

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**
CHARTING THE COURSESchool Board ServicesCarolyn T. Rye, Chair
District 5 - LynnhavenKimberly A. Melnyk, Vice Chair
District 7 – Princess AnneBeverly M. Anderson
At-LargeDorothy M. Holtz
At-LargeJessica L. Owens
District 3 – Rose HallSharon R. Felton
District 6 – BeachLaura K. Hughes
At-LargeTrenace B. Riggs
District 1 – CentervilleJennifer S. Franklin
District 2 – KempsvilleVictoria C. Manning
At-LargeCarolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting Proposed Agenda
Tuesday, November 22, 2022School Administration Building #6, Municipal Center
2512 George Mason Drive
P.O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

Public seating will be made available on a first-come, first-served basis. Members of the public will also be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBT Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN_Ffca6V4rRPiEg3GCG2_ww Call-in (301) 715-8592 ID 894 0905 8357

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws [1-47](#) and [1-48](#). Public comment is always welcome by the School Board through their group e-mail account at SchoolBoard@VBPSBoard.com or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on November 21, 2022.

1. **Administrative, Informal, and Workshop (School Board Chamber).....approx. 4:00 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. School Board Legislative Agenda for 2023 General Assembly Session
 - C. First Quarter Update (Fall)
 - D. Employee Compensation – Recruitment and Retention Incentive
2. **Closed Session (as needed)**
3. **School Board Recess 5:30 p.m.**
4. **Formal Meeting (School Board Chambers) 6:00 p.m.**
5. **Call to Order and Roll Call**
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition**
 - A. Cox High School – State Champion – Golf
 - B. Tallwood High School – Virginia Art Education Association Teacher of the Year
 - C. Virginia Art Education Association – Retired Teacher of the Year
 - D. Virginia Art Education Association – Distinguished Service Within the Profession Award
8. **Adoption of the Agenda**
9. **Superintendent's Report (second monthly meeting)**
10. **Approval of Meeting Minutes**
 - A. November 9, 2022 Regular School Board Meeting **Added 11/18/2022**
11. **Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the November 22, 2022 School Board Meeting. Citizens may sign up to speak by completing the [online form here](#) or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on November 22, 2022. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building, 2512 George Mason Drive, Building 6, Municipal Center, Virginia Beach, Virginia 23456 by 5:45 p.m. November 22, 2022. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, 1-47 and 1-48 requirements for Public Comment and Decorum and Order.



12. Information

- A. Interim Financial Statements – October 2022
- B. Achieve3000: Comprehensive Evaluation
- C. Recovery School Update
- D. Policy Review Committee (PRC) Recommendations:
 - 1. Policy 6-11/Instructional Materials with Sexually Explicit Content
 - 2. Bylaw 1-25/Public Complaints and Procedures
 - 3. Bylaw 1-26/School Visitations
 - 4. Bylaw 1-27/Service of Process
 - 5. Bylaw 1-28/ Committees, Organizations and Boards – School Board Member Assignments
 - 6. Bylaw 1-29/ School Board/Staff Communications/Staff Reports to School Board
 - 7. Bylaw 1-30/Adoption, Amendment, Repeal or Suspension/Bylaws
 - 8. Bylaw 1-31/Policy Formation
 - 9. Bylaw 1-32/ Adoption, Amendment, Repeal or Suspension/Policies
 - 10. Bylaw 1-33/Formulation and Approval/Revision/Regulations
 - 11. Bylaw 1-35/Annual Budget and Financial Decision Making/Notice Timeline for Annual Budget
 - 12. Bylaw 1-36/Open Meetings/Closed Meetings
 - 13. Bylaw 1-38/ Regular Meetings, Time and Place, Order of Business, Recessed Meetings, and Work Session/Public Hearing, and Retreats and Abridged Meeting
 - 14. Bylaw 1-39/Agenda Preparation and Notice
 - 15. Bylaw 1-40/Parliamentary Authority, Special Rules of Order, and Standing Rules
 - 16. Bylaw 1-41/Quorum/Call to Order/Action
 - 17. Bylaw 1-46/ Special Meetings
 - 18. Bylaw 1-47/ Public Comments at School Board Meetings
 - 19. Bylaw 1-48/Decorum and order-School Board Meetings
 - 20. Appendix A
 - 21. Appendix B

13. Return to public comments if needed

14. Consent Agenda

- A. Resolution: Human Rights Month
- B. New Courses:
 - 1. MYP Physics
 - 2. IB DP Sports, Exercise, and Health Science
 - 3. AP Physics C: Electricity and Magnetism
 - 4. Honors World History and Geography
 - 5. AP Precalculus
 - 6. Foundations of Police Science
 - 7. Renewable Energy Technologies I & II
- C. Religious Exemption(s)

15. Action

- A. Personnel Report / Administrative Appointments Updated 11/23/2022

16. Committee, Organization or Board Reports

17. Return to Administrative, Informal, Workshop or Closed Session matters Added 11/18/2022

18. Adjournment



Subject: School Board Legislative Agenda for 2023 General Assembly Session **Item Number:** 1B

Section: Administrative, Informal, and Workshop **Date:** November 22, 2022

Senior Staff: N/A

Prepared by: School Board Legislative Committee

Presenter(s): School Board Member, Mrs. Sharon Felton, Legislative Committee Chair

Recommendation:

That the School Board receive for the first read a draft of the School Board Legislative Agenda for the 2023 General Assembly Session. The agenda provides an overview of the issues that are of interest and/or concern to the School Board and the School Division. Upon approval by the School Board, the legislative agenda will be distributed to stakeholders and posted on the Divisions website, vbschools.com

During the 2023 General Assembly session, School Board members and Division administrative staff will monitor legislative activity that has an impact on the Divisions students, staff, personnel, budget, instructional programs, and operations.

Virginia Beach City Public Schools 2023 Legislative Agenda

BUDGET AND FUNDING

Remove Inflation Cap for Next Re-benchmarking Process

In each odd year, the Virginia Department of Education (VDOE) provides the Governor and the General Assembly with an estimate of the “re-benchmarked” cost of continuing the existing Direct Aid to Public Education programs for the next biennium. Re-benchmarking is a process to update the state funding formulas to reflect the current costs facing Local Education Agencies (LEA) (e.g., increases in fuel costs, health care costs, teacher salaries, etc.) This re-benchmarking is part of the biennial budget development process and includes updates in the input data to determine the current cost of the programs. The cost projections do not reflect any changes in policy or technical methodology. The Standards of Quality (SOQ) provide 88% of the state funds for public schools.

Language incorporated into the re-benchmarking process, during the great recession, places a cap on the inflation rate calculation. Until recent record setting national inflation rates, this artificial cap has never been an issue during the re-benchmarking process. The current cap in place is well below the 8.0% CPI-U increase during the previous years. Inflation pressures have impacted industries and communities across Virginia, Virginia Beach City Public Schools (VBCPS) is no exception. While the General Assembly will not re-benchmark until the next biennium, it is critical that the General Assembly remove the language related to the inflation cap during the 2023 General Assembly Session, so the upcoming re-benchmarking figures presented by VDOE represent the true cost of providing public education in Virginia. Inflation is a cost that school divisions across Virginia are incurring regardless; not addressing the cap for the upcoming biennium will artificially reduce the amount of funding for public education.

Teacher Salary Increase and Recruitment and Retention

Every school division across Virginia is experiencing extensive teacher shortages. While filling all positions has at times always been challenging for school divisions, the 2022-2023 school year has proven to be particularly difficult for schools. The current teacher shortage problem is at a crisis point, as schools are not able to fill needed positions.

While Virginia has provided resources for teacher salaries in recent years, earnings for Virginia teachers continue to lag the national average. Virginia teacher salaries have one of the widest gaps between their pay levels and those of comparable professionals in the country and with continued pressure on wages from persistent inflation this disparity has become increasingly acute. In order to bring the Virginia’s average teacher salary up to the national average, Virginia must continue to take significant steps to invest in its teacher workforce.

Virginia law currently allows for VRS-covered positions to be eligible to teach or serve as a principal or assistant principal in critical shortage positions in Virginia public schools; however,

to be eligible those individuals must have a break in service for at least twelve consecutive months. Given the magnitude of the critical shortages being experienced by school divisions across the Commonwealth, Virginia should shorten the required break in service from twelve months to six months.

The General Assembly should consider additional pathways for retired teachers to return to the profession, including allowing fully licensed retired teachers to return to the profession without having to go through the licensure process again if they are able to demonstrate competency in the subject they are teaching.

Finally, Virginia should continue to develop additional pathways to teaching including the development of certifications and licenses, as well as reciprocity with nearby states and the development of an interstate compact so qualified teachers can easily transition into a teaching assignment in another neighboring state.

Support Cap

VBCPS supports removing the support position cap that was put in place in 2009 during the Great Recession. Previously, the Commonwealth provided funding for support staff positions according to a formula that used numbers of staff and local costs (calculated using the actual number of support positions and the salary for each position in all Virginia school divisions). As a moneysaving measure during the Recession, a “cap” was placed on the number of positions that the state would fund. The cap was not based on any analysis of student needs or existing staffing patterns, but rather was simply calculated as a ratio of instructional to support positions based on the necessity to reduce state funding by a particular amount.

While the General Assembly made progress on fully funding the support cap deficit during the 2022 Session by updating the funding ratio methodology from 17.75 support positions per 1,000 students to 20 support positions per 1000 students in the first year of the biennium and 21 support positions per 1000 students in the second year of the biennium, this still does not fully fund support positions in VBCPS. The General Assembly must continue to work to fully remove the support cap.

Some positions were simply eliminated due to the cap, but most school divisions could not practically and safely reduce support staffing for many of the positions that fall into this category to the levels the state funded under its “support position cap,” so the cost to retain these positions shifted entirely to local governments.

These positions include school psychologists and social workers, as well as instructional support, attendance, security, transportation, technology, facility operations and maintenance staff. These positions are essential to the effective operation of schools and provide the vital support needed to meet a myriad of educational needs. These positions all support the classroom by providing critical interactions with students and help free up teacher time to allow them to focus on teaching. These support individuals help to keep our schools and children safe, as well as to ensure that all students across the Commonwealth have equal opportunity to succeed.

Increase behavior and mental health staff available to students to aid in early identification and support of students exhibiting mental health needs.

VBCPS recognizes that fully funding support positions and reversing the support cap is challenging to do in a single year or single biennium. VBCPS requests the General Assembly continue to provide additional resources for mental health clinicians, attendance interventionists, and behavior specialists. These staff members should have specialized training to target students' complex behavioral needs and have the experience to assess the mental health status of students, recommend an appropriate level of care, implement/assist with implementing appropriate interventions, and respond to crisis situations.

However, VBCPS support retaining local authority and flexibility to best determine the resources and programs required to meet the student health and school health. VBCPS requests that any state mandated program designed to increase mental health services available to students be fully funded by the state and not result in an additional unfunded mandate.

