. This collaboration ensures that the school aligns with the colleges' goals and values while also benefiting from their expertise and resources.

Information Sessions:

- Host information sessions to educate parents/guardians, community members, and stakeholders about the laboratory school concept, its benefits, and the application process. These sessions can also address frequently asked questions and dispel any misconceptions.

By actively involving parents/guardians, the community, and other stakeholders in the development of the application for the college partnership laboratory school, we can ensure that all voices are heard, and all needs are met, resulting in a more inclusive and successful school environment.

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.

The Lab School will follow the SPS student handbook, linked here.Code of Conduct.

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.

A timeline is linked here.

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).

The Laboratory School will provide a continuum of professional learning for teacher candidates and practicing teachers focused on developing and refining innovative curriculum and teaching methods that enhance students' critical thinking skills, understanding of STEM concepts, and curiosity through hands-on, authentic learning. In order to strengthen the pipeline of elementary teachers prepared to leverage cutting-edge educational technologies and teaching methods, here will be three phases of teacher preparation and development: Teachers for Tomorrow for high school students, MonarchTeach for ODU STEM teachers and STEM-focused elementary teachers, and a professional development hub that provides STEM coaching for the ongoing development of teachers' skills.

Recruiting and preparing skilled teachers with strong STEM content and instructional practices will be a key focus of the Lab School. The Teachers for Tomorrow initiative will support a *grow your own* model that invests in high school students who demonstrate an aptitude for and interest in STEM education. By engaging these students in opportunities to work with elementary students in experiential and project-based learning with appropriate technologies, we anticipate attracting a new generation of future teachers. A Teachers for Tomorrow program will engage high school juniors and seniors in hands-on learning through an innovative curriculum that will foster student interest and understanding of the teacher profession while providing coursework with dual enrollment credit. Participants will learn about careers in education, develop and practice teaching strategies, and participate in a practicum experience. These students, upon entering Old Dominion University, would join MonarchTeach, a joint collaboration between the College of Education and the College of Sciences that provides a crucial pathway for students who are majoring in STEM fields to pursue both their B.S. degree in their chosen field as well as simultaneously earning their teaching licensure for either secondary education (grades 7-12) or specifically for middle school science. This program is modeled after the nationally acclaimed UTeach program developed by the University of Texas at Austin, and it incorporates early and frequent field teaching experiences with hands-on experiences for students starting in their first semester of the program. Students are guided to develop challenging but appropriate interactive lesson plans grounded in project-based and inquiry-based instructional methods. In addition, students in MonarchTeach take courses in classroom interactions and developmentally guided knowing and learning to support their roles as teachers. Suffolk and ODU are already partnering on building the STEM teacher pipeline through a National Science Foundation-funded Noyce grant that provides scholarship support for STEM teacher candidates.

Providing high-quality professional development to support STEM integration and strong instructional practices emphasizing hands-on, student-centered learning will be a second primary focus of the Lab School. A STEM instructional coach will collaborate with the teachers to develop and enhance the evidence-based teaching strategies necessary to achieve the Lab

School's goals for its students. A coach with mastery of highly effective practices and understanding of integration of STEM across the curriculum will work with teachers by creating a shared space conducive to learning, reflection, practice, and refinement. The coach will provide individualized coaching and support as well as group professional development opportunities for the Lab School's teachers as well as other teachers throughout the division. The coach will bring to their role a strong understanding of the needs of adult learners, depth of STEM content, and a wealth of instructional strategies and technologies.

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

The STEM Academy will follow all SPS 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 here. 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).

YEAR 1				
NUMBER OF STUDENTS: 0				
PERSONNEL - SALARIES	**Proposed Hours**	**Rate**	**Total Annual Cost**	
Principal Investigator (Karen Sanzo)	243	$ 80	$ 19,450	
Key Personnel (Jay Scribner)	368	$ 89	$ 32,747	
TBN Program Manager	2083	$ 36	$ 75,000	
TBN Ph.D.-Level Education GRA	0	$ -	$ -	
TOTAL SALARIES				$ 127,197

PERSONNEL - BENEFITS/EMPLOYER TAXES	**Proposed Hours**	**Rate**	**Total Annual Cost**	

Principal Investigator (Karen Sanzo)	206	$ 31	$ 6,396	
Key Personnel (Jay Scribner)	399	$ 28	$ 11,171	
TBN Program Manager	1966	$ 22	$ 43,241	
TBN Ph.D.-Level Education GRA	0	$ -	$ -	
TOTAL BENEFITS/EMPLOYER TAXES				$ 60,808
NON-PERSONNEL SERVICES	**Number**	**Rate**	**Total Annual Cost**	
Materials & Supplies	1	$ 35,000	$ 35,000	
Research & Evaluation Costs	1	$ 25,000	$ 25,000	
Consultants	1	$ 87,130	$ 87,130	
Subcontract to SPS	1	$ 164,129	$ 164,129	
Reference Books	1	$ 10,000	$ 10,000	
Design	1	$ 28,936	$ 28,936	
Social Media Costs	1	$ 15,000	$ 15,000	
Teachers for Tomorrow Costs	1	$ 21,800	$ 21,800	
Curriculum Development Costs	1	$ 100,000	$ 100,000	

Paraprofessional Licensure Cohort Costs	1	$ 15,000	$ 15,000	
Participant Support	1	$ -	$ -	
Participant Travel	0	$ -	$ -	
Field Trips	0	$ -	$ -	
TOTAL NON-PERSONNEL SERVICES				
				$ 501,995
STAFF DEVELOPMENT	**Number**	**Rate**	**Total Annual Cost**	
Travel	1	$ -	$ 40,000	
TOTAL STAFF DEVELOPMENT				
				$ 40,000
EQUIPMENT/TECHNOLOGY/FURNITURE	**Number**	**Rate**	**Total Annual Cost**	
Facilities/Renovations	1	$ 270,000	$ 270,000	
TOTAL EQUIPMENT/TECHNOLOGY/FURNITURE				
				$ 270,000

YEAR 1 - TOTAL EXPENSES	$ 1,000,000
YEAR 1 - REVENUE (COST PER PUPIL)	
NON TUITION	
TUITION	

YEAR 1 PERSONNEL - SALARIES

Principal Investigator

Faculty salary for the Principal Investigator, Dr. Karen Sanzo, is based on a 9-month performance period. Amounts charged are calculated as follows: salary/9 = rate per month. Rate per month x number of months in semester x percent effort in semester = charge per period. Dr. Sanzo's salary at the start of this project will be $125,041, and the PI will devote approximately 1.13 month of academic effort and 0.28 month of summer effort to this project in year one. A 3% salary increase has been budgeted for project year two.

Senior Personnel

Faculty salary for the Senior Personnel, Dr. Jay Scribner, is based on a 9-month performance period. Amounts charged are calculated as follows: salary/9 = rate per month. Rate per month x number of months in semester x percent effort in semester = charge per period. Dr. Scribner's salary at the start of this project will be $138,367, and the Senior Personnel will devote approximately 1.90 month of academic effort and 0.30 month of summer effort to this project in year one. A 3% salary increase has been budgeted for project year two.

Program Manager

We are requesting funding for 12 months of effort for the Program Manager based on a 12month perfor-mance period. Amounts charged per project period were calculated as follows: salary/12 = rate per month. Rate per month x number of months in period x percent effort in period = charge per period. The Program Manager's salary is budgeted at $75,000.

YEAR 1 PERSONNEL – BENEFITS/EMPLOYER TAXES FRINGE
(ONR negotiated rate dated June 14, 2023)

Principal Investigator

The fringe benefit rate applicable to university faculty academic salaries is 38.7% of the salary attributable to this project. This rate includes the university's contribution to the Virginia

Supplemental Retirement System, FICA, health, life and disability insurance premiums, worker's compensation, unemployment insurance premiums, annual leave, and sick leave.

Co-Principal Investigator & Senior Personnel

The fringe benefits applicable to the Co-Principal Investigator's and the Senior Personnel's summer salaries include FICA (6.2% AND 1.45%), worker's compensation (0.435%) and unemployment insurance premiums (1% of 1st $8,000 of calendar year). The fringe benefit rate applicable to university faculty academic salaries is 38.7% of the salary attributable to this project. This rate includes the university's contribution to the Virginia Supplemental Retirement System, FICA, health, life and disability insurance premiums, worker's compensation, unemployment insurance premiums, annual leave, and sick leave.

Program Manager & Education Specialist

FICA (6.2% & 1.45%), unemployment insurance (1% of 1st $8,000 of calendar year), worker's compensation (0.435%), health (actual), dental (actual), life (0.233%) and disability insurance premiums (0.43%), and annual (6%) and sick leave (2%) premiums have been budgeted for these positions in accordance with current Old Dominion University Research Foundation policies. Benefits for Annual Leave (6%), Sick leave (2%), retirement (11%), and tuition reimbursement (.5%) are also included.

YEAR 1 NON-PERSONNEL SERVICES

Material and Supply Costs

Funds in the amount of $35,000 are requested in year one for office supplies and other connected materials to the lab school.

Research & Evaluation Costs

Funds in the amount of $25,000 are requested in year one to support faculty and division research efforts.

Consultants

Funds in the amount of $87,130 are requested in year one for professional development and curriculum development.

Subcontract

Funds in the amount of $164,129 are requested in year one to enter into a contractual agreement with Suffolk Public Schools for the school director leadership position.

Reference Books

Funds in the amount of $10,000 are requested in year one to support professional development and provide resources related to the school's focus.

Social Media Costs

Funds in the amount of $15,000 are requested in year one for advertising the school, promoting events, and recruitment.

Design Costs

Funds in the amount of $28,936 are requested in year one for training on design thinking, planning for integration of design thinking into curriculum, and developing the ways that thinking will inform the student expositions of learning.

