



Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education
July 26, 2012
Updated August 31, 2022

School Name: VCU x CodeRVA Lab School
Date of Submission to Virginia Board of Education: May 26, 2023
Name of Authorized Official: Tina Cunningham **Date:** May 26, 2023
Signature of Authorized Official:

DocuSigned by:
Tina L Cunningham
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Instructions

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:
http://www.doe.virginia.gov/instruction/laboratory_schools/index.shtml.

Please 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.

Part A: Applicant Information

School Information

School Name: VCU x CodeRVA Lab School

Does the applicant presently have access to a facility suitable for a school? Yes No

If the answer is yes to the question above, insert address and information regarding ownership of the facility:

School Location (City/Town and Zip Code): 1405 Cummings, Suite 10, Richmond, VA 23220

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

Proposed Opening Date (Date should be at least twelve (12) months from the date of this application.): August 21, 2023

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

*If the college partnership laboratory school intends to add or change grade levels at some point during the school's operation, please 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), please describe the focus:

Computer science integration and workforce readiness

If the college partnership laboratory school is going to be in partnership with a local school division, please describe the partnership briefly.

CodeRVA Regional High School

Contact Information

Name of Individual/Organization Submitting Application: **Virginia Commonwealth University**

Name of Contact Person for Application: **Dr. Kim McKnight**

Title/Affiliation with Individual/Organization Submitting Application: **Director, VCU's Center for Teacher Leadership**

Office Telephone: Mobile Telephone: **(804)512-6298**

Fax Number: E-mail Address: **mcknightkw@vcu.edu**

Prior Experience

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

Please check one of the following: Yes No

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

3. Please describe the relevant experience of the members of the governing board:

Each of CodeRVA Regional High School’s current Board Members is also an elected/appointed Board Member in their home school division. All Board Members are part of the Virginia School Board Association and regularly participate in Board activities both locally and statewide.

Contact Information – Institution of Higher Education Partner

| | | |
|---|--|---------------------------|
| Name of Contact Person for Application: | Dr. Kim McKnight | |
| Title/Affiliation with the Institution of Higher Education: | Director, VCU's Center for Teacher Leadership | |
| Office Telephone: | Cell Telephone: | (804)512-6298 |
| Fax Number: | E-mail Address: | mcknightkw@vcu.edu |

Part B: Narrative

The application narrative must contain all of the elements in § [22.1-349.5](#) of the *Code of Virginia*.

- I. ***Executive Summary:*** Provide an executive summary that addresses the need for the college partnership laboratory school and its goals and objectives. (The suggested length is two pages.)

In a 2016 study of economic and employment data, Chmura Economics and Analytics found an increasing number of computer science/information technology jobs, yet noted the lack of individuals with the knowledge to fill these positions (Chmura, 2016). Many of these positions are middle-skill level jobs, requiring more than high school education but not necessarily a bachelor's degree (Burning Glass Technologies, 2015). Chmura (2016) estimated that by 2030, given the current rates of degree attainment, the Richmond metropolitan area will have over 65,000 unfilled computer science/information technology positions that require an associate's degree or higher. These statistics underscore the importance of creating and expanding educational offerings that increase access to employment opportunities in the critical fields of computer science/information technology, particularly for underrepresented populations.

As with the shortage of a skilled workforce for computer science/information technology jobs, there is also a shortage of teachers across the nation, and Virginia is no exception. Turnover rates and low enrollment in teacher preparation programs have greatly affected the number of qualified teachers, a necessity to prepare students for the workforce of the future. One promising approach to help the status of the education profession is teacher residency programs. Teacher residencies include a competitive admissions process for both aspiring teachers and mentor teachers, co-teaching opportunities for candidates, induction support, and access to professional learning communities. Teacher candidates often finish residency programs with a master's degree and teaching certification. Importantly, teacher residencies can provide a more affordable pathway for aspiring educators who learn best teaching practices in their residency training site.

VCU x CodeRVA Lab School is designed to meet these workforce challenges by helping to prepare students for the computer science/information technology workforce and preparing educators to provide computer science infused educational experiences for all students. VCU x CodeRVA Lab School combines two successful educational programs, **CodeRVA Regional High School and RTR Teacher Residency**, to develop a laboratory school that will provide an innovative computer-science focused comprehensive high school education to a diverse student body, will serve as a training site for teacher residents, and will afford professional learning opportunities for educators across the state. CodeRVA Regional High School will become the lab school embedded within Virginia Commonwealth University. VCU's Center for Teacher Leadership houses the RTR Teacher Residency program, the largest and longest standing teacher residency program in Virginia. In the first year, RTR will place secondary level preservice teachers in a teaching residency at VCU x CodeRVA, learning how to integrate computer science in all content areas from mentor educators. School leader residents will also complete their

yearlong internship experience at the lab school as they learn how to lead a school and provide a computer science-focused education for students. These secondary and school leader residents will then be poised to integrate these skills and knowledge into their practice after completing their program of study through VCU.

While serving as a training site for future teachers, VCU x CodeRVA Lab School will also host professional learning opportunities for practitioners in the field. This will enable those teaching in traditional school settings to learn best practices in computer science integration for all students, including those receiving special education services and those at the pre-k, elementary, and middle school level. Coordinators will create professional learning programs for classroom teachers, school leaders, and other educational professionals from all school levels that will allow them to implement the computer science integration they observe at the lab school into their own practice. VCU x CodeRVA Lab School will also serve as a hub for educational research; the site will enable researchers and others in the field interested in exploring new teaching methods and academic structures to visit the location, learn from practitioners and students, and share this knowledge with other educational institutions.

Over the course of the next five years, the lab school will expand into the middle and elementary school levels, ultimately integrating developmentally appropriate computer science education for students in grades preK through 12. While the VCU x CodeRVA Lab School will have the most direct impact on student learning and teacher preparation in the Richmond region, it will also impact students and educators across Virginia as it serves as an innovative training and professional learning center for educators across the state.

With the use of the Lab School planning grant, the VCU x CodeRVA Lab School team visited universities and colleges across the country to learn about their best practices in computer science integration, teacher preparation, lab school research, and dissemination of school-university partnerships in order to integrate these practices into their model and is prepared to begin implementing these practices in the upcoming school year. Each entity in the lab school partnership has had great success in its own right; with partnerships in sixteen school divisions across Virginia, VCU's Center for Teacher Leadership will continue to lead statewide initiatives for teacher preparation, mentorship, and leadership development. In addition, CodeRVA Regional High School's student body is made up of 15 school divisions, and the lab school will continue to serve students from these divisions. Given the historical success of each of the partners, VCU x CodeRVA Lab School is poised to positively impact the future of teaching and learning across the Commonwealth.

II. ***Mission and Vision:*** State the mission and vision of the proposed college partnership laboratory school, including identification of the targeted student population, must be included. The following components must be addressed:

1. A description of the college partnership laboratory school’s mission and vision and how it is consistent with the *Virginia Standards of Quality* (SOQ), the *Virginia Standards of Learning* (SOL), and the *Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA). (See § [22.1-349.3](#) of the *Code of Virginia*.)

The mission of VCU x CodeRVA Lab School is to prepare Virginia students for college and careers in computer science through personalized, integrated, and applied learning and to recruit, prepare, support, and retain extraordinary, inspiring teacher leaders who are committed to the success of every student.

VCU x CodeRVA Lab School’s vision is that every student deserves access to a high quality computer science focused education provided by innovative teacher leaders trained to empower students for success on their college or career pathways.

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

VCU x CodeRVA’s focus is on providing computer science education to a diverse population of students to provide them with the skills and knowledge needed to pursue employment or post-secondary education upon graduation. Computer science is integrated in each of the courses the students take, and courses are presented in a blended learning format to help students develop self-management skills. The coursework also integrates Agile workplace methodologies and internship experiences with the academic content to provide a pipeline of critical thinkers prepared to enter college or the Richmond region’s growing technology workforce.