Delivering Quality Special Education Services

VBCPS has more than 7,900 students who qualify for special education services. VBCPS spends more than \$100 million per year, or approximately \$13,400 per qualified student, on special education programs and services. That is the highest amount since 2011. Of this, approximately 15% comes from the federal government, 20% from the state and 65% is local. VBCPS is opposed to any change in the delivery of special education services or special education funding that would shift even a larger portion of the funding responsibility to the locality. This includes changes to the regional special education programs that either reduce the overall state allotment or reduces the funding to an individual regional program. Such reductions in funding will not reduce VBCPS's obligations under the Individuals with Disabilities Education Act (IDEA), but rather shift a larger portion to the locality.

Dedicated State Funding for Capital Improvements

VBCPS supports the reinstatement of dedicated state funds for capital improvements. Since 2010, local governments and school boards have carried the full burden of capital improvements for public schools.

OTHER LEGISLATIVE ISSUES

School Bus Driver Shortage

VBCPS, like many school divisions across the state and country, is experiencing an extreme shortage of school bus drivers, resulting in delays in getting students to and from school, field trips and after school activities. Virginia needs to take immediate steps to increase the number of qualified school bus drivers on a statewide basis. As initial steps, Virginia should provide designated funding sources for the training of potential new school bus drivers, as well as address the licensing requirements and expediting the licensure timeline. Additionally, Virginia should

work closely with our federal delegation to create a specific school bus commercial driver's license for those individuals who are exclusively interested in becoming bus drivers.

Eliminate or Fund Currently Unfunded Mandates

The total impact of state and federal unfunded mandates to VBCPS was \$38.88 million in 2022. Of that \$38.8 million, approximately \$16 million are mandates that originated from either the General Assembly or the Virginia Department of Education. These mandates range from new reporting requirements to new policies and procedures, to unfunded equipment requirements. VBCPS is opposed to any state mandates requiring local school divisions to assume additional responsibilities or provide additional services without the state's share of funding for such mandates. VBCPS supports the elimination of or funding for existing unfunded mandates.

Continued Reform of Assessment System

VBCPS also supports the reduction of the number of required tests to allow school divisions to continue to transform the traditional classroom and better meet the needs of our students. It's important our students can compete in a global marketplace. Rather than the 20 SOL tests currently mandated, VBCPS supports legislation that allows school divisions to substitute SOL assessment for those that are performance based, mimic real-life situations and better prepare students for success in higher education and in the workplace. Since 2008, VBCPS has successfully developed an increasing number of performance-based assessments that are used on a division-wide basis.

In addition to student growth measures, VBCPS supports a teacher, principal, and superintendent accountability system that includes additional measures such as student participation, performance in Advanced Placement courses, post-graduate measures that provide information on how students transition after high school, and qualitative measures of overall school performance beyond assessments.

Laboratory Schools and Innovative Learning Environments

VBCPS fully supports creating learning environments that meet the individual needs of the community and the students it serves, including academies, innovative programs, Governor's schools, charter schools and Laboratory Schools; however, for these alternative models to be successful they must have the support of the local community or the local school division.

VBCPS is currently exploring a Laboratory School model to serve and support students in active recovery from substance and alcohol abuse. While the General Assembly has provided funding for planning and start-up costs associated with developing Laboratory Schools, Virginia must provide sustainable funding that supports these models into the future. VBCPS supports long-term sustainable funding for Laboratory Schools that allows the partnerships and innovative models to continue to grow.



Subject: First Quarter Update (Fall) **Item Number:** 1C

Section: Workshop **Date:** November 22, 2022

Senior Staff: Kipp D. Rogers Ph.D., Chief Academic Officer

Lorena L. Kelly, Ph.D., Executive Director of Elementary Teaching and Learning

Angela L. Seiders Executive Director of Secondary Teaching and Learning

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

Angela L. Seiders, Executive Director of Secondary Teaching and Learning

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

Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the school board receive an updated on fall academic performance of students based on beginning of the year assessments.

Background Summary:

The Department of Teaching and Learning supports schools with analyzing information to provide resources to support teachers to effectively implement the components of the Teaching and Learning Framework and continues to consider the needs to provide additional resources to support their craft.

Source:

N/A

Budget Impact:

N/A



Subject: Employee Compensation – Recruitment and Retention Incentive **Item Number:** 1D

Section: Workshop **Date:** November 22, 2022

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

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

Recommendation:

That the School Board receives information regarding using ESSER funds to provide recruitment/retention incentives and provide guidance on how to move forward.

Background Summary:

Source:

Budget Impact:



Employee Compensation: Recruitment and Retention Incentive

Crystal Pate, Chief Financial Officer

November 22, 2022

Recruitment/Retention Incentive Options Using ESSER funds

Option 1

\$1,000
recruitment/retention
incentive for all FTE teachers
(approximately \$5,646,253)

Option 2

\$1,000
recruitment/retention
incentive for all FTE
employees (approximately
\$11,609,650)



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

Section: Student, Employee and Public Awards and Recognitions **Date:** November 22, 2022

Senior Staff: Natalie Allen, Chief Communications and Community Engagement Officer

Prepared by: David Schleck, Public Relations Coordinator

Presenter(s): Kimberly A. Melnyk, Vice Chair

Recommendation:

That the School Board recognize the outstanding accomplishments of those receiving the Oct. 25, 2022, School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

1. Cox High School – state champion, golf
2. Tallwood High School – Virginia Art Education Association Teacher of the Year
3. Virginia Art Education Association - Retired Teacher of the Year
4. Virginia Art Education Association - Distinguished Service Within the Profession Award

Background Summary:

That the School Board allow time during School Board meetings to recognize students and/or staff who have accomplished notable recognitions that fit within the parameters of the School Board recognition criteria.

Recognition Criteria:

1. Achievement of first or second place in national competitions/events.
2. Achievement of national recognition for outstanding achievements, i.e., National Merit Finalists.
3. Achievement of first place in regional (multi-state) competitions/events.
4. Achievement of first place in state competitions/events.
5. Achievements beyond the scope of regular academics/activities and/or job performance.

Source:

Utilizing data from submissions made to the Department of Communications and Community Engagement, which have been approved by school principals or department heads recognizing a notable achievement from a student or staff member fitting the Board recognition parameters.

Budget Impact:

None.



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

Section: Approval of Meeting Minutes **Date:** November 22, 2022

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): Regina M. Toneatto, School Board Clerk

Recommendation:

That the School Board adopt the following set of minutes as presented:

- A. November 9, 2022 Regular School Board Meeting

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

Background Summary:

N/A

Source:

Bylaw 1-40

Budget Impact:

N/A



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

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Jessica L. Owens
District 3 – Rose Hall

Trenace B. Riggs
District 1 – Centerville

Carolyn D. Weems
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Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES Wednesday, November 9, 2022

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

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Attendee link: https://us02web.zoom.us/join/wn_c2xr_lrmqv6ap0ahi-pfea Call-in (301) 715-8592 ID 836 0268 4725

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- 1. Administrative, Informal, and Workshop:** Chair Rye convened the Administrative, Informal, and Workshop session at 4:01 p.m. on the 9th day of November 2022 and announced members of the public will be able to observe the School Board meeting through live streaming on vbschools.com, broadcast on VBT Channel 47 and on Zoom. It is the School Board's protocol to break at 5:30 p.m. to prepare for the Formal Session at 6:00 p.m. At 5:30 p.m., the School Board will conclude unless the School Board votes to continue to no later than 5:45 p.m. to allow the School Board and the School Administration to prepare for the Formal Session of the School Board Meeting.

In addition to Superintendent Spence, the following School Board members were present in the School Board chamber: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton (arrived at 4:29 p.m.), Ms. Franklin, Ms. Holtz, Ms. Hughes (arrived at 4:02 p.m.), Ms. Manning, Ms. Riggs, and Ms. Weems (arrived at 4:07 p.m.)

The following School Board member attended via Zoom: Ms. Owens (medical reasons.)

- A. School Board Administrative Matters and Reports:** There were no administrative matters or reports discussed at the Administrative, Informal, and Workshop session.
- B. Facilities Update:** Melisa Ingram, Executive Director, Facilities Services, provided the School Board with a facilities update; Jack Freeman, Chief Operations Officer provided brief remarks and introduced Ms. Ingram; Ms. Ingram provided an overview of the presentation; Adopted CIP FY 22/23-27/28, new construction – school replacement projects, renovations and replacements (HVAC, roofing, foundations); reviewed CIP projects – approved FY 22/23: renovations & replacement projects, safe school improvements, energy performance contracts, elementary school playground equipment replacement, Achievable Dream at Lynnhaven Middle School, Princess Anne High School replacement, Bettie F. Williams/Bayside 6th (Grade 4-5) replacement, Bayside High School replacement; reviewed funding sources; shared information regarding historical/projected funding (included linear 5% inflation rate); recapped the PPEA (Public-Private Education Facilities and Infrastructure Act) interim agreement – three replacement schools; proposed interim agreement not-to-exceed total \$15,404,544; PPEA interim agreement status: School Board approved August 9, 2022, City Council approval – deferred to February 21, 2023. Long range renovation and replacement needs: HVAC, roofing, foundations; HVAC replacement – average five buildings a year; shared list of HVAC CIP 1-018 prioritized projects in 6-year CIP planning, FY23-FY28 HVAC \$63.5 million CIP appropriations over 6 years; shared list of Reroofing CIP 1-019 prioritized projects in 6-year CIP planning, FY23-FY28 Reroofing \$42.3 million CIP appropriations over 6 years; shared list of renovations and

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Tuesday, November 9, 2022
School Board Regular Meeting
Page 2 of 10

replacements Various CIP 1-020 (some examples: foundation repairs, ADA improvements, auditorium seating, replacements: bleacher, carpets, ceiling, fire alarms, gym floors, emergency renovations, etc.), FY23-FY28 Various \$19.65 million CIP appropriations over 6 years; noted budget ranges are in current year dollar values – no escalation included. At the end of the presentation there was a brief discussion regarding grants; foundation repair replacement.