Curriculum Development Costs

Funds in the amount of $100,000 are requested in year one for supplies and materials required for curriculum, personnel time, and resources.

Teachers for Tomorrow

Funds in the amount of $21,800 are requested in year one for training two Suffolk Public Schools teachers to qualify them to teach dual enrollment courses (Teacher for Tomorrow I and II) and to mentor and support high school students interested in teaching careers. These funds will also fund Teachers for Tomorrow student recruitment activities and an annual summer institute that brings together aspiring Teachers for Tomorrow high school students with ODU teacher candidates and practicing teachers.

Paraprofessional Licensure Cohort

Funds in the amount of $15,000 are requested in year one for targeted mentoring and support of four paraprofessionals pursuing professional licensure. Support will include trained coaches, licensure test preparation and funding, and facilitated workshops to support integration of learning from licensure program and on-the-job learning.

YEAR 1 STAFF DEVELOPMENT

Travel

Funds in the amount of $40,000 are requested in year one for conferences, site visits, and professional development.

YEAR 1 EQUIPMENT/TECHNOLOGY/FURNITURE

Facilities/Renovations

Funds in the amount of $270,000 are requested in year one for furniture, technology, and other equipment.

YEAR 2				

NUMBER OF STUDENTS: 120				
PERSONNEL - SALARIES	**Proposed Hours**	**Rate**	**Total Annual Cost**	
Principal Investigator (Karen Sanzo)	259	$ 83	$ 21,466	
Key Personnel (Jay Scribner)	392	$ 91	$ 35,630	
TBN Program Manager	2027	$ 37	$ 77,250	
TBN Ph.D.-Level Education GRA	1923	$ 26	$ 50,000	
TOTAL SALARIES				$ 182,096
PERSONNEL - BENEFITS/EMPLOYER TAXES	**Proposed Hours**	**Rate**	**Total Annual Cost**	
Principal Investigator (Karen Sanzo)	480	$ 14	$ 6,719	
Key Personnel (Jay Scribner)	403	$ 29	$ 11,678	
TBN Program Manager	1880	$ 23	$ 46,013	
TBN Ph.D.-Level Education GRA	1672	$ 2	$ 3,343	
TOTAL BENEFITS/EMPLOYER TAXES				$ 64,981

NON-PERSONNEL SERVICES	Number	Rate	Total Annual Cost	
Materials & Supplies	1	$ 15,000	$ 15,000	
Research & Evaluation Costs	1	$ 50,000	$ 50,000	
Consultants	1	$ 90,000	$ 90,000	
Subcontract to SPS	1	$ 190,861	$ 190,861	
Reference Books	1	$ 10,000	$ 10,000	
Design	1	$ 30,000	$ 30,000	
Social Media Costs	1	$ 20,000	$ 20,000	
Teachers for Tomorrow Costs	1	$ 20,975	$ 20,975	
Curriculum Development Costs	1	$ 50,000	$ 50,000	
Paraprofessional Licensure Cohort Costs	1	$ 50,000	$ 50,000	
Participant Support	1	$ 55,000	$ 55,000	
Participant Travel	1	$ 140,000	$ 140,000	
Field Trip	0	$ -	$ -	
TOTAL NON-PERSONNEL SERVICES				$ 726,858

STAFF DEVELOPMENT	**Number**	**Rate**	**Total Annual Cost**	
Travel	1	$ 30,000	$ 30,000	
TOTAL STAFF DEVELOPMENT				$ 30,000
EQUIPMENT/TECHNOLOGY/FURNITURE	**Number**	**Rate**	**Total Annual Cost**	
Facilities/Renovations	1	$ 145,425	$ 145,425	
TOTAL EQUIPMENT/TECHNOLOGY/FURNITURE				$ 145,425
YEAR 2 - TOTAL EXPENSES				$ 1,149,360
YEAR 2 - REVENUE (COST PER PUPIL)				
NON TUITION				
TUITION				

YEAR 2 PERSONNEL - SALARIES

Principal Investigator

Faculty salary for the Principal Investigator, Dr. Karen Sanzo, is based on a 9-month performance period. Amounts charged are calculated as follows: salary/9 = rate per month. Rate

per month x number of months in semester x percent effort in semester = charge per period. Dr. Sanzo's salary at the start of year two of this project will be $128,792, and the PI will devote approximately 1.13 month of academic effort and 0.38 months of summer effort to this project in year two. A 3% salary increase has been budgeted for project year three.

Senior Personnel

Faculty salary for the Senior Personnel, Dr. Jay Scribner, is based on a 9-month performance period. Amounts charged are calculated as follows: salary/9 = rate per month. Rate per month x number of months in semester x percent effort in semester = charge per period. Dr. Scribner's salary at the start of year two of this project will be $142,518, and the Senior Personnel will devote approximately 1.80 month of academic effort and 0.45 month of summer effort to this project in year two. A 3% salary increase has been budgeted for project year three.

Program Manager

We are requesting funding for 12 months of effort for the Program Manager based on a 12month perfor-mance period. Amounts charged per project period were calculated as follows: salary/12 = rate per month. Rate per month x number of months in period x percent effort in period = charge per period. The Program Manager's salary is budgeted at $75,000.

Graduate Research Assistant

Graduate Research Assistant (GRA) wages are based on a 7.5-month performance period. A GRA may devote up to 50% academic year effort and 100% summer effort to the project each year. Specific wage rates are determined by the academic de-partments. They are based on the level of the student (masters or doctoral student) and on the number of years of experi-ence the individual has had on research and sponsored projects. The wage rate for the GRA on this project is $50,000.

YEAR 2 PERSONNEL – BENEFITS/EMPLOYER TAXESFRINGE
(ONR negotiated rate dated June 14, 2023)

Principal Investigator & Senior Personnel

The fringe benefits applicable to the Principal Investigator's, the Co-Principal Investigator's, and the Senior Personnel's summer salaries include FICA (6.2% AND 1.45%), worker's compensation (0.435%) and unem-ployment insurance premiums (1% of 1st $8,000 of calendar year). The fringe benefit rate applicable to university faculty academic salaries is 38.7% of the salary attributable to this project. This rate includes the university's contribution to the Virginia Supplemental Retirement System, FICA, health, life and disability insurance premiums, worker's compensation, unemployment insurance premiums, annual leave, and sick leave.

Program Manager

FICA (6.2% & 1.45%), unemployment insurance (1% of 1st $8,000 of calendar year), worker's compensation (0.435%), health (actual), dental (actual), life (0.233%) and disability insurance premiums (0.43%), and annual (6%) and sick leave (2%) premiums have been budgeted for these positions in accordance with current Old Dominion University Research Foundation

policies. Benefits for Annual Leave (6%), Sick leave (2%), retirement (11%), and tuition reimbursement (.5%) are also included.

Graduate Research Assistant

FICA (6.2% & 1.45%), unemployment insurance (1% of 1st $8,000 of calendar year), worker's compensation (0.435%) have been budgeted for the summer salary of the Gradu-ate Research Assistant. Only worker's compensation (0.435%) has been budgeted on academic year salary. Health insurance premiums in the amount of $500 for the fall academic semester and $600 for the spring semester are requested.

YEAR 2 NON-PERSONNEL SERVICES

Material and Supply Costs

Funds in the amount of $15,000 are requested in year two for curriculum and professional development.

Research & Evaluation Costs

Funds in the amount of $50,000 are requested in year two to support faculty and school division research and evaluation efforts..

Consultants

Funds in the amount of $90,000 are requested in year two for professional development and curriculum development.

Subcontract

Funds in the amount of $195,883 are requested in year two to enter into a contractual agreement with Suffolk Public Schools for the school director leadership position.

Reference Books

Funds in the amount of $10,000 are requested in year two to support professional development and provide resources related to the school's focus.

Social Media Costs

Funds in the amount of $20,000 are requested in year two for advertising the school, promoting events, and recruitment.

Design Costs

Funds in the amount of $30,000 are requested in year two for training on design thinking, planning for integration of design thinking into curriculum, and developing the ways that thinking will inform the student expositions of learning.

Curriculum Development Costs

Funds in the amount of $50,000 are requested in year two for supplies and materials required for curriculum, personnel time, and resources.

Teachers for Tomorrow

Funds in the amount of $20,975 are requested in year two for training two Suffolk Public Schools teachers to qualify them to teach dual enrollment courses (Teacher for Tomorrow I and II) and to mentor and support high school students interested in teaching careers. These funds will also fund Teachers for Tomorrow student recruitment activities and an annual summer institute that brings together aspiring Teachers for Tomorrow high school students with ODU teacher candidates and practicing teachers.

Paraprofessional Licensure Cohort

Funds in the amount of $50,000 are requested in year two for targeted mentoring and support of four paraprofessionals pursuing professional licensure. Support will include trained coaches, licensure test preparation and funding, and facilitated workshops to support integration of learning from licensure program and on-the-job learning.

Participant Support

Funds in the amount of $55,000 are requested in year two for teacher stipends and costs associated with professional development and STEM integration.

Participant Travel

Funds in the amount of $140,000 are requested in year two for conferences, site visits, professional development, and field trips.

YEAR 2 STAFF DEVELOPMENT

Travel

Funds in the amount of $30,000 are requested in year two for conferences, site visits, and professional development.

YEAR 2 EQUIPMENT/TECHNOLOGY/FURNITURE

Facilities/Renovations

Funds in the amount of $145,425 are requested in year two for furniture, technology, and other equipment.