3. The college partnership laboratory school’s core philosophy.

The core philosophy of VCU x CodeRVA Lab School is that students across Virginia deserve equitable access to a computer science integrated comprehensive education that can prepare them for the jobs of the future. Teachers at all levels, working with all populations of students, can learn how to integrate computer science into their teaching to provide students with the skills and knowledge needed for their future post-secondary and workplace experiences.

4. Information about the college partnership laboratory school’s targeted student population.

CodeRVA Regional High School currently serves 345 students in grades 9 through 12. Current student demographics for the 2022-23 school year are:

46.9% White or Caucasian
 38.7% Black or African American
 10% Hispanic or Latino

8.5% Multiracial
5.3% Asian
0.3% Native American or Alaskan Native
0.3% Hawaiian or Pacific Islander

40.4% Economically Disadvantaged
22.6% Receive Special Education Services

This student body was selected from a lottery system designed to remove admission barriers and create a student body representative of the Richmond region. CodeRVA Regional High School serves 15 school divisions in Virginia - Amelia, Charles City, Chesterfield, Colonial Heights, Cumberland, Dinwiddie, Hanover, Henrico, Hopewell, New Kent, Petersburg, Powhatan, Prince George, Richmond City, and Sussex. Together, these school divisions represent a geographic region across central Virginia of over 2,500 miles. Each of the school division partners pays tuition to the school and has an agreement with the school to purchase a specific number of spots for students from their school division.

The VCU x CodeRVA Lab School will continue the lottery process to maintain a regionally representative student body. As the plans to relocate the lab school come to fruition, the additional space will provide an increase in the number of spots available. The goal is to have 400 students in grades 9 through 12 at the lab school. In addition, we plan to expand the CodeRVA model to pre-k, elementary, and middle school over the five year period.

III. Educational Program: State the goals and objectives to be achieved by the college partnership laboratory school, which must meet or exceed the SOL. The following components must be addressed:

1. A description of the college partnership laboratory school's academic program and how it is aligned with state standards.

In addition to providing a rigorous computer science focused high school education, all CodeRVA students are also provided with the courses needed to obtain an Advanced or Standard Virginia diploma, which is referred to as the "Applied" pathway. CodeRVA students take Computer Science as a core class in addition to Mathematics, Science, and Humanities (English + the corresponding Geography, History, or Government course required for graduation. Typically CodeRVA students receive more math and science credits than students in the comprehensive school setting as even those students seeking a Standard diploma must take math and science all four years. In addition, students are offered the opportunity to pursue Dual Enrollment coursework; complete a Career Studies Certificate, or an Associate Degree while in high school. Course maps exist for current CodeRVA students (see below) and course maps for students who have already graduated from CodeRVA are available upon request.

[Course Map: Applied Concentration - Class of 2024 and Beyond \(Updated 2/24/22\)](#)

[Course Map: DE Applied Concentration - Class of 2024 and Beyond \(Updated 8/1/22\)](#)

[Course Map: Associate Degree in CS -Class of 2024 and Beyond \(updated 8/1/22\)](#)

An overview of the curriculum and teaching methods to be used at the college partnership laboratory school and a description of the learning environment and instructional strategies to be used at the college partnership laboratory school, including **scientifically research-based instructional strategies** to ensure that student engagement and achievement are occurring.

Since its founding in 2017, CodeRVA has developed its unique approach to blended learning, which combines the best of face to face instruction and high quality online content created by CodeRVA teachers. Students are scheduled for instruction at CodeRVA based on their personalized learning needs using real time formative data. Students meet with teachers more when they need additional support and less when they are mastering the content. Students are taught in the small group setting consistently across the school.

CodeRVA differs from traditional high schools in that static marking period grades are not averaged together. Instead, students have the opportunity to earn points throughout the entire year towards their final grade. The points they earn are divided into two broad categories: summative and formative, and within those categories are smaller categories (which may vary by teacher and course) that help guide students in understanding how they will earn points.

Summative assessments are designed to measure learning at the end of a unit of study. Students have a minimum of 3 summatives per every two marking periods (a 12 week period). Students are provided with a minimum of two options for completing summative assignments (such as a test or a project) to promote student choice and engagement, or they have two opportunities to

complete assessments (once through the initial assessment and then through a points recovery option).

Formative assessments are meant to be frequent, smaller checks of learning. The number of graded formative assessments per marking period will vary, but they will not exceed 15 per class per marking period. Students may also be provided with ungraded formative assessments designed to gather data on individual academic progress.

A plan for using internal and external assessments to measure and report student progress in accordance with the SOL.

CodeRVA students complete all required SOL tests needed for graduation. As of the submission date of this application, 2022-23 school year SOL testing data has not been finalized, but below are the pass rates for CodeRVA students in 2021-22. Student achievement rates at CodeRVA meet or exceed those of many schools across Virginia.

| SOL DATA | Overall Pass / Fail Rate | | |
|------------------------|--------------------------|------|------|
| Test Code / Name | Total # Of Tests | Fail | Pass |
| EOC161 / Bio. | 83 | 6% | 94% |
| EOC 162 / Chem. | 1 | 100% | 0% |
| EOC 172 / World His. 2 | 2 | 50% | 50% |
| EOC 179 / World Geo. | 83 | 8% | 92% |
| EOC 209 / Reading | 68 | 3% | 97% |
| EOC 220 / Algebra 1 | 20 | 15% | 85% |
| EOC 221 / Geometry | 40 | 5% | 95% |
| EOC 222 / Algebra 2 | 13 | 0% | 100% |
| PBA 103 / U.S. History | 0 | 0% | 0% |

2. 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. Such plans must comply with applicable laws and regulations.

CodeRVA currently has 23% of its population identified for Special Education services. CodeRVA employs four full-time Special Education teachers who meet students' service minutes through weekly interactions in the classroom, in small groups, and in individualized meetings. Since CodeRVA opened, school divisions have committed to supporting their students through close partnerships with home school divisions and CodeRVA. Since each student retains their

membership in their home school division, a team at the student's home zoned high school is responsible for maintaining the student's IEP in the Virginia IEP system. CodeRVA teachers provide regular data updates to the home zoned high school and both teams meet with the student and family during IEP meetings. CodeRVA staff is responsible for the daily and weekly interactions with families. Partner school divisions have committed to providing additional supplementary services for students receiving Special Education services related to Speech/Language, Occupational Therapy, Physical Therapy, 1:1 Instructional Assistants, 1:1 Registered Nurses, etc.

Families have the ability to identify if their students are receiving ELL services in their home school divisions, but in the six years CodeRVA has been a school, none have done so. If new students enroll in CodeRVA and need ELL services, a plan similar to that which is provided for Special Education students will be developed based on the student's individual needs.

CodeRVA created a school-specific Multi-Tiered Systems of Support process during the 2020-21 school year. Each year since, CodeRVA has refined this process to support all students, including those groups mentioned above. After each six week marking period, CodeRVA School Counselors and administrators review academic progress data for all students. Currently any student who has scores between 51-65% in two (or more) core classes (or one score 51-65% and one score <51%) is classified as Tier 2 and any student who has been retained and/or has <50% in two (or more) core classes is classified as Tier 3. Counselors, administrators, and teachers then meet to develop an individualized support plan for each student. A variety of interventions have been identified for Tier 2 and 3 support, and these interventions are monitored until the next marking period when the process happens again.

3. An explanation of the procedures for corrective actions needed 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.](#)*)

CodeRVA's academic performance over the past six years has not indicated corrective actions will be needed in the future. However, if that were to occur, CodeRVA staff would meet with members of the Virginia Department of Education's Office of School Quality for an external review of student performance and instructional practices and create a plan for improvement.