- C. Canvas Update: Sharon Shewbridge, Ph.D., Director, Instructional Technology provided the School Board an update related to the Canvas Adoption; recapped the history of learning management systems in VBCPS; 2021 – piloting Canvas in seven schools, beginning the process of moving assessments to Mastery Connect; 2021-2022 pilot schools Elementary (Kingston, Providence, Red Mill): simplified view for youngest learners, Department of Teaching and Learning built blueprint courses, curriculum documents directly into Canvas Modules, Google sites and curriculum, PLC course built at the school level for creating content; 2021-2022 pilot schools Secondary (Great Neck Middle School, Larkspur Middle School, Kellam High School, Kempsville High School): 60 teachers at school opening, Great Neck Middle School – full school second semester, PLC groups first semester, started working with LTI integrations, reviewed meaning of LTI, tested and used Grade Passback second semester; pilot schools feedback: better permissions control, more integrations with third party vendors (textbooks and resources), started working with course templates, best practices documents (elementary and secondary), Canvas Commons allows teachers to build and share resources; other information – three presentations to School Board, ITS' trained, updated *Growing with Canvas* course, shared what Pilot Schools were learning during monthly PD, multiple options for training started in February 2022, multiple layers for support; Camp Canvas – learning trails, recorded sessions (on demand); shared Canvas video reflection; reviewed 2022-2023 data on Grade Passback; shared examples of elementary dashboard, elementary course teacher view, elementary teacher view – PLC course, secondary student/teacher dashboard, secondary course home page – teacher, secondary course home page – student, secondary PLC course home page; teacher wins: visually appealing and easy to navigate, linking to class content is very quick and easy, searching content from other teachers, Gradebook sync, messages far exceed Schoology messaging, staff and student courses make it easy to administer; student wins: visually appealing, easy to navigate, to do list (assignments, announcements), feedback from teachers is easy to see, calendar tools; reviewed next steps – continued training, teachers/ITS review best practices and feedback, Canvas Commons, enhanced engagement based on feedback from students, feedback loop with Canvas leadership. The presentation continued with questions and comments regarding teachers adapting to Canvas; teacher learning curve; comparison to Schoology; clarification on Grade Passback; Canvas training classes; and development for parent use.

2. **Closed Session:** At 5:09 p.m., Vice Chair Melnyk made a motion, seconded by Ms. Anderson that the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711 to deliberate on the following matters:
1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
 7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
 8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

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Tuesday, November 9, 2022
School Board Regular Meeting
Page 3 of 10

Namely to discuss:

- A. Change in title for Director of Department of Internal Audit and status of interviews
- B. Disciplinary action/investigation statuses relevant to several employees
- C. School Board Attorney Evaluation instrument and
- D. Pending litigation matters report/status

There were ten (10) ayes in favor of the motion to recess into Closed Session: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0. Note: Ms. Owens did not vote since she was participating via Zoom.

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

- A. Change in title for Director of Department of Internal Audit and status of interviews: School Board members: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, School Board Attorney; Superintendent Spence; Regina M. Toneatto, Clerk of the Board.
- B. Disciplinary action/investigation statuses relevant to several employees: School Board members: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, School Board Attorney; Superintendent Spence; Regina M. Toneatto, Clerk of the Board.
- D. Pending litigation matters report/status: School Board members: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, School Board Attorney; Superintendent Spence; Regina M. Toneatto, Clerk of the Board.

The School Board reconvened at 5:27 p.m.

Certification of Closed Session: Vice Chair Melnyk read the Certification of Closed Meeting:

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

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

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

Ms. Anderson made the motion, seconded by Ms. Holtz. There were ten (10) ayes in favor of the motion for Certification of Closed Session: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

Vice Chair Melnyk made a motion, seconded by Ms. Anderson that the School Board change the title Internal Auditor, Director of The Office of Internal Audit to School Board Internal Auditor. There were ten (10) ayes in favor of the motion: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

- 3. **School Board Recess:** Chair Rye adjourned the Administrative, Informal, and Workshop session at 5:28 p.m.
- 4. **Formal Meeting (School Board Chambers)** **6:00 p.m.**
- 5. **Call to Order and Roll Call:** Chair Rye convened the meeting of the School Board in the School Board chamber at 6:01 p.m. on the 9th day of November and noted members of the public will be able to observe the School Board meeting through livestreaming on vbschools.com, broadcast on VBTV Channel 47, and on Zoom.

In addition to Superintendent Spence, the following School Board members were present in the School Board chamber: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems.

The following School Board member attended via Zoom: Ms. Owens (medical reasons.)

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2022
School Board Regular Meeting
Page 4 of 10

6. Moment of Silence followed by the Pledge of Allegiance

7. Student, Employee and Public Awards and Recognition: There were no awards or recognitions presented at the meeting.

8. Adoption of the Agenda: Chair Rye called for any modifications to the agenda as presented. Hearing none, Chair Rye called for a motion to approve the agenda as presented. Ms. Franklin made the motion, seconded by Ms. Riggs. Without discussion, Chair Rye called for a vote. The School Board Clerk announced the motion passed unanimously, 11-0-0.

9. Superintendent's Report: There was no report presented at the meeting.

10. Approval of Meeting Minutes

- A. October 25, 2022 Regular School Board Meeting: Chair Rye called for any modifications to the October 25, 2022 regular School Board meeting minutes as presented. Hearing none, Chair Rye called for a motion to approve the October 25, 2022 meeting minutes as presented. Ms. Felton made the motion, seconded by Ms. Hughes. Without discussion, Chair Rye called for a vote. The School Board Clerk announced the motion passed unanimously, 11-0-0.

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

Chair Rye announced the School Board will hear public comments on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division from citizens and delegations who signed up with the School Board Clerk prior to the meeting. Chair Rye mentioned information regarding speaker process, decorum and order, and submitting comments via group email.

There were seven (7) in person speakers (including four (4) student speakers); topic discussed were VDOE Model Policy; counseling services; transgender policy; teacher and student relationships; student rights; parental rights; banned books; SB 656; and public education.

The Public Comments ended at 6:22 p.m.

12. Information

- A. New Courses: Angela Seiders, Executive Director of Secondary Teaching and Learning presented the School Board the following information regarding new courses:
1. MYP Physics: Recommendation that the School Board receive information regarding the proposed MYP Physics course for Princess Anne High School students in the 2023-2024 school year.
 2. IB DP Sports, Exercise, and Health Science: Recommendation that the School Board receive information regarding the proposed International Baccalaureate Programme (DP) Sports, Exercise, and Health Science course for Princess Anne High School students in the 2023-2024 school year.
 3. AP Physics C: Electricity and Magnetism: Recommendation that the School Board receive information regarding the proposed Advanced Placement (AP) Physics C: Electricity & Magnetism course for implementation in the 2023-2024 school year.
 4. Honors World History and Geography: Recommendation that the School Board receive information regarding the proposed Honors World History and Geography Part 1 course for all students in the 2023-2024 school year.
 5. AP Precalculus: Recommendation that the School Board receive information regarding the proposed course AP Precalculus and corresponding standards for implementation in the 2023-2024 school year.
 6. Foundations of Police Science: Recommendation that the School Board receive information regarding the proposed course, Foundations of Police Science and corresponding course objectives for implementation in the 2023-2024 school year.
 7. Renewable Energy Technologies I & II: Recommendation that the School Board receive information regarding the proposed courses program, Renewable Energy Technologies I & II and corresponding course objectives for implementation in the 2023-2024 school year.

Ms. Seiders provided information on the new courses; reviewed new science courses: MYP Physics, IB DP Sports, Exercise, and Health Sciences, AP Physics C: Electricity and Magnetism; the DP Sports, Exercise, and Health Science course is geared to students who desire to pursue a career in healthcare; MYP Physics will serve as an additional pathway in the Diploma Programme; there has been an increase in students interested in pursuing an engineering

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2022
School Board Regular Meeting
Page 5 of 10

degree post high school; Honors World History course expands the pathway supporting future ready students, develop and strengthen these disciplinary reasoning skills: evaluating evidence, explaining historical and geographic relationships, incorporating evidence; AP Precalculus: additional AP course, potential college credit, aligns to national standards, recognizable for college admissions and scholarships; Foundations of Police Science: collaboration with Virginia Beach Police Department, year-long 1 credit elective at select high schools, workforce pipeline, field experiences; Renewable Energy I & II: Advanced Technology Center, half-day program, 3 credits per level, nationally recognized industry credential opportunities, VBCPS and Community projects; reviewed budget impacts: Foundations of Police Science \$20,000, Renewable Energy I & II \$10,000, other course have no budget impact, OER (Open Educational Resources) will be leveraged and no new textbook adoptions will be needed; noted, no new funding is requested as part of the implementation; mentioned the following staff in attendance to help answer questions: Dr. Sara Lockett, Director of Technical & Career Education, Thomas Coker, Coordinator of Mathematics, Kris Troch, Coordinator of Social Studies, Keith Goodman, Coordinator of Science, and Jamie Owens, Coordinator of IB. The presentation continued with questions and comments regarding MYP Physics course and which school will be offering; pathway for Foundations of Police Science; VBPD Cadet Program; Dual Enrollment classes; OER to be used; teacher shortages – availability of teachers for new courses; location of course offerings (Foundation of Police Science, Renewable Energy Technologies I & II); additional prep time for new courses; Math Analysis compared to AP Precalculus; additional teacher certifications; student receiving industry certification; criteria for Honors World History and Geography; and build awareness of courses, pathways, and opportunities.

13. Return to public comments if needed: As noted under agenda item #11, Public Comments ended at 6:22 p.m.

14. Consent Agenda: Chair Rye read the following items on the Consent Agenda:

- A. Resolution: American Education Week: Recommendation that the School Board approve a resolution recognizing November 14-18, 2022, as American Education Week.
- B. Recommendation of General Contractor:
 1. Pembroke and Trantwood Elementary Schools MUAU Replacement: Recommendation that the School Board approve a motion authorizing the Superintendent to execute a contract with ZBZ & Associates Inc. for the Pembroke and Trantwood Elementary Schools Make-Up Air Unit Replacements in the amount of \$2,490,000.
 2. Thalia Elementary School HVAC Replacement: Recommendation that the School Board approve a motion authorizing the Superintendent to execute a contract with JRC Mechanical, LLC for the Thalia Elementary School HVAC Replacement in the amount of \$1,590,000.
- C. Policy Review Committee Recommendations: Recommendation that the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its October 13, 2022, meeting.
 1. Policy 3-51/School Activity Funds/Internal Accounts: The PRC recommends amendments to change the Office of Internal Audit to the Department of Internal Audit and clarifying language regarding inventories.
 2. Policy 5-9/Age of Entrance /Kindergarten: The PRC recommends amendments to allow students transferring into kindergarten from out of the area to be exempted from the five-year-old age requirement if they have already been enrolled and attended a Kindergarten program.
 3. Policy 5-14/School Attendance Zones: The PRC recommends amendments to Section 4 a regarding timing of the annual report to the School Board by the BUC and to Section regarding the exclusion from tuition free attendance of children of staff.
 4. Policy 6-13/School Day: The PRC recommends clarifying language regarding the Superintendent's ability to close schools or alter school days or hours in the event of a weather event or other incident that interferes with safely conducting the school day.
 5. Policy 7-57/Vehicles, Motorized Devices and Animals on School Grounds: The PRC recommends significant amendments to clarify when animals that are not service animals may be brought to school or work.