TOTAL YEAR 2 STARTUP COSTS: $0
TOTAL YEAR 2 NON-STARTUP COSTS: $1,149,360

YEAR 3				

NUMBER OF STUDENTS: 120				
PERSONNEL - SALARIES	**Proposed Hours**	**Rate**	**Total Annual Cost**	
Principal Investigator (Karen Sanzo)	266	$ 83	$ 22,109	
Key Personnel (Jay Scribner)	403	$ 91	$ 36,698	
TBN Program Manager	2027	$ 37	$ 79,568	
TBN Ph.D.-Level Education GRA	1923	$ 26	$ 50,000	
TOTAL SALARIES				$ 188,375

PERSONNEL - BENEFITS/EMPLOYER TAXES	**Proposed Hours**	**Rate**	**Total Annual Cost**	
Principal Investigator (Karen Sanzo)	494	$ 14	$ 6,919	
Key Personnel (Jay Scribner)	415	$ 29	$ 12,028	
TBN Program Manager	1880	$ 23	$ 49,016	
TBN Ph.D.-Level Education GRA	1672	$ 2	$ 3,250	
TOTAL BENEFITS/EMPLOYER TAXES				$ 66,782

NON-PERSONNEL SERVICES	**Number**	**Rate**	**Total Annual Cost**	
Materials & Supplies	**1**	**$ 15,000**	**$ 15,000**	
Research & Evaluation Costs	**1**	**$ 50,000**	**$ 50,000**	
Consultants	**1**	**$ 90,000**	**$ 90,000**	
Subcontract to SPS	**1**	**$ 208,040**	**$ 208,040**	
Reference Books	**1**	**$ 10,000**	**$ 10,000**	
Design	**1**	**$ 30,000**	**$ 30,000**	
Social Media Costs	**1**	**$ 20,000**	**$ 20,000**	
Teachers for Tomorrow Costs	**1**	**$ 26,306**	**$ 26,306**	
Curriculum Development Costs	**1**	**$ 50,000**	**$ 50,000**	
Paraprofessional Licensure Cohort Costs	**1**	**$ 55,000**	**$ 55,000**	
Participant Support	**1**	**$ 70,000**	**$ 70,000**	
Participant Travel	**1**	**$ 40,000**	**$ 40,000**	

Field Trips	1	$ 50,000	$ 50,000	
TOTAL NON-PERSONNEL SERVICES				$ 718,777
STAFF DEVELOPMENT	Number	Rate	Total Annual Cost	
Travel	1	$ 30,000	$ 30,000	
TOTAL STAFF DEVELOPMENT				$ 30,000
EQUIPMENT/TECHNOLOGY/FURNITURE	Number	Rate	Total Annual Cost	
Facilities/Renovations	1	$ 145,426	$ 145,426	
TOTAL EQUIPMENT/TECHNOLOGY/FURNITURE				$ 145,426
YEAR 3 - TOTAL EXPENSES				$ 1,149,360
YEAR 3 - REVENUE (COST PER PUPIL)				

NON TUITION	
TUITION	

YEAR 3 PERSONNEL – SALARIES

Principal Investigator

Faculty salary for the Principal Investigator, Dr. Karen Sanzo, is based on a 9-month performance period. Amounts charged are calculated as follows: salary/9 = rate per month. Rate per month x number of months in semester x percent effort in semester = charge per period. Dr. Sanzo's salary at the start of year three of this project will be $132,656, and the PI will devote approximately 1.13 month of academic effort and 0.38 months of summer effort to this project in year three. A 3% salary increase has been budgeted for project year four.

Senior Personnel

Faculty salary for the Senior Personnel, Dr. Jay Scribner, is based on a 9-month performance period. Amounts charged are calculated as follows: salary/9 = rate per month. Rate per month x number of months in semester x percent effort in semester = charge per period. Dr. Scribner's salary at the start of year three of this project will be $146,794, and the Senior Personnel will devote approximately 1.80 month of academic effort and 0.45 month of summer effort to this project in year three. A 3% salary increase has been budgeted for project year four.

Program Manager

We are requesting funding for 12 months of effort for the Program Manager based on a 12month perfor-mance period. Amounts charged per project period were calculated as follows: salary/12 = rate per month. Rate per month x number of months in period x percent effort in period = charge per period. The Program Manager's salary is budgeted at $75,000.

Graduate Research Assistant

Graduate Research Assistant (GRA) wages are based on a 7.5-month performance period. A GRA may devote up to 50% academic year effort and 100% summer effort to the project each year. Specific wage rates are determined by the academic de-partments. They are based on the level of the student (masters or doctoral student) and on the number of years of experi-ence the individual has had on research and sponsored projects. The wage rate for the GRA on this project is $50,000.

YEAR 3 PERSONNEL – BENEFITS/EMPLOYER TAXESFRINGE
(ONR negotiated rate dated June 14, 2023)

Principal Investigator & Senior Personnel

The fringe benefits applicable to the Principal Investigator's, the Co-Principal Investigator's, and the Senior Personnel's summer salaries include FICA (6.2% AND 1.45%), worker's compensation (0.435%) and unem-ployment insurance premiums (1% of 1st $8,000 of calendar year). The fringe benefit rate applicable to university faculty academic salaries is 38.7% of the salary attributable to this project. This rate includes the university's contribution to the Virginia Supplemental Retirement System, FICA, health, life and disability insurance premiums, worker's compensation, unemployment insurance premiums, annual leave, and sick leave.

Program Manager

FICA (6.2% & 1.45%), unemployment insurance (1% of 1st $8,000 of calendar year), worker's compensation (0.435%), health (actual), dental (actual), life (0.233%) and disability insurance premiums (0.43%), and annual (6%) and sick leave (2%) premiums have been budgeted for these positions in accordance with current Old Dominion University Research Foundation policies. Benefits for Annual Leave (6%), Sick leave (2%), retirement (11%), and tuition reimbursement (.5%) are also included.

Graduate Research Assistant

FICA (6.2% & 1.45%), unemployment insurance (1% of 1st $8,000 of calendar year), worker's compensation (0.435%) have been budgeted for the summer salary of the Gradu-ate Research Assistant. Only worker's compensation (0.435%) has been budgeted on academic year salary. Health insurance premiums in the amount of $500 for the fall academic semester and $600 for the spring semester are requested.

YEAR 3 NON-PERSONNEL SERVICES

Material and Supply Costs

Funds in the amount of $15,000 are requested in year three for curriculum and professional development.

Research & Evaluation Costs

Funds in the amount of $50,000 are requested in year three to support faculty.

Consultants

Funds in the amount of $90,000 are requested in year three for professional development and curriculum development.

Subcontract

Funds in the amount of $212,471 are requested in year three to enter into a contractual agreement with Chesapeake Public Schools for the school director leadership position.

Reference Books

Funds in the amount of $10,000 are requested in year three to support professional development and provide resources related to the school's focus.

Social Media Costs

Funds in the amount of $20,000 are requested in year three for advertising the school, promoting events, and recruitment.

Design Costs

Funds in the amount of $30,000 are requested in year three for training on design thinking, planning for integration of design thinking into curriculum, and developing the ways that thinking will inform the student expositions of learning.

Curriculum Development Costs

Funds in the amount of $50,000 are requested in year three for supplies and materials required for curriculum, personnel time, and resources.

Teachers for Tomorrow

Funds in the amount of $26,306 are requested in year three for training two Suffolk Public Schools teachers to qualify them to teach dual enrollment courses (Teacher for Tomorrow I and II) and to mentor and support high school students interested in teaching careers. These funds will also fund Teachers for Tomorrow student recruitment activities and an annual summer institute that brings together aspiring Teachers for Tomorrow high school students with ODU teacher candidates and practicing teachers.

Paraprofessional Licensure Cohort

Funds in the amount of $55,000 are requested in year three for targeted mentoring and support of four paraprofessionals pursuing professional licensure. Support will include trained coaches, licensure test preparation and funding, and facilitated workshops to support integration of learning from licensure program and on-the-job learning.

Participant Support

Funds in the amount of $70,000 are requested in year three for teacher stipends and costs associated with professional development and STEM integration.

Participant Travel

Funds in the amount of $50,000 are requested in year three for for conferences, site visits, professional development, and field trips.

YEAR 3 STAFF DEVELOPMENT

Travel

Funds in the amount of $30,000 are requested in year three for conferences, site visits, and professional development.

YEAR 3 EQUIPMENT/TECHNOLOGY/FURNITURE

Facilities/Renovations

Funds in the amount of $145,425 are requested in year three for furniture, technology, and other equipment.