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

CodeRVA's current facility limits school enrollment. 352 students will be enrolled at CodeRVA in the 2022-23 school year. Once CodeRVA obtains a permanent physical location, the enrollment goal will be 400 students. Enrollment per grade level varies by year since CodeRVA is a school of choice for families. Students who un-enroll in 10th-12th grade are replaced by 9th grade students. In addition, school division partners can increase or decrease their seat allocations annually.

5. The proposed calendar and sample daily schedule.

CodeRVA's school calendar for the 2023-24 school year has previously been approved and can be found [here](#). CodeRVA operates daily 8:50 AM-2:56 PM.

6. A description of the performance-based goals and related measurable educational objectives to be achieved by the school. (See § [22.1-253.13:1](#) B of the *Code of Virginia*.)

CodeRVA maintains a comprehensive Program of Study on its website and it can be accessed [here](#).

Each CodeRVA graduate's transcript is accompanied by an annual school profile sheet (the most recent version here: [School Profile 2021-2022](#)) and this information is available on CodeRVA's website as well.

7. For each grade or course in the college partnership laboratory school, please 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, address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes. (See <http://www.doe.virginia.gov/testing/index.shtml> on the Department's website for more information about the SOL.)

Our lab school application is unique in that CodeRVA Regional High School currently exists and has been meeting or exceeding SOL requirements for six years. We look forward to sharing the most updated SOL data for the 2022-23 school year with the Board of Education.

8. A description of the school's assessment plan to obtain student performance data, which would include how these data will be used to monitor and improve achievement and how program effectiveness will be measured. The applicant must also provide benchmark data for how student achievement will be measured over a specified period of time. The applicant must address how these data 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. The benchmark data should address targets for student improvement to be met each year.

Although CodeRVA is not currently required to meet accreditation benchmarks (similar to Governor's Schools in that students' SOL scores are counted towards the students' home zoned high school's scores), the practice at CodeRVA since the 2020-21 school year is to operate as if those benchmarks were in place. CodeRVA's current School Board expects that students meet or exceed all achievement benchmarks towards accreditation, and this model will continue if CodeRVA is incorporated into VCU's lab school.

9. A description of any assessment other than the SOL that may be used to measure progress during the academic year.

Currently CodeRVA Regional High School uses NWEA MAP testing in reading and mathematics to provide an additional source of students' academic progress data. In addition,

CodeRVA students who complete Hardware and Networking, Programming with Python, and Cybersecurity courses have the opportunity to sit for certification tests to receive industry credentials.

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

10. 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.

Not applicable.

11. 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).

As previously mentioned, CodeRVA currently partners with 15 school division partners. If approved as a lab school, CodeRVA will seek additional partnerships with the remaining two school divisions in Region 1 (Goochland and Surry) who are not currently partnered with CodeRVA. Additionally, a statewide impact will be explored through the existing partnerships with RTR and other school divisions across Virginia.

12. 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.

CodeRVA does not currently provide a formal virtual learning option and does not intend to pursue it.

IV. 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 § [22.1-299.2](#) B of the *Code of Virginia*.)

Because CodeRVA Regional High School currently exists, this [policy](#) describes the governance structure of CodeRVA. If VCU and CodeRVA are granted lab school status, VCU will add 2 additional seats (or the number of seats needed to maintain a 10% stake in the Board if school division membership increases) to CodeRVA governing Board and VCU and CodeRVA will collaborate to create an Memorandum of Understanding (MOU) outlining specific roles.

Currently CodeRVA's fiscal agent is Henrico County Public Schools, which allows for CodeRVA employees to access healthcare at the same affordable rate as Henrico employees. The future MOU will outline how Henrico County Public Schools can continue to see in this role as VCU's designee. A chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies such as advisory bodies or parent and teacher councils, the Board, and any external organizations that will play a role in managing the school.

CodeRVA Regional High School's Board currently has sole governing authority over CodeRVA. However, CodeRVA also hosts a Regional Advisory Council composed of a variety of industry and non-profit/community partners who provide technical, fiscal, and volunteer support. CodeRVA has an active PTSA (Parent Teacher Student Association) and a Raptor School Counseling Advisory (RSCA) composed of parents, community partners, and CodeRVA staff. RSCA's goal is to provide ongoing feedback to improve the School Counseling program at CodeRVA.

[Here](#) is a link to the current organizational chart of CodeRVA. If VCU and CodeRVA are granted lab school status, this chart will be revised to include the VCU personnel on the School Board (2 seats for specific individuals designated by VCU), the addition of the Lab School Coordinator as a direct report to CodeRVA's Executive Director and the Center for Teacher Leadership's Executive Director. The School Leader Intern will be a direct report to CodeRVA's Executive Director. VCU staff will remain in their current organizational structure but will provide adjacent support to CodeRVA staff.

2. A clear description of the roles and responsibilities for the governing board, the school's leadership and management team, and any other entities shown in the organization chart. This includes a description of the functions, roles, and duties of the governing board and its proposed composition and bylaws. The description must detail the specific role of the governing board in the operation and oversight of the college partnership laboratory school.

The current governance and operation of CodeRVA is detailed in [this policy](#). If VCU and CodeRVA are granted lab school status, both entities will create a detailed MOU to enhance the operations of CodeRVA to include VCU's role. VCU will have the opportunity to identify a

designee (such as Henrico County Public Schools) as needed to assist in administering the day to day functions of the school as needed.

3. 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, and community organizations.

If approved as a lab school, VCU x CodeRVA Lab School will seek representation and counsel from VCU's Board of Visitors as appropriate to formalize this new partnership and its sustainability.

V. Management Structure: The following components must be addressed:

1. A staffing chart for the school's first year and a staffing plan for the term of the contract.

CodeRVA Regional High School's staffing for the 2023-24 school year has already been identified. [Here](#) is a chart with personally identifying information removed. CodeRVA's staffing is anticipated to increase as students are added in future years, but those positions will be specifically determined based on students' needs.

2. Plans for recruiting and developing school leadership and staff.

CodeRVA Regional High School is currently fully staffed. If funded, **two additional positions will be created.**

3. A description of the academic/professional experience/qualifications of the college partnership laboratory school's leadership and proposed faculty who will teach at the school.

The current Executive Leadership Team of CodeRVA Regional High School, as it exists currently, are fully licensed and endorsed as needed based on their roles. CodeRVA's Executive Director also possesses a Superintendent License. VCU's Center for Teacher Leadership (CTL) entire staff hold Master's degrees and/or Doctoral degrees. CTL's Director holds a Ph.D. in Educational Psychology and is a National Board Certified Teacher.

4. An assurance that the applicant will 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."

All teachers at CodeRVA Regional High School in its current form are fully licensed and endorsed in a minimum of one subject area, although most possess two or more endorsements to enable them to teach a variety of subjects.

5. The school's leadership and teacher employment policies, including performance evaluation plans. Such performance evaluation plans must be consistent with the policies of the institution of higher education.

CodeRVA Regional High School in its current state has a practice of adhering to the policies and procedures of its fiscal agent (Henrico County Public Schools) in the absence of CodeRVA-specific policies. Here is a [link](#) to the evaluation procedures for teachers and the Executive Director. Additional CodeRVA-specific evaluation procedures are still being developed.

6. 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*.)

If CodeRVA is granted lab school status through VCU, all instructional personnel will continue to be fully licensed and endorsed. Likewise, as needed for their roles, the Executive Leadership Team will possess the required endorsements.

7. A plan to provide high-quality professional development programs (See § [22.1-253.13:5](#) of the *Code of Virginia*.)