After reading the items, Chair Rye asked for the resolution to be read. Ms. Holtz read the following resolution:

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2022
School Board Regular Meeting
Page 6 of 10

RESOLUTION
American Education Week
November 14-18, 2022

WHEREAS, November 14-18, 2022, is recognized as the 101st annual American Education Week by the National Education Association to celebrate public education and honor individuals who are making a difference in ensuring every child receives a quality education; and

WHEREAS, the creation of this week has encouraged resolutions across the country to help encourage national support of public education; and

WHEREAS, American Education Week is a celebration of distinguished individuals, critical to the success of public education for the nation's nearly 50 million K-12 students; and

WHEREAS, the National Education Association calls for a week to be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools to secure the cooperation and support of the public in meeting those needs; and

WHEREAS, the School Board of the City of Virginia Beach is focused on encouraging and recognizing the support for public education; and

WHEREAS, Virginia Beach City Public Schools, is committed to its relationships with the community and stakeholders through Compass to 2025, to increase public support and involvement in education

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the week of November 14-18, 2022, as American Education Week in the Virginia Beach City Public Schools; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 9th day of November 2022

After the resolution was read, Chair Rye called for a motion to approve the Consent Agenda items as presented. Ms. Franklin made the motion, seconded by Vice Chair Melnyk. Chair Rye called for a vote. The School Board Clerk announced the motion passed unanimously, 11-0-0.

15. Action

A. Personnel Report / Administrative Appointments: Chair Rye called for a motion to approve the November 9, 2022 personnel and administrative appointments. Ms. Riggs made the motion, seconded by Ms. Franklin that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the November 9, 2022 personnel report along with administrative appointments as recommended by the Superintendent. Without discussion, Chair Rye called for a vote. The School Board Clerk announced the motion passed unanimously, 11-0-0. There were no administrative appointments.

B. Budget FY 21/22 Resolution Regarding Reversion and Revenue Sharing Formula Reconciliation: Crystal Pate, Chief Financial Officer provided a brief overview/recap of the five various versions; Ms. Anderson made a motion, seconded by Ms. Weems to put the options on the floor for discussion that way we can discuss all of them and then make a decision. Chair Rye called for a vote. The School Board Clerk announced the motion passed unanimously, 11-0-0.

A discussion followed regarding the various options; support for options 4 and 5; need to give to the community; opposition to option 5; sources of funding; uses of funds to help teachers; teacher retention; portion of funds to CIP; reduce CIP debt; responsibility to take care of schools (staff); tax money back to community; City Council and CIP; goodwill with City Council; overview of option 5; Ms. Manning made a substitute motion, seconded by Ms. Hughes to adopt option number 5 with additional language that states the School Board supports returning the money to the taxpayers at the discretion of City Council at no cost to the School Board in the amount of \$10 million dollars; there was a brief clarification on the motion and voting outcome. Chair Rye called for a vote. The School Board Clerk announced there were three (3) ayes in favor of the substitute motion: Ms. Hughes, Ms. Manning, and Ms. Weems. There were eight (8) nays opposed to the substitute motion: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Owens, and Ms. Riggs. The motion did not pass, 3-8-0.

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2022
School Board Regular Meeting
Page 7 of 10

The discussion continued regarding the various options; option 4; ESSER Funds; Ms. Anderson made an amendment to the original motion and stated motion is to adopt option 4 at this time, Ms. Riggs seconded the motion. Without further discussion, Chair Rye called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Owens, Ms. Riggs, and Ms. Weems. There were two (2) nays opposed to the motion: Ms. Hughes, and Ms. Manning. The motion passed, 9-2-0.

**Budget Resolution Regarding FY 2021/22 Reversion and Revenue Sharing Formula Reconciliation
OPTION 4**

WHEREAS, on September 27, 2022, the School Board was presented with a summary of the unaudited financial statements for FY 2021/22 (year-ending June 30, 2022), showing the reversion amount to the city's General fund; and

WHEREAS, \$15,680,703 is the amount of School Operating reversion funds available (excluding debt service and revenues over/under budget); and

WHEREAS, \$3,746,765 is the amount remaining in debt service from the FY 2021/22 budget due to the timing of bond sales, increasing the School Operating reversion amount to \$19,427,468; and

WHEREAS, \$938,410 came in as additional revenue over the appropriated budget, increasing the School Operating reversion amount to \$20,365,878; and

WHEREAS, \$296,396 reverted from the Athletics fund and \$409,492 reverted from the Green Run Collegiate Charter School fund; and

WHEREAS, the current total amount available for re-appropriation is \$21,071,766; and

WHEREAS, the city is currently indicating an FY 2021/22 revenue actual over budget of \$27,222,401 based on the Revenue Sharing Formula; and

WHEREAS, the total amount available for re-appropriation is \$48,294,167; and

WHEREAS, the Administration recommends the following for the available funds in the amount of \$48,294,167:

- \$35,294,167 to be re-appropriated to the FY 2022/23 Capital Improvement Program
 - \$3,746,765 to be transferred in the form of pay-as-you-go funding with a corresponding reduction in authorized but unissued Public Facility Revenue Bonds
 - \$5,572,862 to be transferred in the form of pay-as-you-go funding to offset state construction grants revenue under budget
 - \$10,547,220 to be transferred in the form of pay-as-you-go funding for project 1-015 Princess Anne High School Replacement
 - \$7,547,220 to be transferred in the form of pay-as-you-go funding for project 1-028 B.F. Williams/Bayside 6th (Grades 4-6) Replacement
 - \$4,880,100 to be transferred in the form of pay-as-you-go funding for project 1-029 Bayside High School Replacement
 - \$3,000,000 to be to be transferred in the form of pay-as-you-go funding for project 1-030 Payroll System Replacement
- \$11,000,000 to be re-appropriated to the School Reserve Special Revenue fund to be set-aside for projects 1-018 Renovations and Replacements - HVAC Phase III (\$9,200,000) and 1-019 Renovations and Replacements - Reroofing (\$1,800,000) for use in the FY 2023/24 Capital Improvement Program
- \$2,000,000 to be re-appropriated to the Risk Management fund

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2022
School Board Regular Meeting
Page 8 of 10

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach approves the recommended uses of the FY 2021/22 Reversion and Revenue Sharing Formula Reconciliation funds as presented by the Administration; and be it

FURTHER RESOLVED: That the School Board requests that the City Council approve the re-appropriation of FY 2021/22 Reversion and Revenue Sharing Formula Reconciliation funds shown above; and be it

FINALLY RESOLVED: That a copy of this resolution be spread across the official minutes of this Board, and the Clerk of the Board is directed to deliver a copy of this resolution to the Mayor, each member of the City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 9th day of November 2022.

Crystal Pate reviewed next steps in which City will have public hearing, scheduled for December 6 and then to City Council for a vote on December 13. Superintendent Spence mentioned a discussion regarding ESSER funds would take place at the next School Board meeting; a workshop discussion on November 22.

- C. Calendar Adjustment: Chair Rye called for a motion to approve the calendar adjustment. Ms. Holtz made the motion, seconded by Vice Chair Melnyk. Matthew Delaney, Chief Schools Officer provided a recapped of the calendar adjustment to change Friday, January 27th on the 2022-2023 School Calendar to an adjusted dismissal day for all students; a discussion followed regarding student learning; teachers needing planning time; 4x4 schedule; transportation; next year's calendar; half days difficult for parents/guardians; teacher workload; teacher recruitment/retention; teachers need time; adding more to teacher workload. Without further discussion, Chair Rye called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Owens, and Ms. Riggs. There were three (3) nays opposed to the motion: Ms. Hughes, Ms. Manning, and Ms. Weems. The motion passed, 8-3-0.
- D. Policy Review Committee Recommendations: Chair Rye asked the School Board members if any item needed discussion; Chair Rye made a motion to approve all the Policy Review Committee recommendations with one vote, the motion was seconded by Ms. Hughes. Without discussion, Chair Rye called for a vote to approve all items 1-24 as listed. The School Board Clerk announced the motion passed unanimously, 11-0-0.
 1. Bylaw 1-1/Authority and Title: The PRC recommends no changes.
 2. Bylaw 1-2/Corporate Seal: The PRC recommends no changes.
 3. Bylaw 1-3/Powers and Duties: The PRC recommends no changes.
 4. Bylaw 1-4/Responsibilities of the School Board: The PRC recommends no changes.
 5. Bylaw 1-5/Legal Counsel: The PRC recommends amendment to reflect the new Department of Legal Services.
 6. Bylaw 1-6/Fiscal Agent: The PRC recommends one scrivener's change.
 7. Bylaw 1-8/Composition/Election/Term of Office: The PRC recommends amendments to reflect the change in the election system and adding language to address future changes to the election system.
 8. Bylaw 1-10/Ineligibility for Office: The PRC recommends grammatical changes and the addition of a legal reference.
 9. Bylaw 1-12/Oath of Office: The PRC recommends no changes.
 10. Bylaw 1-13/Orientation/In Service Programs: The PRC recommends adding a reference to the Virginia Public Record Act.
 11. Bylaw 1-14/Compensation and Expenses: The PRC recommends adding language to reflect the process for adjusting the salary for School Board Members, formatting changes, and scrivener's changes.
 12. Bylaw 1-15/Vacancies: The PRC recommends adding a legal reference.
 13. Bylaw 1-16/Removal from Office: The PRC recommends scrivener's changes.
 14. Bylaw 1-17/Publications Regarding School Board: The PRC recommends adding language to Section C regarding School Board Members responsibility for personal social media and adding legal references.

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2022
School Board Regular Meeting
Page 9 of 10

15. Bylaw 1-18/Officers: Election and Term of Office: The PRC recommends adding language regarding the voting procedures that will be used if the electronic voting board is not available.
16. Bylaw 1-19/Duties of Chair/Vice Chair: The PRC recommends no changes.
17. Bylaw 1-20/Duties of Clerk/Deputy Clerk/Bonds of Oath: The PRC recommends adding a paragraph A7 to reflect the Clerk's duties with regard to maintaining financial records as well as authorizing the Superintendent to provide assistance with maintenance of record and to add section C language authorizing the Superintendent to provide insurance coverage in lieu of a bond for the Clerk.
18. Bylaw 1-21/Officers: Vacancies: The PRC recommends scrivener's changes.
19. Bylaw 1-23/Authority of Members: The PRC recommends no changes.
20. Bylaw 1-24/Conflict of Interest/Immunity/Disclosure Statement of Personal Interest/Economic Advisory Interest: The PRC recommends amendments to reflect School Board Members duties to review agendas for conflicts of interests prior to participating in matters, to correct language regarding the School Board Attorney, and amend Section C from Immunity to Training with language concerning School Board Members' responsibilities to obtain necessary training.
21. Bylaw 1-34/Annual Report: The PRC recommends no changes.
22. Bylaw 1-43/School Board Meeting Minutes and Maintenance of Meeting Documents/Posting of Meeting Minutes: The PRC recommends no changes.
23. Bylaw 1-45/School Board Minutes Retention Schedule: The PRC recommends amendments regarding retention of records, saving records electronically and transferring records to the Library of Virginia, and adding a legal reference.
24. Appendix C: The PRC recommends clarify language regarding election of a chair as well as grammatical and scrivener's changes.