TOTAL YEAR 3 STARTUP COSTS: $0
TOTAL YEAR 3 NON-STARTUP COSTS: $1,149,360

YEAR 4				
NUMBER OF STUDENTS: 120				
PERSONNEL - SALARIES	**Proposed Hours**	**Rate**	**Total Annual Cost**	
Principal Investigator (Karen Sanzo)	266	$ 83	$ 22,773	
Key Personnel (Jay Scribner)	403	$ 91	$ 37,800	
TBN Program Manager	2027	$ 37	$ 81,955	
TBN Ph.D.-Level Education GRA	1923	$ 26	$ 50,000	
TOTAL SALARIES				$ 192,528
PERSONNEL - BENEFITS/EMPLOYER TAXES	**Proposed Hours**	**Rate**	**Total Annual Cost**	

Principal Investigator (Karen Sanzo)	494	$ 14	$ 7,128	
Key Personnel (Jay Scribner)	415	$ 29	$ 12,390	
TBN Program Manager	1880	$ 23	$ 52,270	
TBN Ph.D.-Level Education GRA	1672	$ 2	$ 3,149	
TOTAL BENEFITS/EMPLOYER TAXES				$ 67,953
NON-PERSONNEL SERVICES	**Number**	**Rate**	**Total Annual Cost**	
Materials & Supplies	1	$ 15,000	$ 15,000	
Research & Evaluation Costs	1	$ 50,000	$ 50,000	
Consultants	1	$ 90,000	$ 90,000	
Subcontract to SPS	1	$ 202,500	$ 202,500	
Reference Books	1	$ 10,000	$ 10,000	
Design	1	$ 30,000	$ 30,000	

Social Media Costs	1	$ 20,000	$ 20,000	
Teachers for Tomorrow Costs	1	$ 26,306	$ 26,306	
Curriculum Development Costs	1	$ 50,000	$ 50,000	
Paraprofessional Licensure Cohort Costs	1	$ 55,000	$ 55,000	
Participant Support	1	$ 70,000	$ 70,000	

Participant Travel	1	$ 40,000	$ 40,000	
Field Trips	1	$ 50,000	$ 50,000	
TOTAL NON-PERSONNEL SERVICES				$ 715,790
STAFF DEVELOPMENT	**Number**	**Rate**	**Total Annual Cost**	
Travel	1	$ 30,000	$ 30,000	
TOTAL STAFF DEVELOPMENT				$ 30,000
EQUIPMENT/TECHNOLOGY/FURNITURE	**Number**	**Rate**	**Total Annual Cost**	

Facilities/Renovations	1	$ 143,089	$ 143,089	
TOTAL EQUIPMENT/TECHNOLOGY/FURNITURE				$ 143,089
YEAR 4 - TOTAL EXPENSES				$ 1,149,360
YEAR 4 - REVENUE (COST PER PUPIL)				
NON TUITION				
TUITION				

YEAR 4 PERSONNEL - SALARIES

Principal Investigator

Faculty salary for the Principal Investigator, Dr. Karen Sanzo, is based on a 9-month performance period. Amounts charged are calculated as follows: salary/9 = rate per month. Rate per month x number of months in semester x percent effort in semester = charge per period. Dr. Sanzo's salary at the start of year four of this project will be $136,635, and the PI will devote approximately 1.13 months of academic effort and 0.38 month of summer effort to this project in year four.

Senior Personnel

Faculty salary for the Senior Personnel, Dr. Jay Scribner, is based on a 9-month performance period. Amounts charged are calculated as follows: salary/9 = rate per month. Rate per month x number of months in semester x percent effort in semester = charge per period. Dr. Scribner's salary at the start of year four of this project will be $151,197, and the Senior Personnel will devote approximately 1.80 month of academic effort and 0.45 month of summer effort to this project in year four.

Program Manager

We are requesting funding for 12 months of effort for the Program Manager based on a 12month perfor-mance period. Amounts charged per project period were calculated as follows: salary/12 = rate per month. Rate per month x number of months in period x percent effort in period = charge per period. The Program Manager's salary is budgeted at $75,000.

Graduate Research Assistant

Graduate Research Assistant (GRA) wages are based on a 7.5-month performance period. A GRA may devote up to 50% academic year effort and 100% summer effort to the project each year. Specific wage rates are determined by the academic de-partments. They are based on the level of the student (masters or doctoral student) and on the number of years of experi-ence the individual has had on research and sponsored projects. The wage rate for the GRA on this project is $50,000.

YEAR 4 PERSONNEL – BENEFITS/EMPLOYER TAXESFRINGE
(ONR negotiated rate dated June 14, 2023)

Principal Investigator & Senior Personnel

The fringe benefit rate applicable to university faculty academic salaries is 38.7% of the salary attributable to this project. This rate includes the university's contribution to the Virginia Supplemental Retirement System, FICA, health, life and disability insurance premiums, worker's compensation, unemployment insurance premiums, annual leave, and sick leave.

The fringe benefits applicable to the Co-Principal Investigator's and Senior Personnel's summer salaries include FICA (6.2% AND 1.45%), worker's compensation (0.435%) and unem-ployment insurance premiums (1% of 1st $8,000 of calendar year). The fringe benefit rate applicable to university faculty academic salaries is 38.7% of the salary attributable to this project. This rate includes the university's contribution to the Virginia Supplemental Retirement System, FICA, health, life and disability insurance premiums, worker's compensation, unemployment insurance premiums, annual leave, and sick leave.

Program Manager

FICA (6.2% & 1.45%), unemployment insurance (1% of 1st $8,000 of calendar year), worker's compensation (0.435%), health (actual), dental (actual), life (0.233%) and disability insurance premiums (0.43%), and annual (6%) and sick leave (2%) premiums have been budgeted for these positions in accordance with current Old Dominion University Research Foundation policies. Benefits for Annual Leave (6%), Sick leave (2%), retirement (11%), and tuition reimbursement (.5%) are also included.

Graduate Research Assistant

FICA (6.2% & 1.45%), unemployment insurance (1% of 1st $8,000 of calendar year), worker's compensation (0.435%) have been budgeted for the summer salary of the Gradu-ate Research Assistant. Only worker's compensation (0.435%) has been budgeted on academic year salary.

Health insurance premiums in the amount of $500 for the fall academic semester and $600 for the spring semester are requested.

YEAR 4 NON-PERSONNEL SERVICES

Material and Supply Costs

Funds in the amount of $15,000 are requested in year four for curriculum and professional development.

Research & Evaluation Costs

Funds in the amount of $50,000 are requested in year four to support faculty.

Consultants

Funds in the amount of $90,000 are requested in year four for professional development and curriculum development.

Subcontract

Funds in the amount of $209,484 are requested in year four to enter into a contractual agreement with Suffolk Public Schools for the school director leadership position.

Reference Books

Funds in the amount of $10,000 are requested in year four to support professional development and provide resources related to the school's focus.

Social Media Costs

Funds in the amount of $20,000 are requested in year four for advertising the school, promoting events, and recruitment.

Design Costs

Funds in the amount of $30,000 are requested in year four for training on design thinking, planning for integration of design thinking into curriculum, and developing the ways that thinking will inform the student expositions of learning.

Curriculum Development Costs

Funds in the amount of $50,000 are requested in year four for supplies and materials required for curriculum, personnel time, and resources.

Teachers for Tomorrow

Funds in the amount of $26,306 are requested in year four for training two Suffolk Public Schools teachers to qualify them to teach dual enrollment courses (Teacher for Tomorrow I and II) and to mentor and support high school students interested in teaching careers. These funds will also fund Teachers for Tomorrow student recruitment activities and an annual summer

institute that brings together aspiring Teachers for Tomorrow high school students with ODU teacher candidates and practicing teachers.

Paraprofessional Licensure Cohort

Funds in the amount of $55,000 are requested in year four for targeted mentoring and support of four paraprofessionals pursuing professional licensure. Support will include trained coaches, licensure test preparation and funding, and facilitated workshops to support integration of learning from licensure program and on-the-job learning.

Participant Support

Funds in the amount of $70,000 are requested in year four for teacher stipends and costs associated with professional development and STEM integration.

Participant Travel

Funds in the amount of $90,000 are requested in year four for conferences, site visits, field trips, and professional development.

YEAR 4 EQUIPMENT/TECHNOLOGY/FURNITURE

Facilities/Renovations

Funds in the amount of $143,089 are requested in year four for furniture, technology, and other equipment.

YEAR 4 STAFF DEVELOPMENT

Travel

Funds in the amount of $30,000 are requested in year four for conferences, site visits, and professional development.

TOTAL YEAR 4 STARTUP COSTS: $0
TOTAL YEAR 4 NON-STARTUP COSTS: $1,149,360

YEAR 5				
NUMBER OF STUDENTS: 120				

PERSONNEL - SALARIES	Proposed Hours	Rate	Total Annual Cost	
Principal Investigator (Karen Sanzo)	274	$ 83	$ 23,456	
Key Personnel (Jay Scribner)	415	$ 91	$ 38,934	
TBN Program Manager	2027	$ 37	$ 84,413	
TBN Ph.D.-Level Education GRA	1923	$ 26	$ 50,000	
TOTAL SALARIES				$ 196,803
PERSONNEL - BENEFITS/EMPLOYER TAXES	**Proposed Hours**	**Rate**	**Total Annual Cost**	
Principal Investigator (Karen Sanzo)	509	$ 14	$ 7,340	
Key Personnel (Jay Scribner)	427	$ 29	$ 12,762	
TBN Program Manager	1880	$ 23	$ 55,803	
TBN Ph.D.-Level Education GRA	1512	$ 2	$ 3,024	
TOTAL BENEFITS/EMPLOYER TAXES				$ 69,137
NON-PERSONNEL SERVICES	**Number**	**Rate**	**Total Annual Cost**	
Materials & Supplies	1	$ 15,000	$ 15,000	
Research & Evaluation Costs	1	$ 50,000	$ 50,000	

Consultants	1	$ 90,000	$ 90,000	
Subcontract to SPS	1	$ 194,233	$ 194,233	
Reference Books	1	$ 10,000	$ 10,000	
Design	1	$ 30,000	$ 30,000	
Social Media Costs	1	$ 20,000	$ 20,000	
Teachers for Tomorrow Costs	1	$ 26,306	$ 26,306	
Curriculum Development Costs	1	$ 50,000	$ 50,000	
Paraprofessional Licensure Cohort Costs	1	$ 55,000	$ 55,000	
Participant Support	1	$ 70,000	$ 70,000	
Participant Travel	1	$ 40,000	$ 40,000	
Field Trips	1	$ 50,000	$ 50,000	
TOTAL NON-PERSONNEL SERVICES				$ 710,331
STAFF DEVELOPMENT	**Number**	**Rate**	**Total Annual Cost**	
Travel	1	$ 30,000	$ 30,000	
TOTAL STAFF DEVELOPMENT				$ 30,000
EQUIPMENT/TECHNOLOGY/FURNITURE	**Number**	**Rate**	**Total Annual Cost**	

Facilities/Renovations	1	$ 143,089	$ 143,089	
TOTAL EQUIPMENT/TECHNOLOGY/FURNITURE				$ 143,089
YEAR 4 - TOTAL EXPENSES				$ 1,149,360
YEAR 4 - REVENUE (COST PER PUPIL)				
NON TUITION				
TUITION				

YEAR 5 PERSONNEL - SALARIES

Principal Investigator

Faculty salary for the Principal Investigator, Dr. Karen Sanzo, is based on a 9-month performance period. Amounts charged are calculated as follows: salary/9 = rate per month. Rate per month x number of months in semester x percent effort in semester = charge per period. Dr. Sanzo's salary at the start of year four of this project will be $136,635, and the PI will devote approximately 1.13 months of academic effort and 0.38 month of summer effort to this project in year four.