As a training site for pre-service teacher residents, VCU x CodeRVA Lab School's teachers serving as mentors will participate in mentor training through the New Teacher Center model, implemented by the RTR Teacher Residency program. The model is one of two mentor training programs that has been evaluated and included in the Institute of Education Sciences What Works Clearinghouse; RTR Teacher Residency staff have been trained in providing the professional development program to pre- and in-service teachers. VCU x CodeRVA will be a training site for the New Teacher Center mentor model for others from across the state who would like to increase their knowledge and skills in the area of mentoring or coaching.

Additionally, staff members will be dedicated to developing professional learning opportunities for educators from various content areas and levels of instruction from across Virginia. Professional learning opportunities will be provided to help educators develop an understanding of best practices in education that are implemented at the lab school. Staff members focused on middle, elementary, and special education will develop professional learning programs that can enable educators at those levels to learn how to integrate computer science into the curriculum for their students.

8. Provisions for the evaluation of staff at regular intervals.

CodeRVA Regional High School in its current state has a practice of adhering to the policies and procedures of its fiscal agent (Henrico County Public Schools) in the absence of CodeRVA-specific policies. Here is a [link](#) to the evaluation procedures for teachers and the Executive Director. Additional CodeRVA-specific evaluation procedures are still being developed.

9. Provisions for a human resource policy for the school that is consistent with state and federal law.

CodeRVA Regional High School in its current state has a practice of adhering to the policies and procedures of its fiscal agent (Henrico County Public Schools) in the absence of CodeRVA-specific policies. [Here](#) is Henrico County's Chapter 4: Personnel policy.

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*.)

CodeRVA currently has 23% of its population identified for Special Education services. CodeRVA employs four full-time Special Education teachers who meet students' service minutes through weekly interactions in the classroom, in small groups, and in individualized meetings. Since CodeRVA opened, school divisions have committed to supporting their students through close partnerships with home school divisions and CodeRVA. Since each student retains their membership in their home school division, a team at the student's home zoned high school is responsible for maintaining the student's IEP in the Virginia IEP system. CodeRVA teachers provide regular data updates to the home zoned high school and both teams meet with the student and family during IEP meetings. CodeRVA staff is responsible for the daily and weekly interactions with families. Partner school divisions have committed to providing additional supplementary services for students receiving Special Education services related to Speech/Language, Occupational Therapy, Physical Therapy, 1:1 Instructional Assistants, 1:1 Registered Nurses, etc.

CodeRVA's current partner school divisions have already committed to providing free transportation to all students selected to attend CodeRVA. Division level transportation specifics are determined by the home school division and both the division and CodeRVA communicate information to families.

In its role as fiscal agent, Henrico County Public Schools includes CodeRVA Regional High School in its participation in the National School Lunch Program (NSLP). Henrico County provides all components of the NSLP and breakfast and lunch is provided using equipment purchased by CodeRVA. If CodeRVA is granted a lab school designation, VCU will collaborate with Henrico County Public Schools during the MOU process to allow CodeRVA families to continue this participation with no disruption in services.

CodeRVA Regional High School, in its current state, already employs a full-time Registered Nurse and has two non-clinical staff identified as auxiliary support if needed.

CodeRVA currently uses Henrico County's procurement process to contract independently with a custodial services provider. If CodeRVA is granted lab school status, the continuation of this practice will be examined when creating an MOU with VCU.

11. Notification to all school employees of the terms and conditions of employment.

Currently CodeRVA staff are issued contracts using Henrico County Public School's electronic notification system. If CodeRVA is granted a lab school designation, VCU will collaborate with Henrico County Public Schools during the MOU process to allow CodeRVA staff to continue with this process or a separate notification process may be developed.

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

Because CodeRVA Regional High School is currently a school, the School Board, Superintendents, staff, and parents have been regularly updated on the lab school application process over the past year.

13. Plans and timelines for student recruitment and an open enrollment process for any child who is a resident of the Commonwealth, including lottery procedures if sufficient space is unavailable. Please include a description of the lottery process to be used to determine school enrollment on a space-available basis and a timeline for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process. (See § [22.1-349.3](#) of the *Code of Virginia*.)

CodeRVA Regional High School currently uses a lottery process to determine student enrollment. Although finalized dates for the 2023-24 school year have not been determined, they will closely mirror dates used during the 2022-23 school year. Recruitment for the following school year begins as early as September or at whatever point school divisions request CodeRVA participate in division level recruitment events. Recruitment typically lasts September-February. CodeRVA also hosts one fall and one winter (typically in October in December) Open House evening for families so they can learn more about the school and visit the campus. The lottery opens on the first Monday of the new calendar year and typically closes 7-9 weeks later. CodeRVA's lottery is unique in that admission to the school continues throughout the spring and summer as space is available. Students are eligible to enter CodeRVA through September 30 of each calendar year. The first round of CodeRVA's lottery is typically notified in early March, and families have approximately two weeks to accept or decline their offers. After the first round of the lottery, subsequent rounds are conducted in approximately two week intervals. CodeRVA's lottery is unique in that there are no prerequisites to apply other than to be a resident of a partnering school division and a first time rising 9th grader. Students are not required to meet any academic or behavioral requirements to apply unless their school division specifically requires it. Once families complete their lottery applications, they are notified by email and text of their status each time a lottery round is completed.

14. Any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable. Consistent with a college partnership laboratory school's mission and purpose that may address special populations of students, the applicant must indicate how to ensure that community outreach has been undertaken so that special populations are aware of the formation of the college partnership laboratory school and that enrollment is open to all students residing in the Commonwealth. Pursuant to § [22.1-349.3](#) B of the Code of Virginia, enrollment in a college partnership laboratory school "shall be open through a lottery process on a space-available basis to any student who is deemed to reside within the Commonwealth. A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such a waiting list shall also be prioritized through a lottery process, and parents shall be informed of their student's position on the list."

CodeRVA Regional High School's lottery does not include provisions for the weighting of applications of faculty, siblings, or any other preferred category. The lottery process is a true

lottery and a waiting pool is developed after each run of the lottery. Students are not placed on a rank-ordered list. Each student has an equal opportunity to obtain a seat in CodeRVA's lottery with each round. For example, if Division X has 5 seats available and 25 students apply, 5 students are offered a seat. If one of those students declines their seat, the remaining 20 individuals in the lottery are run and compete equally for the remaining seat.

15. A model *Student Code of Conduct* policy that addresses student behavior, discipline, and participation in school activities. 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.

The [CodeRVA Student Code of Conduct 2022-23.pdf](#) is currently in use and is available to all families online or in print by request.

16. A detailed school start-up plan that identifies tasks, timelines, and responsible individuals.

The school will continue operating as is.

17. A description of co-curricular and extracurricular programs and how these programs will be funded and delivered.

Because CodeRVA Regional High School's students retain their membership in their home school division, they are able to participate in VHSL-sponsored activities in their home divisions. Families are notified of this practice annually and information is available on CodeRVA's website: <https://coderva.org/for-parents-students/>.

CodeRVA provides free activities for all students during the day 1-2 times per month. Due to transportation constraints, typically CodeRVA students do not stay after school for activities. These monthly activity days are called Flex Days and provide students with the opportunity to select activities that are of interest to them. CodeRVA staff and community volunteer provide a variety of activities, which currently include (but are not limited to) E-Sports, Anime Club, Table Tennis, Chess Club, Art Club, Music Club, Debate Club, SCA (Student Council Association, National Honor Society, Computer Science Honor Society, Girls Who Code, Retro Video Game Club, Line Dancing, Board Gaming is Life Club, Yearbook, career panel/guest speakers. CodeRVA also continues to explore field trips that are accessible by Henrico County Public School buses during the school day. CodeRVA has committed to providing no cost field trips to all families and uses donations from private and corporate sponsors to cover field trip costs.