16. *Committee, Organization or Board Reports:* Kamala Lannetti, School Board Attorney mentioned the move to the Holland Road Annex, there will be signage and information will be in the meeting notices, meetings will start taking place at the Holland Road Annex starting in December, reminder to Public to check notices, planning on having the December 13 School Board meeting at the Holland Road Annex; reason for leaving School Administration Building – significant HVAC work for heating and cooling; Ms. Weems mentioned the Special Education Advisory Committee (SEAC) on November 21 at 6:30 p.m. at the Parks and Rec Administration Building; Ms. Franklin mention the Community Advisory Committee for Gifted Education (CAC) is meeting Monday night at 6:30 p.m.; Ms. Riggs mentioned the Policy Review Committee (PRC) meeting tomorrow at 9:00 a.m. in the School Board Conference Room; and Ms. Felton mentioned the Planning and Performance Monitoring Committee (PPMC) meeting on November 14 at 1:00 p.m.

17. *Return to Administrative, Informal, Workshop or Closed Session matters:* At 8:01 p.m., Vice Chair Melnyk made a motion, seconded by Ms. Riggs that the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711 to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

- A. School Board Attorney Evaluation instrument

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, November 9, 2022
School Board Regular Meeting
Page 10 of 10

There were ten (10) ayes in favor of the motion to recess into Closed Session: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0. Note: Ms. Owens did not vote since she was participating via Zoom.

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

- A. School Board Attorney Evaluation instrument: School Board members: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems; Deborah Collins, Attorney, Yeng Collins Law, PLLC; Kamala H. Lannetti, School Board Attorney; Superintendent Spence; Regina M. Toneatto, Clerk of the Board.

The School Board reconvened at 8:18 p.m.

Certification of Closed Session: Vice Chair Melnyk read the Certification of Closed Meeting:

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

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

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

Ms. Manning made the motion, seconded by Ms. Riggs. There were ten (10) ayes in favor of the motion for Certification of Closed Session: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

Vice Chair Melnyk made a motion, seconded by Ms. Anderson, that the School Board approve the School Board attorney evaluation instrument as presented in the Closed Session. There were ten (10) ayes in favor of the motion to approve the School Board attorney evaluation instrument: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

- 18. Adjournment:** Chair Rye adjourned the meeting at 8:19 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



Subject: Interim Financial Statements – October 2022 **Item Number:** 12A

Section: Information **Date:** November 22, 2022

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Daniel G. Hopkins, Director of Business Services

Presenter(s): Crystal M. Pate, Chief Financial Officer
Daniel G. Hopkins, Director of Business Services

Recommendations:

It is recommended that the School Board review the attached financial statements.

Background Summary:

Pursuant to Section 22.1-115 of the Code of Virginia, as amended, and other applicable sections, the enclosed Interim Financial Statements are presented.

Source:

Section 22.1-115 of the Code of Virginia, as amended

Budget Impact:

None



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INTERIM FINANCIAL STATEMENTS
FISCAL YEAR 2022-2023
OCTOBER 2022

The financial statements include the following:

	<u>Page</u>
School Operating Fund:	
Revenues by Major Source	A1
Expenditures and Encumbrances by Category	A3
Expenditures and Encumbrances by Budget Unit	
within Category	A5
Revenues and Expenditures/Encumbrances Summary	B1
Balance Sheet	B2
Revenues by Account	B3
Special Revenue and Proprietary Funds:	
Athletics	B5
Cafeterias	B6
Textbooks	B7
Risk Management	B8
Communication Towers/Technology	B9
Grants	B10
Health Insurance	B13
Vending Operations	B14
Instructional Technology	B15
Equipment Replacement	B16
Capital Projects Funds Expenditures and Encumbrances	B17
Green Run Collegiate Charter School	B18

The financial statements are reported on a cash basis; however, the financial statements include encumbrances (e.g., purchase orders, construction contracts) and reflect the option-payroll (e.g., 10-month employees starting in September electing to be paid over 12-months (i.e., includes the appropriate amount of the July and August salary payments due)) on a monthly basis (September through June). This salary accrual is reflected in each appropriate salary line item within each cost center and fund for reporting and budgetary control purposes.

School Operating Fund

The School Operating Fund makes up the general operating fund of the School Board. The general fund is used to account for all of the financial resources (except those accounted for in the below funds) that support the Instruction; Administration, Attendance and Health; Pupil Transportation; Operations and Maintenance; and Technology categories.

School Operating Fund Revenues (pages B1, B3-B4)

Revenues realized this month totaled **\$70.8 million**. Of the amount realized for the month, **\$36.3 million** was realized from the City, **\$8.7 million** was received in state sales tax, and **\$25.7 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue.

School Operating Fund Expenditures (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **28.89%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2022 was **30.03%**, and FY 2021 was **27.19%**. Please note that **\$25,591,033** of the current year budget is funded by the prior year fund balance for encumbrances.

Athletics Fund (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. This fund has realized **\$2,192** (interest) this month or **91.0%** of the estimated revenue for the current fiscal year compared to **91.0%** of FY 22 actual. Expenditures totaled **\$845,108** for this month. This fund has incurred expenditures and encumbrances of **38.6%** of the current fiscal year budget compared to **33.6%** of the FY 22 actual. Please note that **\$685,490** of the current year budget is funded by the prior year fund balance for encumbrances.

Cafeterias Fund (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$2,969,205** (includes **\$1,609,000** from the federal government for National School Lunch Program) this month or **11.0%** of the estimated revenue for the current fiscal year compared to **11.2%** of the FY 22 actual. Expenditures totaled **\$2,396,653** for this month. This fund has incurred expenditures and encumbrances of **14.5%** of the current fiscal year budget compared to **17.8%** of the FY 22 actual. Please note that **\$2,237,274** of the current year budget is funded by the prior year fund balance (**\$1,746,509**) and prior year fund balance for encumbrances (**\$490,765**).

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$418,203** (includes **\$415,288** from the Department of Education) this month or **33.3%** of the estimated revenue for the current fiscal year compared to the **33.4%** of the FY 22 actual. Expenditures totaled **\$240,534** for this month. This fund has incurred expenditures and encumbrances of **89.3%** of the budget for the current fiscal year compared to **80.7%** of the FY 22 actual. Please note that **\$2,007,046** of the current year budget is funded by the prior year fund balance (**\$1,859,296**) and prior year fund balance for encumbrances (**\$147,750**).

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$10,262** in revenue (interest) this month. Expenses for this month totaled **\$248,271** (includes **\$89,881** in Worker's Compensation payments).

Communication Towers/Technology Fund (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. The fund realized **\$14,594** in revenue (includes **\$4,112** in tower rent-Cox High, **\$6,246** in tower rent-Tech Center, and **\$1,765** in tower rent-Woodstock Elementary) this month or **45.0%** of the estimated revenue for the current fiscal year compared to **48.0%** of FY 22 actual. Please note that **\$284,000** of the current year budget is funded by the prior year fund balance.

Grants Fund (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$8,267,978** in expenditures was incurred for various grants this month.

Health Insurance Fund (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$13,639,756** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$15,297,465**. This includes medical and prescription drug claim payments for City and School Board employees.

Vending Operations Fund (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of **\$13,796** in revenue this fiscal year or **21.9%** of the estimated revenue for the current fiscal year compared to **22.9%** of FY22 actual. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

Instructional Technology Fund (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. The fund realized **\$11,269** in revenue (interest) this month. Expenses for the month totaled **\$23,265**. Please note that **\$611,696** of the current year budget is funded by the prior year fund balance (**\$560,840**) and prior year fund balance for encumbrances (**\$50,856**).

Equipment Replacement Fund (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. The fund realized **\$365** in revenue (interest) this month. Expenses for the month totaled **\$1,611**. Please note that **\$400,899** of the current year budget is funded by the prior year fund balance (**\$372,300**) and prior year fund balance for encumbrances (**\$28,599**).

Capital Projects Funds (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$2,608,039** in expenditures was incurred for various school capital projects this month. This includes **\$531,450** for Reroofing Phase III Renovation and Replacement projects, **\$1,233,519** for Various Renovation and Replacement Phase III projects, and **\$744,532** for Phone System Replacement project.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$4,363,929** in revenue for the current fiscal year (from School Operating Fund) or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **21.8%** of the current year fiscal year budget compared to **19.2%** of FY 22. Please note that **\$1,421** of the current year budget is funded by the prior year fund balance for encumbrances.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000
October 1, 2022 through October 31, 2022

5

Batch Entry Name	Description		Account From		Account To	Transfer Amount
23-10-01	To cover the purchase of instructional furniture for Landstown HS Technology Academy	FROM	High Classroom Replace Machinery/Equip, Furn & Fixture	TO	Gifted Classroom Instructional Supplies	\$ 16,366

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

REVENUES

OCTOBER 2022

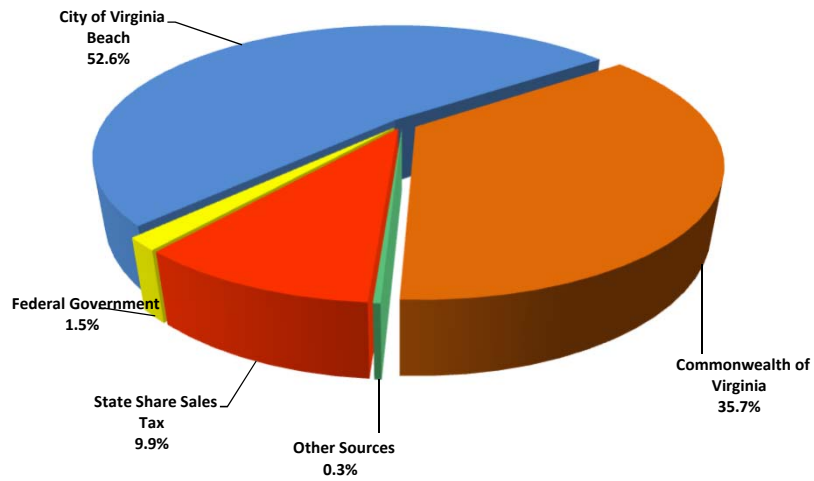
BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
COMMONWEALTH OF VIRGINIA	2023	329,054,593	<-----	99,509,162	30.24%	A
	2022	317,437,827	296,840,759	90,761,699	28.59%	
	2021	297,791,599	295,922,940	89,497,813	30.05%	
STATE SALES TAX	2023	91,899,883	<-----	26,054,664	28.35%	A
	2022	81,922,118	98,227,243	19,265,791	23.52%	
	2021	79,209,739	87,120,778	17,531,943	22.13%	
FEDERAL GOVERNMENT	2023	13,500,000	<-----	5,581,330	41.34%	A
	2022	13,500,000	17,115,879	10,462,903	77.50%	
	2021	13,500,000	18,243,225	4,944,508	36.63%	
CITY OF VIRGINIA BEACH	2023	484,969,263	<-----	157,925,332	32.56%	A
	2022	458,956,737	467,563,377	153,475,937	33.44%	
	2021	460,646,169	460,496,169	148,253,544	32.18%	
OTHER SOURCES	2023	3,182,803	<-----	1,328,801	41.75%	A
	2022	3,132,803	4,747,277	1,161,137	37.06%	
	2021	3,082,803	2,578,886	535,523	17.37%	
SCHOOL OPERATING FUND TOTAL	2023	922,606,542	<-----	290,399,289	31.48%	A
	2022	883,556,125	884,494,535	275,127,467	31.14%	
	2021	854,230,310	864,361,998	260,763,331	30.53%	

* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE

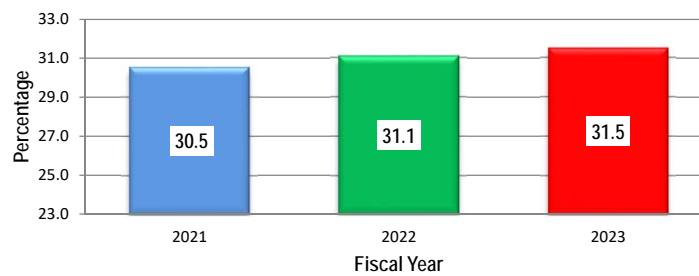
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

A 2

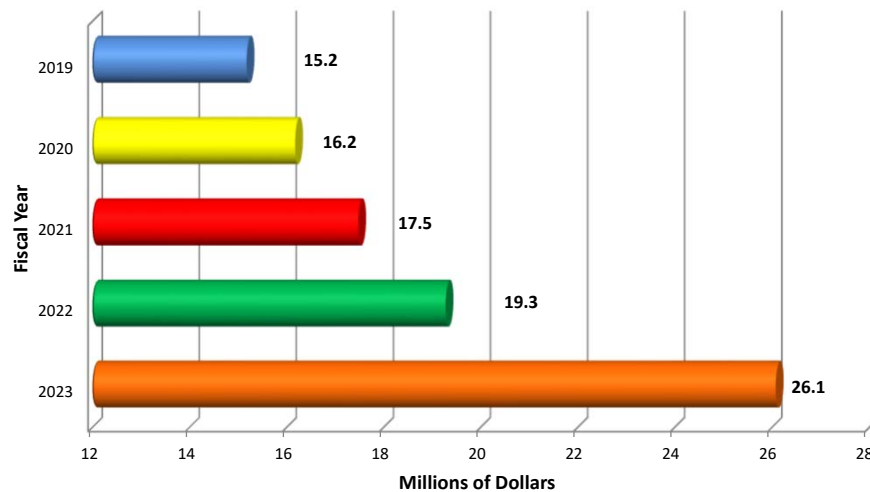
Fiscal Year 2023 Revenue Budget by Major Source



School Operating Fund Revenue
Percentage of Actual to Budget/Actual as of October 31, 2022



State Sales Tax Revenue through October 31, 2022



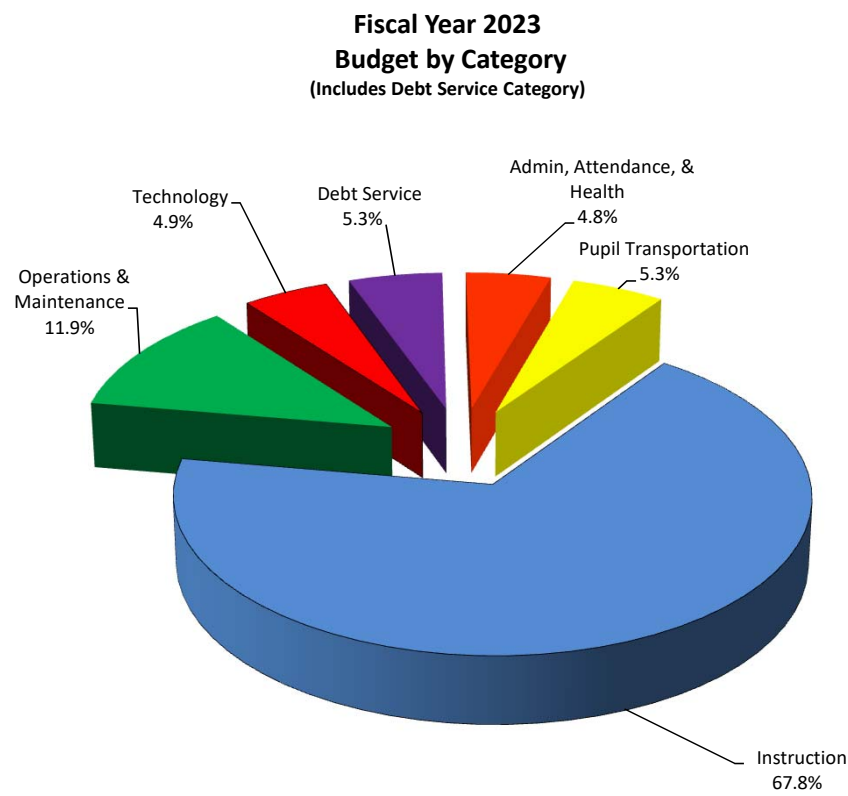
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

EXPENDITURES/ENCUMBRANCES

OCTOBER 2022

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
INSTRUCTION	2023	642,715,530	<-----	160,234,116	24.93%	A
CATEGORY	2022	615,178,088	604,384,659	155,817,408	25.33%	
	2021	586,718,111	580,254,096	140,714,761	23.98%	
ADMINISTRATION,	2023	45,433,974	<-----	11,984,210	26.38%	A
ATTENDANCE & HEALTH	2022	40,967,418	37,191,274	11,020,844	26.90%	
CATEGORY	2021	39,954,023	37,155,488	11,868,325	29.70%	
PUPIL TRANSPORTATION	2023	50,005,748	<-----	18,743,875	37.48%	A
CATEGORY	2022	57,424,512	56,231,592	29,719,349	51.75%	
	2021	53,105,367	51,195,223	13,500,447	25.42%	
OPERATIONS AND	2023	113,272,733	<-----	43,119,337	38.07%	A
MAINTENANCE	2022	106,829,138	109,086,784	40,722,739	38.12%	
CATEGORY	2021	99,258,335	98,132,773	37,240,670	37.52%	
TECHNOLOGY	2023	46,635,936	<-----	25,386,306	54.44%	A
CATEGORY	2022	40,407,295	45,104,048	21,234,839	52.55%	
	2021	40,931,369	40,273,374	19,617,699	47.93%	
SCHOOL OPERATING FUND	2023	898,063,921	<-----	259,467,844	28.89%	A
TOTAL	2022	860,806,451	851,998,357	258,515,179	30.03%	
(EXCLUDING DEBT SERVICE)	2021	819,967,205	807,010,954	222,941,902	27.19%	
DEBT SERVICE	2023	50,133,654	<-----	23,365,240	46.61%	A
CATEGORY	2022	49,442,812	45,696,047	20,094,023	40.64%	
	2021	47,630,328	45,227,006	23,465,311	49.27%	

* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE



VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

	FY 2023 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
ELEMENTARY CLASSROOM	182,475,495	17,022,697	39,356,566	94,179	143,024,750	21.6%
MIDDLE CLASSROOM	66,784,719	6,510,284	12,723,579	1,564,615	52,496,525	21.4%
HIGH CLASSROOM	87,169,211	8,329,992	16,866,919	266,813	70,035,479	19.7%
SPECIAL ED CLASSROOM	104,388,499	9,812,905	27,161,123	65,215	77,162,161	26.1%
TECH AND CAREER ED CLASSROOM	20,050,138	1,736,230	3,990,530	16,929	16,042,679	20.0%
GIFTED CLASSROOM	16,094,998	1,534,940	3,092,045	59,253	12,943,700	19.6%
ALTERNATIVE EDUCATION CLASSROOM	6,570,945	574,655	1,152,809	2,770	5,415,366	17.6%
REMEDIAL ED CLASSROOM	9,736,853	862,484	2,352,384		7,384,469	24.2%
SUMMER SCHOOL CC	1,600,057	189	1,136,495		463,562	71.0%
SUMMER SLIDE	269,005			379	268,626	0.1%
ADULT ED	2,231,886	181,136	590,267	152	1,641,467	26.5%
GUIDANCE	21,699,531	1,959,494	5,469,253	7,140	16,223,138	25.2%
STUDENT SERVICES	715,763	67,022	225,504	620	489,639	31.6%
SOCIAL WORKERS SCHOOL	4,411,084	372,645	1,123,105		3,287,979	25.5%
HOMEBOUND	415,783	9,908	30,106		385,677	7.2%
TEACHING AND LEARNING	21,581,362	797,751	10,475,557	296,860	10,808,945	49.9%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,269,529	48,776	247,948		1,021,581	19.5%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	552,834	21,268	112,320		440,514	20.3%
STUDENT LEADERSHIP	1,888,129	93,358	576,977		1,311,152	30.6%
SCHOOL LEADERSHIP	2,286,402	163,802	906,418	31,200	1,348,784	41.0%
STUDENT ACTIVITIES	8,929,224	333,765	6,170,425	24,236	2,734,563	69.4%
SPECIAL ED SUPPORT	4,701,175	401,031	1,317,339	110	3,383,726	28.0%
TECH AND CAREER ED SUPPORT	1,101,690	90,865	347,574	3,275	750,841	31.8%
GIFTED ED SUPPORT	2,644,454	211,989	728,576	6,305	1,909,573	27.8%
ALTERNATIVE ED SUPPORT	2,839,781	250,312	796,327	11,327	2,032,127	28.4%
LIBRARY MEDIA SUPPORT	14,051,967	1,410,840	2,939,794	78,825	11,033,348	21.5%
OFFICE OF PRINCIPAL-ELEMENTARY	29,499,781	2,568,356	9,357,911	122,856	20,019,014	32.1%
OFFICE OF PRINCIPAL-MIDDLE	12,407,793	1,075,845	3,837,686	20,507	8,549,600	31.1%
OFFICE OF PRINCIPAL-HIGH	13,611,278	1,159,315	4,199,377	51,576	9,360,325	31.2%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	736,164	65,180	223,776	284	512,104	30.4%
TOTAL INSTRUCTION	642,715,530	57,667,034	157,508,690	2,725,426	482,481,414	24.9%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD AND GOVT SERVICES	453,873	37,400	155,236	72,599	226,038	50.2%
LEGAL SERVICES	1,321,500	62,597	307,205	377	1,013,918	23.3%
OFFICE OF SUPERINTENDENT	1,239,584	92,858	414,353	470	824,761	33.5%
MEDIA AND COMMUNICATIONS	2,590,684	195,174	700,163	15,599	1,874,922	27.6%
HUMAN RESOURCES SCHOOL	6,136,579	429,204	1,685,103	156,676	4,294,800	30.0%
PROFESSIONAL GROWTH AND INNOVATION	1,091,679	98,005	313,434	15,575	762,670	30.1%
CONSOLIDATED BENEFITS	2,606,985	228,098	858,657	85,595	1,662,733	36.2%
PLANNING INNOVATION AND ACCOUNTABILITY	2,621,359	169,394	648,347	13,340	1,959,672	25.2%
BUDGET AND FINANCE	8,611,706	452,751	2,208,738	16,275	6,386,693	25.8%
INTERNAL AUDIT	535,541	27,417	146,741		388,800	27.4%
PURCHASING SERVICES	1,229,990	96,993	391,610		838,380	31.8%
HEALTH SERVICES	9,094,760	838,666	1,829,515	494	7,264,751	20.1%
PSYCHOLOGICAL SERVICES	7,342,821	588,639	1,773,744		5,569,077	24.2%
AUDIOLOGICAL SERVICES	556,913	42,898	166,533	7,831	382,549	31.3%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	45,433,974	3,360,094	11,599,379	384,831	33,449,764	26.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