Senior Personnel

Faculty salary for the Senior Personnel, Dr. Jay Scribner, is based on a 9-month performance period. Amounts charged are calculated as follows: salary/9 = rate per month. Rate per month x number of months in semester x percent effort in semester = charge per period. Dr. Scribner's salary at the start of year four of this project will be $151,197, and the Senior Personnel will devote approximately 1.80 month of academic effort and 0.45 month of summer effort to this project in year four.

Program Manager

We are requesting funding for 12 months of effort for the Program Manager based on a 12month perfor-mance period. Amounts charged per project period were calculated as follows: salary/12 = rate per month. Rate per month x number of months in period x percent effort in period = charge per period. The Program Manager's salary is budgeted at $75,000.

Graduate Research Assistant

Graduate Research Assistant (GRA) wages are based on a 7.5-month performance period. A GRA may devote up to 50% academic year effort and 100% summer effort to the project each year. Specific wage rates are determined by the academic de-partments. They are based on the level of the student (masters or doctoral student) and on the number of years of experi-ence the individual has had on research and sponsored projects. The wage rate for the GRA on this project is $50,000.

YEAR 5 PERSONNEL – BENEFITS/EMPLOYER TAXESFRINGE
(ONR negotiated rate dated June 14, 2023)

Principal Investigator & Senior Personnel

The fringe benefit rate applicable to university faculty academic salaries is 38.7% of the salary attributable to this project. This rate includes the university's contribution to the Virginia Supplemental Retirement System, FICA, health, life and disability insurance premiums, worker's compensation, unemployment insurance premiums, annual leave, and sick leave.

The fringe benefits applicable to the Co-Principal Investigator's and Senior Personnel's summer salaries include FICA (6.2% AND 1.45%), worker's compensation (0.435%) and unem-ployment insurance premiums (1% of 1st $8,000 of calendar year). The fringe benefit rate applicable to university faculty academic salaries is 38.7% of the salary attributable to this project. This rate includes the university's contribution to the Virginia Supplemental Retirement System, FICA, health, life and disability insurance premiums, worker's compensation, unemployment insurance premiums, annual leave, and sick leave.

Program Manager

FICA (6.2% & 1.45%), unemployment insurance (1% of 1st $8,000 of calendar year), worker's compensation (0.435%), health (actual), dental (actual), life (0.233%) and disability insurance premiums (0.43%), and annual (6%) and sick leave (2%) premiums have been budgeted for these positions in accordance with current Old Dominion University Research Foundation policies. Benefits for Annual Leave (6%), Sick leave (2%), retirement (11%), and tuition reimbursement (.5%) are also included.

Graduate Research Assistant

FICA (6.2% & 1.45%), unemployment insurance (1% of 1st $8,000 of calendar year), worker's compensation (0.435%) have been budgeted for the summer salary of the Gradu-ate Research Assistant. Only worker's compensation (0.435%) has been budgeted on academic year salary. Health insurance premiums in the amount of $500 for the fall academic semester and $600 for the spring semester are requested.

YEAR 5 NON-PERSONNEL SERVICES

Material and Supply Costs

Funds in the amount of $15,000 are requested in year four for curriculum and professional development.

Research & Evaluation Costs

Funds in the amount of $50,000 are requested in year four to support faculty.

Consultants

Funds in the amount of $90,000 are requested in year four for professional development and curriculum development.

Subcontract

Funds in the amount of $204,025 are requested in year four to enter into a contractual agreement with Suffolk Public Schools for the school director leadership position.

Reference Books

Funds in the amount of $10,000 are requested in year four to support professional development and provide resources related to the school's focus.

Social Media Costs

Funds in the amount of $20,000 are requested in year four for advertising the school, promoting events, and recruitment.

Design Costs

Funds in the amount of $30,000 are requested in year four for training on design thinking, planning for integration of design thinking into curriculum, and developing the ways that thinking will inform the student expositions of learning.

Curriculum Development Costs

Funds in the amount of $50,000 are requested in year four for supplies and materials required for curriculum, personnel time, and resources.

Teachers for Tomorrow

Funds in the amount of $26,306 are requested in year four for training two Suffolk Public Schools teachers to qualify them to teach dual enrollment courses (Teacher for Tomorrow I and II) and to mentor and support high school students interested in teaching careers. These funds will also fund Teachers for Tomorrow student recruitment activities and an annual summer institute that brings together aspiring Teachers for Tomorrow high school students with ODU teacher candidates and practicing teachers.

Paraprofessional Licensure Cohort

Funds in the amount of $55,000 are requested in year four for targeted mentoring and support of four paraprofessionals pursuing professional licensure. Support will include trained coaches, licensure test preparation and funding, and facilitated workshops to support integration of learning from licensure program and on-the-job learning.

Participant Support

Funds in the amount of $70,000 are requested in year four for teacher stipends and costs associated with professional development and STEM integration.

Participant Travel

Funds in the amount of $9,000 are requested in year four for conferences, site visits, field trips, and professional development.

YEAR 5 EQUIPMENT/TECHNOLOGY/FURNITURE

Facilities/Renovations

Funds in the amount of $143,089 are requested in year four for furniture, technology, and other equipment.

YEAR 5 STAFF DEVELOPMENT

Travel

Funds in the amount of $30,000 are requested in year four for conferences, site visits, and professional development.

TOTAL YEAR 5 STARTUP COSTS: $0
TOTAL YEAR 5 NON-STARTUP COSTS: $1,149,360

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

   n/a

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

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 's event/show include minors under the age of 18 as participants, 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. Shall provide University with a Certificate of Insurance evidencing coverage at least two weeks prior to the event date. However, if a certificate is not received prior to the event/show, it remains SOLELY responsible for coverage. University assumes no liability. Acceptance of all insurance and selfinsurance will be subject to University Office of Risk Management review and approval.

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.

Please see #5 for insurance justification.

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: Booker T. Washington Elementary School, 204 Walnut Street, Suffolk VA 23434

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.

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

Description of the Facility: Total
square feet: 93,000
Number of Classrooms:39
Number of Restrooms: 2 community restrooms, 14 classroom restrooms

Other Rooms:
Cafeteria
Auditorium:
Gymnasium:
Music Room: Art
Room: Media
Center
Laboratory:

Ownership: Fee Simple

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.

Is the applicant a public, nonsectarian, nonreligious school in the Commonwealth establ public institution of higher education, public higher education center, institute, or author eligible institution, as defined in § 23.1-628 related to the Tuition Assistance Grant Prog yes

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 Other Rooms that will be dedicated to the college partnership laboratory school.

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.

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

(1) the provision of suitable instructional space.

Within Booker T. Washington Elementary School, the Academy will utilize a total of six core instructional classrooms,The classrooms will be used for core (English, Math, Science, and Social Studies) instruction. A collaborative classroom and Maker Space lab will also be located in close proximity of the core instructional classrooms. Additionally, five classrooms will be used for enhanced elective instruction. While the classrooms currently have tables and chairs, we would like to enhance the learning environment with furniture that supports flexible grouping and other classroom designs.

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 medicatThe Lab School plans to follow Suffolk 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 Lab School develops in accordance with state and federal law.

(4) information regarding compliance with building and fire codes and compliance wfederal Americans with Disabilities Act.

(5) general information on emergency evacuation plans.

The school will follow the emergency evacuation plan as developed by the County of Suffo in partnership with Suffolk Public Schools.

(6) information regarding site location and preparation.

The Lab School will be located within Booker T. Washington Elementary School, currently a fully operational school building While there are tables, chairs, and instructional tools, the current furniture does not adequately meet the instructional needs of the Lab School. Further, the technology will need to be updated to meet the learning design for the school. We are in the process of reviewing facility changes necessary to ensure the successful implementation of the STEM integrated curriculum and instructional program.

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

Suffolk Public Schools manages the operational and maintenance services for the building. ODU will work with Suffolk Public Schools to establish an MOU to reflect the partial use of Booker T. Washington Elementary School as the Lab School.

(8) financial arrangements for facilities, including any lease arrangements with schodivisions 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.

Suffolk Public Schools will provide transportation for Suffolk Public Schools students to and from the Lab School. 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.")

Suffolk Public Schools provides students with transportation to and from their zoned school. 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 Lab School 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.

The Governing Board will convene a meeting with Suffolk Public Schools and Old Dominion University to determine if an alternative approach to the school can be developed in partnership.

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 Suffolk Public School division and therefore any students within Suffolk 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 Suffolk Public Schools. Staff suspension hearing procedures are covered by VA Code 22.1-315, including part time and temporary employees. Resignation of staff following policy and procedures in the SPS 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.

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.

Close-out plans will be developed in year one between ODU and SPS.

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 SPS 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 Suffolk Public Schools. All personnel records for ODU employees working in the STEM Academy Lab School will be maintained by ODU and all personnel records for SPS working within the STEM Academy Lab School as affiliates or employees of the lab school will be retained within SPS. 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 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 comply with FERPA regarding the privacy of student records and control release of those records.

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.

The Lab School will be fully compliant with the Virginia Freedom of Information Act. More information on the FOIA policies and compliance is available at 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. A 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* § 22.1349.3 G of the *Code of Virginia*.)