18. 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).

As previously mentioned, CodeRVA currently partners with 15 school division partners. If approved as a lab school, CodeRVA will seek additional partnerships with the remaining two school divisions in Region 1 (Goochland and Surry) who are not currently partnered with

CodeRVA. Additionally, a statewide impact will be explored through the existing partnerships with RTR and other school divisions across Virginia.

VI. 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 in accordance with generally accepted accounting principles.

VCU and CodeRVA will collaborate through the MOU development process to identify an auditing agency (such as Cherry Bekaert) to provide an annual financial audit to the school's governing board. Currently CodeRVA Regional High School complies with all fiscal policies and procedures through their fiscal agent, Henrico County Public Schools.

2. Start-up and five-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.

Over the 5-year grant period, we are requesting a total of \$8,875,541 in funding support. The amount requested decreases each year as other funding sources are secured and this important partnership becomes self-sustaining, thereby maximizing the return on investment of public funds. The five-year project budget is depicted in Table 1 below. In addition a year by year description of the requested funds is included.

Table 1. VCU x CodeRVA Lab School Project Funds

| <i>School Year</i> | <i>2023-2024</i> | <i>2024-2025</i> | <i>2025-2026</i> | <i>2026-2027</i> | <i>2027-2028</i> | |
|--|--------------------|--------------------|--------------------|------------------|------------------|--------------------|
| <i>Grant Award Year</i> | <i>Year 1</i> | <i>Year 2</i> | <i>Year 3</i> | <i>Year 4</i> | <i>Year 5</i> | <i>Project</i> |
| <i>Category</i> | <i>Total</i> | <i>Total</i> | <i>Total</i> | <i>Total</i> | <i>Total</i> | <i>Total</i> |
| Center for Teacher Leadership (CTL) Staff | \$1,480,000 | \$1,236,750 | \$83,232 | \$84,897 | \$86,595 | \$2,971,474 |
| CTL Fringe @ 40.10% | \$593,480 | \$495,937 | \$33,376 | \$34,044 | \$34,724 | \$1,191,561 |
| Travel (conferences, staff mileage to sites, recruitment, professional development training) | \$84,000 | \$85,680 | \$0 | \$0 | \$0 | \$169,680 |
| Supplies (projects, trainings, marketing, technology for staff) | \$90,000 | \$91,800 | \$0 | \$0 | \$0 | \$181,800 |
| Classroom Technology for Students | \$125,000 | \$127,500 | \$130,050 | \$132,651 | \$135,304 | \$650,505 |
| Instructional Supplies - Software & hardware | \$100,000 | \$102,000 | \$104,040 | \$106,121 | \$108,243 | \$520,404 |
| Contractual payments (summer faculty, teacher leadership, & professional learning) | \$235,540 | \$240,251 | \$0 | \$0 | \$0 | \$475,791 |
| Web design | \$30,000 | \$30,600 | \$0 | \$0 | \$0 | \$60,600 |
| Automatic tracking & support for admissions | \$20,000 | \$20,400 | \$0 | \$0 | \$0 | \$40,400 |
| Internet/copier/printing costs | \$10,000 | \$10,200 | \$0 | \$0 | \$0 | \$20,200 |
| Testing fees & stipends for Licensure requirements | \$45,000 | \$45,900 | \$0 | \$0 | \$0 | \$90,900 |
| Recruitment costs (events, referrals, swag, social media, advertisements) | \$38,500 | \$39,270 | \$0 | \$0 | \$0 | \$77,770 |
| Events and Trainings (community building, workshops, restorative justice trainings, implementing teacher leader curriculum, retention strategies, and self care) | \$101,500 | \$103,530 | \$0 | \$0 | \$0 | \$205,030 |
| Stipend payments | \$60,000 | \$61,200 | \$0 | \$0 | \$0 | \$121,200 |
| Rent | \$10,000 | \$10,200 | \$10,404 | \$10,612 | \$10,824 | \$52,040 |
| Research & Evaluation Costs | \$307,720 | \$238,466 | \$0 | \$0 | \$0 | \$546,186 |
| Capital Project for CodeRVA- furniture | | | \$1,000,000 | \$500,000 | | \$1,500,000 |
| Total | \$3,330,740 | \$2,939,684 | \$1,361,102 | \$868,324 | \$375,691 | \$8,875,541 |

Year 1: \$3,330,740*Staffing (salary and fringe): \$2,309,020*

Staffing funds in year 1 will allow the lab school to become established as a training site for pre-service teacher residents and school leader residents in the Richmond region as well as a professional development hub for educators across the state. Positions include coordinators focused on secondary education, elementary education, special education, and school leaders. These coordinators will create programs within the lab school for pre-service educators to learn from the school's innovative faculty and will develop professional learning opportunities for in-service educators from other locations to learn about the best practices being implemented at VCU x CodeRVA. They will also help create programs as the lab school expands to the middle and elementary school levels. Other staff positions covered by this grant in year 1 include a lab school coordinator and an outreach coordinator to form relationships within the university and school divisions across the state.

Travel & Professional Learning Opportunities for Faculty and Staff: \$84,000

Travel and professional learning funds will enable lab school faculty and staff members to attend professional conferences and learning opportunities by organizations such as the New Teacher Center, American Educational Research Institution, American Association of Colleges for Teacher Education, National Association for Professional Development Schools, and National Center for Teacher Residencies as well as visit successful lab schools and innovative computer science schools to collaborate and learn from best practices implemented by others. Participation in conferences and site visits will allow the VCU x CodeRVA Lab School team to learn about practices being implemented elsewhere in the state and nation and will provide an opportunity for faculty and staff to share information about innovative strategies being implemented at VCU x CodeRVA.

Supplies: \$375,000

Supplies for year 1 include new hardware and software to support instruction and student learning as well as internet services and software to monitor and maintain pre-service teacher resident and mentor applications and matches and data on teacher growth and development in the lab school setting.

Marketing & Events: \$140,000

Marketing and events funds will enable VCU x CodeRVA Lab School to share information about professional learning opportunities with school divisions across Virginia. These funds will also allow the lab school to host visiting educators as they attend professional development sessions at the lab school to learn about the school's model and how to integrate computer science across the curriculum.

Teacher Support & Leadership Development: \$105,000

Year 1 funds will be used to help in-service teachers in the lab school maintain their licensure and obtain additional endorsements and will allow pre-service teacher and school leader residents to complete the tests and additional requirements needed for licensure. These funds will also provide stipends for in-service educators to serve as mentors and complete training to learn new instructional techniques.

Research & Evaluation: \$307,720

Research and evaluation will play an important role in the lab school across all years of the project; funds in year 1 will be used to establish a research team and will enable them to create and implement an evaluation plan. The evaluation will provide the lab school with formative feedback as it grows and develops over the years of the grant. This research and evaluation team will also disseminate findings to share with partners and the general public.

Rent: \$10,000

Funds will be used to rent a storage facility until the VCU x CodeRVA Lab School moves to a new site. The rental facility will store materials that the current CodeRVA space cannot accommodate.

Year 2: \$2,939,684*Staffing (salary and fringe): \$1,972,938*

By year 2, VCU will leverage additional investments that will lead to long-term financial sustainability as demonstrated in the decrease over the five year grant award period. Staffing funds in year 2 will continue to support positions such as coordinators focused on secondary education, elementary education, special education, and school leaders, a lab school coordinator, and an outreach coordinator.

Travel & Professional Learning Opportunities for Faculty and Staff: \$85,680

Travel and professional learning funds will continue to enable lab school faculty and staff members to attend professional conferences and learning opportunities as well as visit successful lab schools and innovative computer science schools to collaborate and learn from best practices implemented by others. Participation in conferences and site visits will allow the VCU x CodeRVA Lab School team to learn about practices being implemented elsewhere in the state and nation and will provide an opportunity for faculty and staff to share information about innovative strategies being implemented at VCU x CodeRVA.

Supplies: \$382,500

Supplies for year 2 include access to instructional software in Humanities, Mathematics, Science and Computer Science courses, access to software to expand graphic arts courses, and replacement student devices as needed.

Marketing & Events: \$142,800

Marketing and events funds will enable VCU x CodeRVA Lab School to share information about professional learning opportunities with school divisions across Virginia. These funds will also allow the lab school to host visiting educators as they attend professional development sessions at the lab school to learn about the school's model and how to integrate computer science across the curriculum.

Teacher Support & Leadership Development: \$107,100

Year 2 funds will be used to continue to help in-service teachers in the lab school maintain their licensure and obtain additional endorsements and will allow pre-service teacher and school leader residents to complete the tests and additional requirements needed for licensure. These

funds will also provide stipends for in-service educators to serve as mentors and complete trainings to learn new instructional techniques.

Research & Evaluation: \$238,466

Year 2 funds will enable the research and evaluation team to continue to implement their evaluation plan to provide formative feedback to VCU x CodeRVA as well as to continue disseminating research and evaluation findings.

Rent: \$10,200

Funds will be used to rent a storage facility as needed until the VCU x CodeRVA Lab School fully moves to a new site.

Year 3: \$1,361,102

Staffing (salary and fringe): \$116,608

The lab school coordinator position will continue to be covered by grant funds in year 3.

Supplies: \$234,090

Supplies for year 3 include access to software to expand computer science offerings integrating music production, hardware purchases to create a music production lab, expansion of 3D printer lab, and technology related to student safety (cameras) and expanded wireless access points for a new VCU x CodeRVA facility.

Rent: \$10,404

Funds will be used to rent a storage facility as needed until the VCU x CodeRVA Lab School fully moves to a new site.

Capital Project: \$1,000,000

Funds will be used to purchase furniture (desks, chairs, tables, etc.) for a new VCU x CodeRVA Lab School site.

Year 4: \$868,324

Staffing (salary and fringe): \$118,941

The lab school coordinator position will continue to be covered by grant funds in year 4.

Supplies: \$238,772

Supplies for year 4 include instructional and graphic design software as well as student device replacement and wireless access points for the new VCU x CodeRVA facility.

Rent: \$10,612

Funds will be used to rent a storage facility as needed until the VCU x CodeRVA Lab School fully moves to a new site.

Capital Project: \$500,000

Funds will be used to purchase additional furniture (desks, chairs, tables, etc.) for a new VCU x CodeRVA Lab School site as it continues to grow.

Year 5: \$375,691

Staffing (salary and fringe): \$121,319

The lab school coordinator position will continue to be covered by grant funds in year 5.

Supplies: \$243,547

Supplies for year 5 include software to expand graphic arts courses, instructional software in Humanities, Mathematics, Science and Computer Science courses, and replacement of student devices.

Rent: \$10,824

Funds will be used to rent a storage facility as needed until the VCU x CodeRVA Lab School fully moves to a new site.

3. Start-up and five-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue.

CodeRVA Regional High School is already a fully-formed and fully-funded school. Each of the current school division partners pays tuition to CodeRVA (currently \$10,550 per student) for each of their seats at the school. Divisions may modify their seat commitments annually according to an existing policy. CodeRVA is able to fully maintain its current level of operation using tuition funding.

4. Evidence of anticipated fundraising contributions, if applicable.

VCU x CodeRVA Lab School has had a number of philanthropic and corporate partners support the already successful CodeRVA and Center for Teacher Leadership separately. Under corporate and philanthropic giving in the VCU Foundation, as well as the Development Director in the School of Education, VCU has received previous philanthropic support from The Cameron Foundation, The Community Foundation, The Robins Foundation, and the REB Foundation. CodeRVA regularly receives donations through corporate and philanthropic partners such as Capital One, Altria, CarMax, Meta, and the Herndon Foundation. If approved for a lab school designation, both VCU and CodeRVA will work with philanthropic and corporate partners on the specific ways they can support the expansion of additional seats at the VCU x CodeRVA Lab School and provide federal, state, and private funding to replace lab school grant funding over the next five years.

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

CodeRVA Regional High School in its current form participates in the Virginia Risk Sharing Association (VRSA) to provide general insurance coverage. CodeRVA staff are able to access healthcare and other insurance opportunities through the fiscal agent, Henrico County Public Schools. If VCU x CodeRVA is granted lab school status, this practice will be examined through

the MOU process and Henrico County may continue to provide this support as the fiscal agent as VCU's designee.

6. A 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.

Insurance for liability, health, and property coverages will be provided by each respective organization involved in VCU x CodeRVA Lab School.

7. 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.

CodeRVA Regional High School is currently housed in a rental space adjacent to Michael and Son (plumbing and HVAC company) and The Park (food and entertainment hall). The lease for this space expires in June 2026 and VCU x CodeRVA Lab School will seek to secure a permanent location either through new construction or renovation of an existing building that will provide educational spaces for a student body of 400+, office space for faculty and staff, and spaces for professional learning opportunities and extracurricular activities.

In the current space, CodeRVA Regional High School does not have a library available for students because of the restricted space in the building. A "Little Library Space" exists in the current facility containing books that have been donated by the community. When VCU x CodeRVA Lab School relocates, a library will be created in the new space.

CodeRVA Regional High School currently observes all best practices for records storage and medications per the Library of Virginia and the Virginia Department of Health, respectively, and that will continue with the VCU x CodeRVA Lab School.

The landlord of the current CodeRVA Regional High School space regularly ensures compliance with building and fire codes and the Americans with Disabilities Act. As the lab school relocates to a new space, compliance with building and fire codes and the Americans with Disabilities Act will continue.

The current [coderva_1000_constitution_and_bylaws_12-16-16.pdf](#) provides additional information on the financial obligations currently in place for school divisions who participate

with CodeRVA Regional High School. These financial obligations will continue with the VCU x CodeRVA Lab School.

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

Based on the partnerships established by CodeRVA Regional High School, VCU x CodeRVA Lab School's partner school divisions will commit to providing free transportation to all students selected to attend the school. Division-level transportation specifics are determined by the home school division and both the division and the lab school will communicate information about transportation to students and families.

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.”)

The current transportation practices in place at CodeRVA Regional High School apply to all students, including those identified for Special Education services. This process will continue in the VCU x CodeRVA Lab School.

10. A description of food service operations and all other significant operational or ancillary services to be provided.

In its role as fiscal agent, Henrico County Public Schools includes CodeRVA Regional High School in its participation in the National School Lunch Program (NSLP). Henrico County provides all components of the NSLP, and breakfast and lunch is provided using equipment purchased by CodeRVA. If CodeRVA is granted a lab school designation, VCU will collaborate with Henrico County Public Schools during the MOU process to allow VCU x CodeRVA Lab School families to continue this participation with no disruption in services.

VII. Placement Plan: The following components must be addressed:

1. Identification 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. Please include the contact's name, title, email address, and phone number.

Dr. Kume Goranson, Executive Director
kume.goranson@coderva.org; 804-968-1820

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

CodeRVA Regional High School is already a fully-functioning and fully-funded school. Even if the lab school designation were removed, the school would revert to its original form. The current [coderva_1000_constitution_and_bylaws_12-16-16.pdf](#) provides additional information on the unlikely scenario that CodeRVA's current governing Board would decide to terminate the school.

3. A notification process to parents/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.

CodeRVA Regional High School is already a fully-functioning and fully-funded school. Even if the lab school designation were removed, the school would revert to its original form.