Provided in application.

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

atrisk 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 secondary partner 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 secondary partner 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 (9) 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 (6) 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 Boardapproved 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 (6) 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 not later than nine (9) 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 (6) 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 (6) 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: Dr. Shannon M Robinson, Ed. D
Title: Associate VP for Research

Signature of Authorized Official:

Date: 2 FEBRUARY 2024

APPENDIX SECTION

Student Policy Handbook

SUFFOLK PUBLIC SCHOOLS

Dr. John B. Gordon III, Superintendent
100 North Main Street P.O. Box 1549
Suffolk, VA 23439 1549
757-925-6750 (Phone) 757-925-2421 (Fax)

January 19, 2024

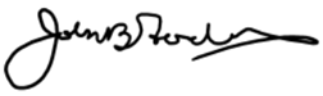
Dear Members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education:

Please accept this letter as an indication of support from Suffolk Public Schools for the creation of the STEM Academy at Booker T. Washington Elementary School. The STEM Academy at Booker T. Washington Elementary School is a partnership between Old Dominion University (ODU) and Suffolk Public Schools (SPS) that has been developed to address the needs of low socioeconomic populations with an emphasis on the importance of STEM exposure. By providing access to STEM resources and experiences, students from disadvantaged backgrounds will have the opportunity to explore a diverse range of career options. We believe that partnering with Old Dominion University is a natural fit due the ODU Tri-Cities Center being located in Suffolk, as well as our current educational leadership cohort that will produce the next generation of instructional leaders. ODU is a globally recognized R1 university that has a robust STEM infrastructure around education, research, and collaboration. Suffolk Public Schools has used the ODU Virginia Modeling, Analysis and Simulation Center for several community events and field trips. Suffolk Public Schools has extensive knowledge and experience in developing innovative STEM-oriented academic programs due to our focus on eSports, STEM Camps, and our work with 21stCentEd.

Students attending the STEM Academy lab school will engage in an experiential learning setting and will be supported by well-prepared educators. The STEM Academy at Booker T. Washington Elementary aims to provide a nurturing and intellectually stimulating environment that fosters the holistic development of each child. Our lab school will design community and field-based learning experiences that focus on addressing problems of practice in STEM and computer science. As a part of this effort, our partners will focus on preparing teachers to create experiential and innovative learning environments integrated with STEM concepts that will maximize student engagement. Lastly, within the lab school, the mission is to create an inclusive and diverse community that recognizes the importance of catering to the unique learning styles and backgrounds of all students. The STEM Academy at Booker T. Washington Elementary School 1 is guided by a mission and philosophy that emphasizes 1) a commitment to excellence in education, 2) the critical nature of student active agency and student voice in learning, 3) experimentation with pedagogical approaches and experiential learning, 4) innovative approaches to professional learning and educator preparation, and 5) integration of research and teaching.

Beginning in the fall of 2025, approximately 120 students (20 students each in grades K-5) will attend the academy. Specific innovations that will support the STEM Academy will include: overarching thematic approach to interdisciplinary learning across grade levels, ongoing field-based experiential learning, integration of design thinking and improvement science principles and approaches, and intensive professional learning and iterative curriculum development. As the Division Superintendent of Suffolk Public Schools, I fully support the proposal for a STEM Academy at Booker T. Washington Elementary, which provides foundational science, technology, engineering, and mathematics experiences for our students. These experiences will in turn support increasing classroom engagement, academic achievement, and the awareness and utilization of 5C skills needed for college and career readiness.

Sincerely,



Dr. John B. Gordon III
Division Superintendent

100 North Main Street • Post Office Box 1549 •Suffolk, VA 23439-1549 • Phone: (757) 925-6750 • Fax: (757) 925-2421 • www.spsk12.net

SUFFOLK
PUBLIC SCHOOLS

P.O. Box 1549, Suffolk, VA 23439

Suffolk City School Board

January 19, 2024

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

Please accept this letter as an indication of support from the Suffolk City School Board for the creation of the STEM Academy at Booker T. Washington Elementary School. The STEM Academy at Booker T. Washington Elementary School is a partnership between Old Dominion University (ODU) and Suffolk Public Schools (SPS) that has been developed to address the needs of low socioeconomic populations with an emphasis on the importance of STEM exposure. By providing access to STEM resources and experiences, students from disadvantaged backgrounds will have the opportunity to explore a diverse range of career options. ODU is a globally recognized R1 university that has a robust STEM infrastructure around education, research, and collaboration. SPS has extensive knowledge and experience in developing innovative STEM-oriented academic programs due to our focus on eSports, STEM Camps, and our work with 21stCentEd.

Students attending the STEM Academy lab school will engage in an experiential learning setting and will be supported by well-prepared educators. The STEM Academy at Booker T. Washington Elementary aims to provide a nurturing and intellectually stimulating environment that fosters the holistic development of each child. Our lab school will design community and field-based learning experiences that focus on addressing problems of practice in STEM and computer science. As a part of this effort, the partners will focus on preparing teachers to create experiential and innovative learning environments integrated with STEM concepts that will maximize student engagement. Lastly, within the lab school, the mission is to create an inclusive and diverse community that recognizes the importance of catering to the unique learning styles and backgrounds of all students. The STEM Academy at Booker T. Washington Elementary School is guided by a mission and philosophy that emphasizes 1) a commitment to excellence in education, 2) the critical nature of student active agency and student voice in learning, 3) experimentation with pedagogical approaches and experiential learning, 4) innovative approaches to professional learning and educator preparation, and 5) integration of research and teaching.

Beginning in the fall of 2025, approximately 120 students (20 students each in grades K-5) will attend the Academy. Specific innovations that will support the STEM Academy will include: overarching thematic approach to interdisciplinary learning across grade levels, ongoing field-based experiential learning, integration of design thinking and improvement science principles and approaches, and intensive professional learning and iterative curriculum development.

The Suffolk City School Board supports the proposal for a STEM Academy at Booker T. Washington Elementary, which provides foundational science, technology, engineering, and mathematics experiences for our students. These experiences will in turn support increasing classroom engagement, academic achievement, and the awareness and utilization of 5C skills needed for college and career readiness.

Sincerely,

Karen L. Jenkins
Chair, Suffolk City School Board

WATERS LAW FIRM P.C.
Town Point Center Building, Suite 600
150 Boush Street
Norfolk, Virginia 23510

Deborah C. Waters
Attorney at Law
Proctor in Admiralty

L. Clayton Magee
Attorney at Law

January 31, 2024

College Partnership Laboratory Schools
Standing Committee
Virginia Department of Education
P. O. Box 2120
Richmond, VA 23218

Re: STEM Academy at Booker T. Elementary School
Suffolk, Virginia

Dear Committee Members:

I am writing as Chair of the Industry Advisory Council of the Old Dominion University School of Supply Chain, Logistics and Maritime Operations ("Council") for the purpose of expressing the Council's support for funding of the grant for the STEM Academy at Booker T. Washington Elementary School, a laboratory school. The STEM (Science, Technology, Engineering, and Mathematics Academy) is a partnership between Old Dominion University ("ODU") and Suffolk Public Schools ("Suffolk") that has been developed to cultivate a generation of productive citizens who are well-equipped with the skills and knowledge needed for success in both college and various STEM-related careers, contributing to societal advancement and narrowing educational disparities. ODU and Suffolk are working in partnership on this innovative program to position this proposed laboratory school for success.

Beginning in Fall of 2025, approximately 120 students annually will attend the K-5 lab school. The proposed innovation for the program centers on a comprehensive integration of STEM education. By incorporating hands-on STEM experiences into the curriculum, students will not only enhance their academic proficiency but also develop critical thinking and problem-solving skills. This approach fosters a deeper understanding of core subjects and prepares students for realworld challenges. Moreover, the initiative aims to address the needs of low socioeconomic populations by emphasizing the importance of STEM exposure. By providing access to STEM resources and experiences, students from disadvantaged backgrounds will have the opportunity to explore a diverse range of career options. This exposure not only broadens their horizons but also instills in students a sense of possibility and ambition.

Telephone: 757.446.1434 dwaters@waterslawva.com Facsimile: 757.446.1438
cmagee@waterslawva.com

Members of the Council work in the global maritime and supply chain industry. Due to the explosive growth surrounding the Port of Virginia, businesses connected to it and those that move cargo and freight to and from the Port are establishing business offices, manufacturing enterprises, warehouse and distribution centers, and related support businesses in and around the City of Suffolk, which is due west of the Port. Those businesses require and in the future will require an adequately trained and educated workforce at all levels. The companies are willing to lend support to avenues which will produce qualified individuals to employ. The STEM Academy at Booker T. Washington Elementary School is in Suffolk, one of the communities experiencing the explosive growth moving west from the Port. The STEM Academy will encourage students to seek education in STEM careers which currently have a deficit of potential work force candidates. The fact that the STEM Academy will provide resources to an underserved student population can only contribute to the future success of the students. Only good can come from your support.

Accordingly, the ODU Advisory Council of the School of Supply Chain, Logistics and Maritime Operations vehemently supports any assistance the Department of Education can provide to this worthwhile program. Please do not hesitate to reach out should you wish additional comment.

Sincerely,

Deborah C. Waters

Deborah C. Waters

/DCW

Commonwealth Cyber Initiative
COASTAL VIRGINIA

Telephone: 757.446.1434 Email: dwaters@waterslawva.com
Facsimile: 757.446.1438 **ODU Institute of Data Science**
222 Central Park Ave
Virginia Beach, VA 23462

January 26, 2024

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

Please accept this letter as an indication of our support for the proposed lab school: The STEM Academy at Booker T. Washington Elementary School. The STEM (Science, Technology, Engineering, and Mathematics Academy) is a partnership between Old Dominion University (ODU) and Suffolk Public Schools (SPS) that has been developed to cultivate a generation of productive citizens who are wellequipped with the skills and knowledge needed for success in both college and various STEMrelated careers, contributing to societal advancement and narrowing educational disparities. ODU and SPS working in partnership on this innovative program position this proposed laboratory school for success.