4. Provisions 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*).

Current CodeRVA students who return to their home school division or move to another division out of state, etc. have their records transferred electronically to their School Next using the secure VDOE Dropbox process or other secure procedures requested by the School Next.

5. A 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.

CodeRVA Regional High School is already a fully-functioning and fully-funded school. Even if the lab school designation were removed, the school would revert to its original form.

6. A close-out plan related to 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.

The current [coderva_1000_constitution_and_bylaws_12-16-16.pdf](#) provides additional information on the unlikely scenario that CodeRVA's current governing Board would decide to terminate the school.

VIII. Other Assurances and Requirements: The following components should be addressed:

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

As a fully-functioning school, CodeRVA Regional High School in its current form already complies with the federal *Family Educational Rights and Privacy Act* and records retention schedules consistent with guidance issued by the Library of Virginia.

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*.

As a fully-functioning school, CodeRVA Regional High School in its current form already operates in accordance with all applicable federal and state laws and regulations, including the *Virginia Freedom of Information Act*.

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.

VCU x CodeRVA Lab School will request to maintain existing waivers exempting students from standard school year and school day requirements (180 days/990 hours) and 140 clock hours of instruction to earn a standard credit.

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

Collaborative partnerships created through both CodeRVA and VCU will be continued under the new VCU x CodeRVA Lab School. New partnerships will be initiated through an MOU between VCU x CodeRVA and the partner organization.

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

We will request to maintain existing waivers.

6. A 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*.)

The current [coderva_2000_governance_and_operations_1-19-17.pdf](#) policy describes practices already in place at CodeRVA, and an examination of these practices will occur through the MOU process should CodeRVA be granted lab school status through VCU.

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.

The current [coderva_2000_governance_and_operations_1-19-17.pdf](#) policy describes practices already in place at CodeRVA, and an examination of these practices will occur through the MOU process should CodeRVA be granted lab school status through VCU.

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: Tina Cunningham

Title: AVP for Research Administration

Signature of Authorized Official: _____  Date: 5/26/2023
30E7A1F4C8DA44E...



VCU

May 26, 2023

Office of the Provost and Senior Vice
President for Academic Affairs

To the College Partnership Laboratory School Standing Committee:

On behalf of Virginia Commonwealth University (VCU), I am pleased to support the VCU x CodeRVA Lab School proposal.

At VCU, our vision delivers on our promises of access, excellence, student success, research that lifts and saves lives, and economic development for our community while prototyping the future of higher education. Even before the pandemic, our faculty focused on providing opportunities for low-income and historically marginalized students who face vast health, economic, technological and educational inequities. Given the challenges to address learning losses and meeting the needs of students who have lived through dramatic change and trauma, innovative school models are needed now more than ever.

Therefore, I offer my support to the proposal for a VCU x CodeRVA Lab School. This proposal builds and expands on one of our university's and the School of Education's most successful and recognized programs, the Richmond Teacher Residency (RTR) Program. It also includes a rigorous evaluation component by the VCU School of Education's highly regarded Metropolitan Educational Research Consortium (MERC). As provost, I pledge VCU's commitment towards the proposal.

This work represents important elements of innovative and effective educator and leadership preparation and university-community partnership, that will target opportunities to students and schools with long-standing unmet needs. I am confident that the outcomes will yield tremendous benefits for local school divisions, the Commonwealth, and the nation.

Sincerely,

Fotis Sotiropoulos, Ph.D.
Provost and senior vice provost for academic affairs
Virginia Commonwealth University

901 W. Franklin Street
Box 842527
Richmond, Virginia 23284-2527

804-828-1345
TDD: 1-800-828-1120
provost@vcu.edu
Provost.vcu.edu



May 26, 2023

To the College Partnership Laboratory School Standing Committee:

I am pleased to submit this letter of support for the Virginia Commonwealth University (VCU) CodeRVA Lab School proposal. As the President of Activation Capital, a leading innovation ecosystem development organization, I recognize the value of and need for a computer-science integrated comprehensive high school made available to a diverse student body, while simultaneously training teachers to teach students in that environment.

The proposal being put forth by VCU and CodeRVA moves Virginia in the right direction by providing teachers and students who will be prepared for the 21st Century workforce. In addition, focusing on a STEM area such as computer science and training teachers and school leaders with a research-based residency approach will better prepare teachers and ultimately boost student achievement and educational outcomes for youth.

We fully support the efforts proposed in the application and look forward to your review of this impactful proposal.

Sincerely,

A handwritten signature in black ink that reads "Chandra Briggman" followed by a long horizontal flourish.

Chandra Briggman,
President and CEO
Activation Capital



John Asbury

CEO, Atlantic Union Bank
Virginia Learns Chairman

Gil Bland

President, Giljoy Group
Virginia Learns Secretary

Ed Baine

President
Dominion Energy Virginia

Sharon Dabney-Wooldridge

President & CEO
Kleane Kare

Elena Edwards

CEO, North America Region
Allianz Partners

Rob Estes

President & CEO
Estes Express

Barbara Johnson

Attorney, BLJohnsonLaw PLLC &
Potter & Murdock, PC

Tom McInerney

President & CEO
Genworth

Jeff Ricketts

President & CEO
Anthem

Stewart Roberson

Chairman, President, and CEO
Moseley Architects

Lisa Roday

President & CEO
FireIce Solutions

Rob Spilman

President & CEO
Bassett Furniture

Fred Thompson

Chief Administrative Officer
Thompson Hospitality

Jim Ukrop

Co-Founder
NRV

Robert Nomberg

President & CEO
Virginia Learns

May 26, 2023

To the College Partnership Laboratory School Standing Committee:

On behalf of Virginia Learns, I am pleased to submit this letter of support for the Virginia Commonwealth University (VCU) CodeRVA Lab School proposal. VCU's CodeRVA Lab School will provide an innovative computer-science integrated comprehensive high school education to a diverse student body, serve as a training site for teacher residents, and will afford professional learning opportunities for educators throughout Virginia.

Virginia Learns is the statewide voice for promoting an innovative public education for every child in Virginia. We support this proposal in part due to CodeRVA's innovative computer science education embedded in a quality curriculum and through RTR's high quality, research-based training and mentoring models to train and educate effective teachers and school leaders. The proposal demonstrates a solid commitment among CodeRVA, RTR, and Virginia Learns to work with area business leaders to ensure students grow into successful participants in today's workforce and global economy while ensuring that our educators will be duly prepared to meet the learning and educational needs of all students. Virginia Learns' Durable Skills initiative is specifically aligned with the objectives of RTR and CodeRVA and will make excellent conduits for preparing students and providing efficient and effective professional learning opportunities for educators to meet these needs.

We support VCU and CodeRVA's steadfast commitment to build readiness for teachers and school leaders who serve students and communities too often denied opportunity and we look forward to continuing to work collaboratively with them to improve school effectiveness in creating cultures committed to student learning and growth. We support the efforts proposed in the application and look forward to your review of this impactful proposal.

Sincerely,

Robert Nomberg, EdD
President & CEO



kcampbell@nctresidencies.org
www.nctresidencies.org

May 30, 2023

To the College Partnership Laboratory School Standing Committee:

On behalf of The National Center for Teacher Residencies (NCTR), I am pleased to submit this letter of support for the Virginia Commonwealth University (VCU) CodeRVA Lab School proposal. The VCU x CodeRVA Lab School proposal will provide an innovative computer-science integrated comprehensive high school education to a diverse student body, serve as a training site for teacher residents, and will afford professional learning opportunities for educators across the state.

At the heart of our work in the education sector is our conviction that when we focus on teachers, principals and school-based resources who positively impact student learning and create positive, sustainable change. Teacher residency programs use a research-based, high-quality mentoring and coaching approach that improves the quality of educator preparation and ultimately improves student achievement.