Approximately 120 students annually, beginning fall of 2025, will attend the K-5 lab school. The proposed innovation for this program centers on a comprehensive integration of STEM education. By incorporating hands-on STEM experiences into the curriculum, students will not only enhance their academic proficiency but also develop critical thinking and problem-solving skills. This approach fosters a deeper understanding of core subjects and prepares students for real-world challenges. Moreover, the initiative aims to address the needs of low socioeconomic populations by emphasizing the importance of STEM exposure. By providing access to STEM resources and experiences, students from disadvantaged backgrounds will have the opportunity to explore a diverse range of career options. This exposure not only broadens their horizons but also instills a sense of possibility and ambition.

The Coastal Virginia Center for Cyber Innovation supports the SPS-ODU Laboratory School proposal. STEM integration at the elementary level not only develops important foundational skills like critical thinking, innovative meaning-making, problem solving, and understanding of the scientific method, but also helps position these students for academic and professional success in the future.

Sincerely,

John Costanzo
Chief Administrative Officer
Coastal Virginia Center for Cyber Innovation (COVA CCI)
Norfolk, VA jcostanz@odu.edu

Coastal Virginia Center for Cybersecurity Innovation (COVA CCI),
Southeastern Virginia's node of the Commonwealth Cyber Initiative (CCI)

January 22, 2024

Dear Members of the College Partnership Laboratory Schools Committee,

United Way South Hampton Roads supports the STEM Academy at Booker T. Washington Elementary School, a collaboration between ODU and SPS. This aligns with our dedication to advancing education and empowering communities. Notably, United Way has awarded 41 STEM Scholarships to high school students in Suffolk, supporting their pursuit of STEM-related degrees and careers. The Academy addresses the needs of underserved populations by providing STEM exposure, capitalizing on ODU's reputation and SPS's expertise.

The Academy's commitment to experiential learning, supported by well-prepared educators, creates a dynamic environment for holistic child development. Emphasizing community and field-based learning experiences, the STEM Academy prepares teachers for innovative, STEM-integrated learning, enhancing student engagement.

We commend the STEM Academy for its commitment to inclusivity, diversity, and excellence in education. Anticipating an annual enrollment of approximately 120 students starting in 2025, the Academy introduces thematic interdisciplinary learning, field-based experiences, and intensive professional development.

As an organization dedicated to community well-being, we proudly support the STEM Academy at Booker T. Washington Elementary School for fostering educational opportunities that empower individuals and transform communities.

Sincerely,

Mark Uren

Mark Uren
President and CEO
United Way of South Hampton Roads

HAMPTON ROADS
WORKFORCE COUNCIL
ONE REGION. ONE WORKFORCE. ONE ECONOMY.

January 30, 2024

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

Please accept this letter as an indication of our support for the proposed lab school: The STEM Academy at Booker T. Washington Elementary School. The STEM (Science, Technology, Engineering, and Mathematics Academy) is a partnership between Old Dominion University (ODU) and Suffolk Public Schools (SPS) that has been developed to cultivate a generation of productive citizens who are wellequipped with the skills and knowledge needed for success in both college and various STEMrelated careers, contributing to societal advancement and narrowing educational disparities. ODU and SPS working in partnership on this innovative program position this proposed laboratory school for success.

Approximately 120 students annually, beginning fall of 2025, will attend the K-5 lab school. The proposed innovation for this program centers on a comprehensive integration of STEM education. By incorporating hands-on STEM experiences into the curriculum, students will not only enhance their academic proficiency but also develop critical thinking and problem-solving skills. This approach fosters a deeper understanding of core subjects and prepares students for real-world challenges. Moreover, the initiative aims to address the needs of low socioeconomic populations by emphasizing the importance of STEM exposure. By providing access to STEM resources and experiences, students from disadvantaged backgrounds will have the opportunity to explore a diverse range of career options. This exposure not only broadens their horizons but also instills a sense of possibility and ambition.

Hampton Roads Workforce Council supports the SPS-ODU Laboratory School proposal. STEM integration at the elementary level not only develops important foundational skills like critical thinking, innovative meaning-making, problem solving, and understanding of the scientific method, but also helps position these students for academic and professional success in the future.

Sincerely,

Shawn Avery
President and CEO

THE HAMPTON ROADS WORKFORCE COUNCIL
999 WATERSIDE DRIVE, SUITE 1314, NORFOLK, VIRGINIA 23510 P: 757.314.2370 11820
FOUNTAIN WAY, SUITE 301, NEWPORT NEWS, VIRGINIA 23606 P:757.826.3327
www.TheWorkforceCouncil.org

COASTAL VIRGINIA STEM ecosystem

January 26, 2024

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

Please accept this letter as an indication of our support for the proposed lab school: The STEM Academy at Booker T. Washington Elementary School. The STEM (Science, Technology, Engineering, and Mathematics Academy) is a partnership between Old Dominion University (ODU) and Suffolk Public Schools (SPS) that has been developed to cultivate a generation of productive citizens who are well-equipped with the skills and knowledge needed for success in both college and various STEM-related careers, contributing to societal advancement and narrowing educational disparities. ODU and SPS working in partnership on this innovative program position this proposed laboratory school for success.

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The City of Newport News supports the SPS-ODU Laboratory School proposal. STEM integration at the elementary level not only develops important foundational skills like critical thinking, innovative meaning-making, problem solving, and understanding of the scientific method, but also helps position these students for academic and professional success in the future.

Sincerely,

Lisa Wornom-Zahralddin
Project Manager
City of Newport News
2400 Washington Avenue
City Manager's Office - 10th Floor
Newport News, VA 23607

newport news BUILT ON BREAKTHROUGHS

G2OPS Smarter Intelligence.

January 30, 2024

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

Please accept this letter as an indication of our support for the proposed lab school: The STEM Academy at Booker T. Washington Elementary School. The STEM (Science, Technology, Engineering, and Mathematics Academy) is a partnership between Old Dominion University (ODU) and Suffolk Public Schools (SPS) that has been developed to cultivate a generation of productive citizens who are well-equipped with the skills and knowledge needed for success in both college and various STEM-related careers, contributing to societal advancement and narrowing educational disparities. ODU and SPS working in partnership on this innovative program position this proposed laboratory school for success.

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G2 Ops, Inc. supports the SPS-ODU Laboratory School proposal. STEM integration at the elementary level not only develops important foundational skills like critical thinking, innovative meaning-making, problem solving, and understanding of the scientific method, but also helps position these students for academic and professional success in the future.

Sincerely,

Tracy Gregorio

Tracy Gregorio
CEO
G2 Ops, Inc.
2829 Guardian Lane, Ste 150 • Virginia Beach, VA 23452 • G2-OPS.COM

VIRGINIA SPACE GRANT CONSORTIUM

Old Dominion University
Peninsula Center
600 Butler Farm Road, Suite 2200
Hampton, VA 23666 (757)
766-5210
FAX (757)
766-5205
vsgc@odu.edu
Https://vsgc.odu.edu

Member Institutions:

Hampton University

Old Dominion University

University of Virginia

Virginia Polytechnic Institute and State University

William & Mary

NASA Langley Research Center

NASA Goddard Space Flight Center's Wallops Flight Facility

State Council of Higher Education for Virginia

Virginia Department of Education

Virginia Department of Aviation

Virginia Innovation Partnership Corporation

Virginia Community College System

Virginia AeroSpace Business Association

Science Museum of Virginia

Virginia Air and Space Science Center

MathScience Innovation Center

January 31, 2024

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

Please accept this letter as an indication of our support for the proposed lab school: The STEM Academy at Booker T. Washington Elementary School. The STEM (Science, Technology, Engineering, and Mathematics Academy) is a partnership between Old Dominion University (ODU) and Suffolk Public Schools (SPS) that has been developed to cultivate a generation of productive citizens who are well-equipped with the skills and knowledge needed for success in both college and various STEM-related careers, contributing to societal advancement and narrowing educational disparities. ODU and SPS working in partnership on this innovative program position this proposed laboratory school for success.

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Virginia Space Grant Consortium supports the SPS-ODU Laboratory School proposal. STEM integration at the elementary level not only develops important foundational skills like critical thinking, innovative meaning-making, problem solving, and understanding of the scientific method, but also helps position these students for academic and professional success in the future.

Sincerely,

Christopher Carter
Director, Virginia Space Grant Consortium

Aerospace Partnerships in Education • Research • Industry

The Mariners' Museum and Park

January 30, 2024

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

The Mariners' Museum and Park (the Museum) is pleased to offer its support for the proposed lab school: The STEM Academy at Booker T. Washington Elementary School. The STEM (Science, Technology, Engineering, and Mathematics Academy) is a partnership between Old Dominion University (ODU) and Suffolk Public Schools (SPS) that has been developed to cultivate a generation of productive citizens who are well-equipped with the skills and knowledge needed for success in both college and various STEM-related careers, contributing to societal advancement and narrowing educational disparities. ODU and SPS working in partnership on this innovative program position this proposed laboratory school for success.

The Museum was established in 1930 and has been designated as America's National Maritime Museum by Congress. Our mission *to connect people to the world's waters and to one another* is fundamentally about building social capital through the lens of servant-leadership—in short, using our resources to meet the needs of our community. The Museum's 32,000 3D objects, Library and Archives--the largest in the Western Hemisphere--550-acre Park and 167-acre Lake make our campus the perfect setting for immersive work and project-based learning, enriching students' educational journey. The Museum would be proud to serve as an enrichment partner, setting the foundation for student success.

Approximately 120 students annually, beginning fall of 2025, will attend the K-5 lab school. The proposed innovation for this program centers on a comprehensive integration of STEM education. By incorporating hands-on STEM experiences into the curriculum, students will not only enhance their academic proficiency but also develop critical thinking and problem-solving skills. This approach fosters a deeper understanding of core subjects and prepares students for real-world challenges. Moreover, the initiative aims to address the needs of low socioeconomic populations by emphasizing the importance of STEM exposure. By providing access to STEM resources and experiences, students from disadvantaged backgrounds will have the opportunity to explore a diverse range of career options. This exposure not only broadens their horizons but also instills a sense of possibility and ambition.

The Mariners' supports the SPS-ODU Laboratory School proposal. STEM integration at the elementary level not only develops important foundational skills like critical thinking, innovative meaning-making, problem solving, and understanding of the scientific method, but also helps position these students for academic and professional success in the future.

Sincerely,

Sabrina Y. Jones
Senior Director of Advancement
The Mariners' Museum and Park

OLD DOMINION
UNIVERSITY

February 13, 2024

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

Please accept this letter as an indication of our support for the proposed lab school: The STEM Academy at Booker T. Washington Elementary School. The STEM (Science, Technology, Engineering, and Mathematics Academy) is a partnership between Old Dominion University (ODU) and Suffolk Public Schools (SPS) that has been developed to cultivate a generation of productive citizens who are well-equipped with the skills and knowledge needed for success in both college and various STEM-related careers, contributing to societal advancement and narrowing educational disparities. ODU and SPS working in partnership on this innovative program position this proposed laboratory school for success.

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Old Dominion University supports the SPS-ODU Laboratory School proposal. STEM integration at the elementary level not only develops important foundational skills like critical thinking, innovative meaning-making, problem solving, and understanding of the scientific method, but also helps position these students for academic and professional success in the future.

Sincerely,

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

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	545	545	579	587	596	330	3,182	provide details separately
Non-personnel Expenses	175	338	338	338	338	221	1,748	provide details separately
Staff development	50	55	55	55	55	24	294	provide details separately
Equip/Tech/Furniture	180	110	212	248	238	200	1,188	provide details separately
Admin Fee	50	-					50	provide details separately
Total Lab School Operating Costs	**1,000**	**1,306**	**1,363**	**1,394**	**1,428**	**1,186**	**6,462**	**[A]**
Annual Enrollment (# of pupils)		120	120	120	120	120	600	*based on experienced ramps*
Cost per pupil ($)		$10,883	$11,358	$11,617	$11,900	$9,883	$2,154	
Estimated Lab School Funding								
Planning Grant	200						200	per lab school application
Start-up	1,000						1,000	per lab school application
Operating		**840**	**840**	**840**	**840**		3,360	per lab school application
Subtotal College Partnership Lab School Fund	**1,200**	**1,400**	**1,500**	**1,500**	**1,500**	**-**	**4,560**	
Outside Funding								
Local share		761	916	996	1,020	1,045	4,738	illustrative
Grant funding			25	25	25	25	100	illustrative, provide details
Philanthropic funding			25	25	25	25	100	illustrative, provide details
Higher education institution support		152	178	178	178	178	864	illustrative, provide details
Business & industry partner contributions			25	25	25	25	100	illustrative, provide details
Fundraising and development			25	25	25	25	100	illustrative, provide details
Subtotal Other Funding	**-**	**913**	**1,194**	**1,274**	**1,298**	**1,323**	**6,002**	
Total Funding	**1,200**	**2,313**	**2,694**	**2,774**	**2,798**	**1,323**	**10,562**	**[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	$22,000	$22,000	$22,000	$22,000	$22,000
Program Administrator	1			$120,000	$120,000	$126,000	$130,000	$135,000	$140,000
Admin Assistant	1			$57,000	$57,000	$60,000	$62,000	$64,000	
Research & Eval Dir	1			$15,000	$15,000	$15,000	$15,000	$15,000	
ODU Teacher Prep support	1			$12,000	$12,000	$12,000	$12,000	$12,000	
Program Manager	1			$121,000	$121,000	$126,000	$128,000	$130,000	
Teacher Stipends	7			$75,000	$75,000	$75,000	$75,000	$75,000	$75,000
Teacher salaries	6				$549,900	$566,397	$583,389	$600,891	$618,917
Instructional Assistant Stipends	6			$43,000	$43,000	$43,000	$43,000	$43,000	$43,000
Instructional Assistant Salaries	6				$211,500	$217,845	$224,380	$231,112	$238,045
Consultants	5			$80,000	$80,000	$100,000	$100,000	$100,000	$50,000
Total Personnel Costs			**#VALUE!**	**$545,000**	**$1,306,400**	**$1,363,242**	**$1,394,769**	**$1,428,002**	**$1,186,962**

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	$35,000	$35,000	$35,000	$35,000	$20,000
Reference Books				$5,000	$5,000	$5,000	$5,000	$5,000	$5,000
Social Media Costs				$5,000	$5,000	$5,000	$5,000	$5,000	$3,000
Educator Preparation Costs				$35,000	$35,000	$35,000	$35,000	$35,000	$5,000
Curriculum Development Costs				$90,000	$50,000	$50,000	$50,000	$50,000	
Field Trips/internships/site visits					$50,000	$50,000	$50,000	$50,000	$30,000
Higher Education Institution Support					$152,700	$152,700	$152,700	$152,700	$152,700
Research & Eval				$5,000	$5,000	$5,000	$5,000	$5,000	$5,000
Total Non-Personnel Costs			**$0**	**$175,000**	**$337,700**	**$337,700**	**$337,700**	**$337,700**	**$220,700**

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	$30,000	$30,000	$30,000	$30,000	$30,000	$12,000
Travel	4	$500	c	$20,000	$25,000	$25,000	$25,000	$25,000	$12,000
Total Non-Personnel Costs			**$0**	**$50,000**	**$55,000**	**$55,000**	**$55,000**	**$55,000**	**$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	$40,000	$40,000	$30,000	$25,000	$12,000
Facilities/renovations				$140,000	$70,000	$40,000	$30,000	$25,000	
Child Nutrition						$ 37,500.00	$ 75,000.00	$ 75,000.00	$ 75,000.00
Transportation						$ 75,000.00	$ 75,000.00	$ 75,000.00	$ 75,000.00
Student Technology						$ 19,156.00	$ 38,312.00	$ 38,312.00	$ 38,312.00
IT support/licenses									
Total equipment/technology/furniture			**$0**	**$180,000**	**$110,000**	**$211,656**	**$248,312**	**$238,312**	**$200,312**

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**	**$1,809,100**	**$1,967,598**	**$2,035,781**	**$2,059,014**	**$1,631,974**

MEMORANDUM OF UNDERSTANDING
BETWEEN
OLD DOMINION UNIVERSITY (ODU)
AND
SUFFOLK PUBLIC SCHOOLS (SPS)
DRAFT

This *draft* Memorandum of Understanding (MOU) *reviewed and effective upon grant approval* will be made and entered into by the following: Old Dominion University (ODU) and Suffolk Public Schools (SPS), each individually "Party" and collectively "Parties") for the purpose of working collaboratively to achieve the mission and goals of the College Partnership Laboratory School; hereafter, the STEM Academy at Booker T. Washington Elementary School (SABTW).

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

SPS Responsibilities:

- SPS is responsible for the logistics and cost of student transportation to and from the Academy and all experiential learning opportunities and field trips.
- SPS is responsible for the logistics and cost of student extracurriculars including school sports originating from their divisions.
- SPS is responsible for providing meals to all students originating from their division.
- SPS is responsible for identifying and providing the necessary support for students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students.
- SPS is responsible for ensuring student access to counseling, support services, and accommodations as necessary.
- SABTW staff is responsible for monitoring attendance and sharing related issues or concerns.
- Academy staff (Director and Teachers) are responsible for reporting attendance, mid-term, and final grades to SPS.
- SPS will provide access to and the use of their Learning Management System, library resources, and other digital systems for the use of the Academy staff.
- SPS is responsible for organizing SOL testing, SAT testing, ACT testing, and other standardized learning assessments.
- SPS and Lab School leadership will work together with the guidance of the governing board to regularly review and update the MOUs as necessary to best support students and their families.
- SPS is responsible for providing nursing and medical services to SABTW students.
- SPS will provide maintenance for technology hardware, software, and other equipment.
- SPS will provide partial base funding for lab school teachers and instructional assistants.

Old Dominion University responsibilities:

- Ensure that all Lab School employees are ODU employees.
- 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-SPS team related to STEM and design thinking.
- Provide curriculum development support for the lab school.
- Periodically review and make recommendations for updating 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 equipment for the lab school.
- Coordinate educator preparation support for site-based courses and student teaching.
- Design, implement, and coordinate the research and ODU-related research activities.
- Facilitate family/student focus group sessions.
- Facilitate the lab school advisory council.
- ODU will provide partial base funding for lab school teachers and instructional assistants.

Points of Contact for this MOU

- Old Dominion University
  - Dr. Karen Sanzo, Director, Brooks Crossing Innovation Lab, Director, Institute for Design Thinking and Leadership Development
  - Dr. Tish Szymurski, Associate Vice President, Regional Higher Education Centers

- Suffolk Public Schools
  - Dr. Okema Branch, Chief Academic Officer
  - Dr. Katelyn Leitner, Coordinator of Science Instruction

Dr. Brian Payne
Vice Provost, Academic Affairs
Old Dominion University

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Signature

_____
Date

Dr. John B. Gordon, III
Superintendent
Suffolk Public Schools

_____
Signature

_____
Date