NCTR has developed, in partnership with school districts and educator preparation programs more than 100 teacher residency programs since our inception. As the country's leading organization committed to developing and supporting teacher residency, we are very familiar with and support VCU's work to build the capacity of K-12 teachers through its RTR Teacher Residency program. Also being aware of the impact of CodeRVA and its ability to provide a quality and meaningful STEM based education to the youth of the Central Virginia region. We are confident the partnership will increase the impact of both programs and provide increased opportunities for students, teachers, and the overall Richmond based community.

NCTR has worked closely with RTR since their inception over 12 years ago. We have seen the positive impact of RTR on the Central Virginia community. Its impact on new educators and school leaders has garnered a national reputation among teacher residency programs. We look forward to continuing to work collaboratively with RTR as they branch out to this new opportunity with the VCU x CodeRVA Lab School initiative to improve school effectiveness. We look forward to continuing to support their work in creating professional learning cultures committed to student growth and achievement. We support the efforts proposed in the application and look forward to your review of this proposal.

Respectfully,

A handwritten signature in black ink that reads "Kathlene H. Campbell".

Kathlene H. Campbell, Ph.D.
CEO



NCTRresidency



NCTRresidencies



NationalCenterforTeacherResidencies

May 30, 2023

To the College Partnership Laboratory School Standing Committee:

On behalf of Prepared To Teach, I offer this letter of support for the Virginia Commonwealth University (VCU) CodeRVA Lab School proposal. VCU x CodeRVA Lab School proposal will provide an innovative computer-science integrated comprehensive high school education to a diverse student body, serve as a training site for teacher residents, and will afford professional learning opportunities for educators across the state.

Prepared To Teach believes in shifting the paradigm of teacher preparation for the public good. This Lab School proposal from RTR and CodeRVA illustrates how shifts in teacher preparation and innovation on public education can produce effective and long-lasting change for students, teachers, and communities. The RTR teacher residency program already provides an opportunity for pre-service teachers and emerging school leaders to obtain an education and training through a research-based, high-quality residency program, which aligns with the idea that everyone interested in becoming an educator has that opportunity. In combination with the academic standards and learning environment provided to students by CodeRVA, The Lab School will result in positive educational, increased academic achievement, and effective and meaningful professional outcomes for students, students, and the community at large.

We look forward to working with and supporting VCU, RTR, and CodeRVA to improve school quality and effectiveness by supporting the creation of learning cultures and environments that are committed to teacher preparation and professional development and student learning and growth. We support the efforts proposed in the application and look forward to your review of this impactful proposal.

Sincerely,

Karen DeMoss

Karen DeMoss, PhD
Executive Director
Prepared To Teach

June 1, 2023

To the College Partnership Laboratory School Standing Committee:

On behalf of The REB Foundation, I am pleased to offer this letter of support for the Virginia Commonwealth University (VCU) CodeRVA Lab School proposal. VCU x CodeRVA Lab School proposal will provide an innovative computer-science integrated comprehensive high school education to a diverse student body, serve as a training site for teacher residents, and will afford professional learning opportunities for educators across the state.

For over 30 years, the REB Foundation has been a leader in advancing educational success in Virginia, and specifically the Richmond region. With a history of identifying and honoring Richmond area school leaders who exemplify excellence in leadership and education, the REB Foundation can already attest to the fact that the coupling of CodeRVA and RTR will only enhance the quality and capabilities of the educators and school leaders serving the Richmond area. Just this year an RTR Alumni received the REB Award for Teaching Excellence. REB has also funded the School Leader Residency for the past two years and are excited to see this written in for the lab school proposal.

Using a computer science embedded curriculum and training teacher residents using high-quality and research-based instructional and mentoring models, the VCU CodeRVA Lab School will not only enhance learning for the students of the central Virginia region, but also continue to ensure quality, competent and caring educators staff our schools. Quality education for students will result in a strong and capable workforce and a workforce that is able to meet the challenges and needs of an ever growing and changing work population.

We look forward to continuing to work collaboratively with VCU to improve school effectiveness in creating cultures committed to student learning and growth. We support the efforts proposed in the application and look forward to your review of this impactful proposal.

Sincerely,

A handwritten signature in cursive script that reads "Susanne Crump".

Susanne Crump
President, R.E.B. Foundation



June 2, 2023

To the College Partnership Laboratory School Standing Committee:

On behalf of The Community Foundation for a Greater Richmond, I am pleased to submit this letter of support for the Virginia Commonwealth University (VCU) CodeRVA Lab School proposal. VCU's CodeRVA Lab School proposal will provide an innovative computer-science integrated comprehensive high school education to a diverse student body, serve as a training site for teacher residents, and will afford professional learning opportunities for educators across the state.

As a philanthropic organization that invests in high impact solutions for students' educational success, we have supported VCU's work to build the capacity of K12 teachers through its RTR program, and, likewise, we support this proposal to expand the successful practices of RTR and offer additional resources for teachers and students. We believe this proposal will build readiness for teachers and school leaders to serve students and communities too often denied opportunity.

At the heart of our work in the education sector is our conviction that when we focus on teachers, principals and school-based resources we positively impact student learning and create positive, sustainable change. Training teachers and school leaders with a residency approach and a research-based, high-quality mentoring and coaching model will better prepare teachers and, ultimately, boost student achievement.

We look forward to continuing to work collaboratively with VCU to improve school effectiveness in creating cultures committed to student learning and growth. We support the efforts proposed in the application and look forward to your review of this impactful proposal.

Sincerely,

A handwritten signature in black ink that reads "Audrey Trussell". The signature is fluid and cursive.

Audrey Trussell, MPA
Vice President, Community Impact



POWHATAN COUNTY PUBLIC SCHOOLS

Inspiring · Empowering · Innovating

Powhatan County Public Schools prepares students to thrive in a global community.

To the College Partnership Laboratory School Standing Committee:

We are pleased to submit this letter of support for the VCU x CodeRVA Lab School proposal. As the designated School Board Member for CodeRVA and the Superintendent of Powhatan County Public Schools, we are proud to be part of a school that offers a unique and innovative choice for Powhatan students. CodeRVA creates real-world connections between student learning and careers in high-demand computer science fields. The faculty, staff, and business partners collaborate to deliver a highly-engaging and relevant education to a student body that reflects the demographics of Central Virginia schools. CodeRVA builds bridges across populations and provides underserved and marginalized students equal access to rigorous college and career preparation. The expansion of the Richmond region's talent pool in the critical field of computer science is evident.

To ensure that Powhatan students have multiple options to access post-secondary employment in the tech sector, the Powhatan School Board elected to join the consortium of school divisions supporting CodeRVA Regional High School. CodeRVA has served as a leader in Virginia for innovation and the redesign of educational pathways, and now they seek to innovate again and serve as a training site for teacher residents and affording professional learning opportunities for educators across the state. Powhatan County Public Schools supports Virginia Commonwealth University's work to build the capacity of K-12 teachers through its Richmond Teacher Residency (RTR) program and supports this proposal to expand the successful practices of both RTR and CodeRVA, which will offer additional professional resources for teachers and educational opportunities for students in the central Virginia area. Powhatan County Public Schools looks forward to actively collaborating with VCU to develop a lab school that will be a model for schools and school divisions in the Commonwealth of Virginia and the nation.

Beth N. Teigen

Beth N. Teigen, Ph.D.

Division Superintendent

Kim Hymel

Kim Hymel

PCPS School Board Representative for CodeRVA

May 31, 2023

Date

5-31-23

Date

Pocahontas Landmark Center

4290 Anderson Highway • Powhatan, Virginia 23139 • 804-598-5700 • www.powhatan.k12.va.us

Division Superintendent • Beth N. Teigen, Ph.D.