A 6

	FY 2023 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
PUPIL TRANSPORTATION CATEGORY:						
TRANSPORTATION MANAGEMENT	4,184,986	338,180	1,217,553		2,967,433	29.1%
VEHICLE OPERATIONS	29,331,979	3,304,927	9,504,108	2,732,184	17,095,687	41.7%
VEHICLE OPERATIONS-SPECIAL ED	8,474,597	778,484	2,682,947	706,247	5,085,403	40.0%
MONITORING SERVICES-SPECIAL ED	3,719,332	274,848	634,103		3,085,229	17.0%
VEHICLE MAINTENANCE	4,294,854	390,657	1,263,242	3,491	3,028,121	29.5%
TOTAL PUPIL TRANSPORTATION	50,005,748	5,087,096	15,301,953	3,441,922	31,261,873	37.5%
OPERATIONS AND MAINTENANCE CATEGORY:						
SCHOOL DIVISION SERVICES	348,980	29,942	112,764	490	235,726	32.5%
FACILITIES AND MAINTENANCE SERVICES	57,646,266	5,436,859	20,596,886	5,305,725	31,743,655	44.9%
CUSTODIAL SERVICES SCHOOL	32,181,829	2,611,922	8,187,226	616,336	23,378,267	27.4%
GROUNDS SERVICES	4,929,962		1,232,490		3,697,472	25.0%
VEHICLE SERVICES	4,282,205	367,934	2,478,425	711,420	1,092,360	74.5%
SAFE SCHOOLS	10,871,389	1,026,705	2,287,888	152,868	8,430,633	22.5%
DISTRIBUTION SERVICES	2,165,341	156,022	559,364		1,605,977	25.8%
TELECOMMUNICATIONS CC	846,761	52,406	800,095	77,360	(30,694)	103.6%
TOTAL OPERATIONS AND MAINTENANCE	113,272,733	9,681,790	36,255,138.00	6,864,199	70,153,396	38.1%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	1,787,304	24,274	299,941	1,441,735	45,628	97.4%
MIDDLE CLASSROOM	298,659	29,370	197,665	147,867	(46,873)	115.7%
HIGH CLASSROOM	374,243	27,491	310,508	123,280	(59,545)	115.9%
SPECIAL ED CLASSROOM	204,089	84,672	201,071	4,378	(1,360)	100.7%
TECH AND CAREER ED CLASSROOM	904,021	68,390	734,577	141,621	27,823	96.9%
GIFTED CLASSROOM	442,799	16,996	331,853	55,089	55,857	87.4%
ALTERNATIVE EDUCATION CLASSROOM	273,504		262,455	11,049		100.0%
REMEDIAL ED CLASSROOM	18,061		51,670		(33,609)	286.1%
SUMMER SCHOOL CC	10,527				10,527	
ADULT ED	131,134	18,944	71,309	34,392	25,433	80.6%
GUIDANCE	35,087	10,494	34,568	2,611	(2,092)	106.0%
SOCIAL WORKERS SCHOOL	13,084	3,942	3,962	5,410	3,712	71.6%
HOMEBOUND	43,110	850	2,950	1,670	38,490	10.7%
TEACHING AND LEARNING	252,176	118,253	477,528	6,276	(231,628)	191.9%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	31,719				31,719	
OFFICE OF DIVERSITY EQUITY AND INCLUSION	4,471	2,109	4,349		122	97.3%
STUDENT LEADERSHIP	9,168		1,010	5,215	2,943	67.9%
SCHOOL LEADERSHIP	58,062	556	36,089		21,973	62.2%
STUDENT ACTIVITIES	819	8,820	9,345		(8,526)	1141.0%
SPECIAL ED SUPPORT	27,589	73	412	18,010	9,167	66.8%
TECH AND CAREER ED SUPPORT	14,954	11,273	14,241	420	293	98.0%
GIFTED ED SUPPORT	37,184	115,180	188,797	3,940	(155,553)	518.3%
ALTERNATIVE ED SUPPORT	169,583	156	16,313	56,696	96,574	43.1%
LIBRARY MEDIA SUPPORT	547,305	10,629	507,117	1,567	38,621	92.9%
OFFICE OF PRINCIPAL-ELEMENTARY	244,826	83,679	237,607	10,428	(3,209)	101.3%
OFFICE OF PRINCIPAL-MIDDLE	117,134	78,296	129,768	6,061	(18,695)	116.0%
OFFICE OF PRINCIPAL-HIGH	74,078	35,979	75,956	14,578	(16,456)	122.2%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	911				911	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

A 7

	FY 2023	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
TECHNOLOGY CATEGORY:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
INSTRUCTIONAL TECHNOLOGY SUPPORT	16,026,575	1,278,357	4,243,241	23,872	11,759,462	26.6%
BOARD AND GOVT SERVICES	13,198		7,841	1,425	3,932	70.2%
LEGAL SERVICES	183,978	49	91,470		92,508	49.7%
OFFICE OF SUPERINTENDENT	12,612	177	343	5,030	7,239	42.6%
MEDIA AND COMMUNICATIONS	434,402	249	573,709	949	(140,256)	132.3%
HUMAN RESOURCES SCHOOL	290,488	2,892	278,437	4,423	7,628	97.4%
PROFESSIONAL GROWTH AND INNOVATION	150,373	425	134,590		15,783	89.5%
CONSOLIDATED BENEFITS	176,730	738	82,144		94,586	46.5%
PLANNING INNOVATION AND ACCOUNTABILITY	445,956	7,235	183,075	71,906	190,975	57.2%
BUDGET AND FINANCE	363,413	4,994	111,642	14,213	237,558	34.6%
INTERNAL AUDIT	10,386		776	5,215	4,395	57.7%
PURCHASING SERVICES	248,769	128	184,073	324,770	(260,074)	204.5%
OFFICE OF TECHNOLOGY	1,182,500	85,902	312,726	6,443	863,331	27.0%
HEALTH SERVICES	806				806	
PSYCHOLOGICAL SERVICES	32,335		2,986		29,349	9.2%
TRANSPORTATION MANAGEMENT	66,708	126	42,487	21,565	2,656	96.0%
VEHICLE OPERATIONS	337,529	20,357	131,425	162,854	43,250	87.2%
VEHICLE OPERATIONS-SPECIAL ED	106,381	6,428	41,318	51,428	13,635	87.2%
VEHICLE MAINTENANCE	38,961		720	10,490	27,751	28.8%
SCHOOL DIVISION SERVICES	3,842	3	81	2,675	1,086	71.7%
FACILITIES AND MAINTENANCE SERVICES	1,193,086	40,462	625,080	406,516	161,490	86.5%
CUSTODIAL SERVICES SCHOOL	20,064	5,088	5,903	-	14,161	29.4%
VEHICLE SERVICES	92,869	5,556	42,793	44,445	5,631	93.9%
SECURITY AND EMERGENCY MANAGEMENT	783,496	1,886	175,584	599,168	8,744	98.9%
DISTRIBUTION SERVICES	57,129	142	47,918		9,211	83.9%
TELECOMMUNICATIONS CC	10,008				10,008	
TECHNOLOGY MAINTENANCE	18,227,741	2,671,758	7,835,806	2,179,397	8,212,538	54.9%
TOTAL TECHNOLOGY	46,635,936	4,883,378	19,357,229	6,029,077	21,249,630	54.4%
TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	898,063,921	80,679,392	240,022,389	19,445,455	638,596,077	28.9%
DEBT SERVICE CATEGORY:	50,133,654	637,180	23,365,240		26,768,414	46.6%

Virginia Beach City Public Schools
Interim Financial Statements
School Operating Fund Summary
For the period July 1, 2022 through October 31, 2022

B1

Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	329,054,593	35.67%	99,509,162	(229,545,431)	30.24%
State Share Sales Tax	91,899,883	9.96%	26,054,664	(65,845,219)	28.35%
Federal Government	13,500,000	1.46%	5,581,330	(7,918,670)	41.34%
City of Virginia Beach	484,969,263	52.57%	157,925,332	(327,043,931)	32.56%
Other Sources	3,182,803	0.34%	1,328,801	(1,854,002)	41.75%
Total Revenues	922,606,542	100.0%	290,399,289	(632,207,253)	31.48%
Prior Year Local Contribution*	25,591,033				
	<u>948,197,575</u>				

Expenditures/Encumbrances:

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	642,715,530	67.78%	160,234,116	482,481,414	24.93%
Administration, Attendance and Health	45,433,974	4.79%	11,984,210	33,449,764	26.38%
Pupil Transportation	50,005,748	5.27%	18,743,875	31,261,873	37.48%
Operations and Maintenance	113,272,733	11.95%	43,119,337	70,153,396	38.07%
Technology	46,635,936	4.92%	25,386,306	21,249,630	54.44%
Debt Service	50,133,654	5.29%	23,365,240	26,768,414	46.61%
Total Expenditures/Encumbrances	<u>948,197,575</u>	100.00%	282,833,084	665,364,491	29.83%

* Fiscal Year 2021-2022 encumbrances brought forward into the current year.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL OPERATING FUND
BALANCE SHEET
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 2

ASSETS:

LIABILITIES:

CASH	(1,279,840)	CHECKS PAYABLE	400,260
DUE FROM GENERAL FUND	66,325,276	WIRES PAYABLE	637,180
DUE FROM THE COMMONWEALTH	2,355,530	ACH PAYABLE	17,456
PREPAID ITEM	49,459	ACCOUNTS PAYABLE	79,901
		ACCOUNTS PAYABLE-SCHOOLS	26,221
		SALARIES PAYABLE-OPTIONS	11,401,671
		FICA PAYABLE-OPTIONS	860,885
		TOTAL LIABILITIES	<u>13,423,574</u>
		FUND EQUITY:	
		FUND BALANCE	1,424,158
		ESTIMATED REVENUE	(922,606,542)
		APPROPRIATIONS	948,197,575
		ENCUMBRANCES	19,445,455
		RESERVE FOR ENCUMBRANCES	(19,445,455)
		EXPENDITURES	(263,387,629)
		REVENUES	290,399,289
		TOTAL FUND EQUITY	<u>54,026,851</u>
TOTAL ASSETS	<u>67,450,425</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>67,450,425</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 3

	<u>FY 2023</u> <u>ESTIMATED</u>	<u>MONTH'S</u> <u>REALIZED</u>	<u>YR-TO-DATE</u> <u>REALIZED</u>	<u>UNREALIZED</u> <u>REVENUES</u>	<u>PERCENT</u> <u>REALIZED</u>
COMMONWEALTH VRS RETIREMENT	26,389,185	2,217,921	8,871,685	(17,517,500)	33.6%
SOCIAL SECURITY	11,331,162	950,538	3,802,151	(7,529,011)	33.6%
GROUP LIFE	790,546	65,878	263,515	(527,031)	33.3%
STATE REVENUE		770,169	3,080,677	3,080,677	
BASIC SCHOOL AID	195,553,686	16,560,870	66,243,481	(129,310,205)	33.9%
REMEDIAL SUMMER SCHOOL	146,415			(146,415)	
VOCATIONAL EDUCATION	2,108,123	181,951	727,804	(1,380,319)	34.5%
GIFTED EDUCATION	2,070,478	172,539	690,159	(1,380,319)	33.3%
SPECIAL EDUCATION	19,311,914	1,609,327	6,437,305	(12,874,609)	33.3%
PREVENTION, INTERVENTION AND REMEDIATION	4,856,212	404,684	1,618,737	(3,237,475)	33.3%
COMPENSATION SUPPLEMENT	12,625,328	1,129,739	2,824,347	(9,800,981)	22.4%
SPECIAL EDUCATION HOMEBOUND	78,046			(78,046)	
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	15,263,862			(15,263,862)	
FOSTER CARE	377,067			(377,067)	
SPECIAL ED-REGIONAL TUITION	5,257,273			(5,257,273)	
CAREER AND TECH ED-OCCUPATIONAL	398,204			(398,204)	
ENGLISH AS A SECOND LANGUAGE	2,348,106	177,894	711,575	(1,636,531)	30.3%
AT-RISK	13,365,632	962,635	2,406,587	(10,959,045)	18.0%
K-3 PRIMARY CLASS SIZE REDUCTION	5,335,108			(5,335,108)	
OTHER STATE FUNDS	11,448,246	457,784	1,831,137	(9,617,109)	16.0%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>329,054,593</u>	<u>25,661,931</u>	<u>99,509,162</u>	<u>(229,545,431)</u>	30.2%
STATE SHARE SALES TAX	91,899,883	8,692,584	26,054,664	(65,845,219)	28.4%
TOTAL FROM STATE SHARE SALES TAX	<u>91,899,883</u>	<u>8,692,584</u>	<u>26,054,664</u>	<u>(65,845,219)</u>	28.4%
IMPACT AID PUBLIC LAW 874	9,935,191			(9,935,191)	
IMPACT AID DEPT OF DEFENSE	1,500,000		2,857,287	1,357,287	190.5%
DEPT. OF THE NAVY NJROTC	100,000			(100,000)	
DEPT OF DEFENSE SPECIAL ED			2,253,058	2,253,058	
MEDICAID REIMB-MEDICAL	1,964,809		422,023	(1,542,786)	21.5%
MEDICAID REIMB-TRANSPORTATION			48,962	48,962	
TOTAL FROM FEDERAL GOVERNMENT	<u>13,500,000</u>		<u>5,581,330</u>	<u>(7,918,670)</u>	41.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 4

	FY 2023 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	483,566,543	36,206,450	157,708,498	(325,858,045)	32.6%
TRANSFER FROM SCHOOL RESERVE FUND	667,182	50,038	216,834	(450,348)	32.5%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538			(735,538)	
TOTAL TRANSFERS	<u>484,969,263</u>	<u>36,256,488</u>	<u>157,925,332</u>	<u>(327,043,931)</u>	32.6%
RENT OF FACILITIES SCHOOLS	450,000	95,131	131,188	(318,812)	29.2%
TUITION CHARGES	20,811			(20,811)	
TUITION REGULAR DAY	100,000	140	31,615	(68,385)	31.6%
TUITION GEN ADULT ED	142,839			(142,839)	
TUITION VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION LPN PROGRAM	25,575		300	(25,275)	1.2%
TUITION SUMMER SCHOOL	700,000		609,854	(90,146)	87.1%
TUITION DRIVERS ED	322,125		51,690	(270,435)	16.0%
COLLEGE NIGHT FEES		16,650	18,385	18,385	
PLANETARIUM FEES		(150)	(150)	(150)	
VENDING OPERATING RECEIPTS			178	178	
DONATION			500	500	
STOP ARM ENFORCEMENT	400,000	12,515	149,128	(250,872)	37.3%
SALE OF SALVAGE MATERIALS	12,000	2,469	20,713	8,713	172.6%
REIMB SYSTEM REPAIRS		330	1,610	1,610	
LOST AND STOLEN-TECHNOLOGY		334	4,926	4,926	
DAMAGED-TECHNOLOGY		13,095	31,333	31,333	
LOST AND DAMAGED-CALCULATORS		197	1,842	1,842	
LOST AND DAMAGED-HEARTRATE MONITORS			123	123	
SALE OF CAPITAL ASSETS AND VEHICLES	15,000			(15,000)	
MISCELLANEOUS REVENUE	224,703		1,863	(222,840)	0.8%
INDIRECT COST-GRANTS	<u>600,000</u>	<u>90,986</u>	<u>273,703</u>	<u>(326,297)</u>	45.6%
TOTAL FROM OTHER SOURCES	<u>3,182,803</u>	<u>231,697</u>	<u>1,328,801</u>	<u>(1,854,002)</u>	41.7%
TOTAL SCHOOL OPERATING FUND	<u>922,606,542</u>	<u>70,842,700</u>	<u>290,399,289</u>	<u>(632,207,253)</u>	31.5%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 5

ASSETS:		LIABILITIES:	
CASH	3,738,645	CHECKS PAYABLE	<u>16,092</u>
		TOTAL LIABILITIES	<u>16,092</u>
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(5,478,274)
		APPROPRIATIONS	6,163,764
		ENCUMBRANCES	431,222
		RESERVE FOR ENCUMBRANCES	(431,222)
		EXPENDITURES	(1,947,910)
		REVENUES	<u>4,984,973</u>
		TOTAL FUND EQUITY	<u>3,722,553</u>
TOTAL ASSETS	<u>3,738,645</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>3,738,645</u>

	FY 2023 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2022 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	2,192	10,699	5,699	214.0%	237.4%
BASKETBALL	120,000			(120,000)		
FOOTBALL	250,000			(250,000)		
GYMNASTICS	4,000			(4,000)		
WRESTLING	13,000			(13,000)		
SOCCER	42,000			(42,000)		
MIDDLE SCHOOL	65,000			(65,000)		
TRANSFER FROM SCHOOL OPERATING	4,974,274		4,974,274		100.0%	100.0%
OTHER INCOME	5,000			(5,000)		19.5%
TOTAL REVENUES	<u>5,478,274</u>	<u>2,192</u>	<u>4,984,973</u>	<u>(493,301)</u>	91.0%	91.0%
PYFB-ENCUMBRANCES	<u>685,490</u>					
TOTAL REVENUES AND PYFB	<u>6,163,764</u>					

	FY 2023 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2022 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,787,930	379,048	810,276		1,977,654	29.1%	27.3%
FICA BENEFITS	213,274	29,198	62,187		151,087	29.2%	27.3%
PURCHASED SERVICES	1,282,029	292,230	327,429	905	953,695	25.6%	24.3%
VA HIGH SCHOOL LEAGUE DUES	51,250	1,564	22,595		28,655	44.1%	39.7%
ATHLETIC INSURANCE	190,000		185,164		4,836	97.5%	88.7%
MATERIALS AND SUPPLIES	1,307,736	143,068	420,875	405,647	481,214	63.2%	41.1%
CAPITAL OUTLAY	<u>331,545</u>		<u>119,384</u>	<u>24,670</u>	<u>187,491</u>	43.4%	62.9%
TOTAL	<u>6,163,764</u>	<u>845,108</u>	<u>1,947,910</u>	<u>431,222</u>	<u>3,784,632</u>	38.6%	33.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 6

ASSETS:		LIABILITIES:	
CASH	18,881,547	CHECKS PAYABLE	180
CASH WITH CAFETERIAS	7,175	SALARIES PAYABLE-OPTIONS	223,904
FOOD INVENTORY	354,221	FICA PAYABLE-OPTIONS	17,989
FOOD-USDA INVENTORY	406,005	UNEARNED REVENUE	<u>643,819</u>
SUPPLIES INVENTORY	207,786	TOTAL LIABILITIES	<u>885,892</u>
		FUND EQUITY:	
		FUND BALANCE	17,752,748
		ESTIMATED REVENUE	(37,013,146)
		APPROPRIATIONS	39,250,420
		ENCUMBRANCES	618,249
		RESERVE FOR ENCUMBRANCES	(618,249)
		EXPENDITURES	(5,077,657)
		REVENUES	<u>4,058,477</u>
		TOTAL FUND EQUITY	<u>18,970,842</u>
TOTAL ASSETS	<u>19,856,734</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>19,856,734</u>

	FY 2023 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 22 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	75,000	9,560	45,560	(29,440)	60.7%	31.3%
SERVICE CHARGES	11,864,445	776,064	1,573,465	(10,290,980)	13.3%	1.0%
USDA REBATES FROM VENDORS	600,000	15,387	42,361	(557,639)	7.1%	13.3%
TOTAL LOCAL REVENUE	<u>12,539,445</u>	<u>801,011</u>	<u>1,661,386</u>	<u>(10,878,059)</u>	13.2%	1.7%
SCHOOL BREAKFAST INITIATIVE	50,000			(50,000)		
SCHOOL LUNCH	280,000			(280,000)		
SCHOOL BREAKFAST	<u>220,000</u>			<u>(220,000)</u>		
TOTAL REVENUE FROM COMMONWEALTH	<u>550,000</u>			<u>(550,000)</u>		
SCHOOL BREAKFAST PROGRAM	5,790,785	519,473	519,473	(5,271,312)	9.0%	11.2%
NATIONAL SCHOOL LUNCH PROGRAM	15,632,916	1,609,000	1,609,000	(14,023,916)	10.3%	16.5%
USDA COMMODITIES	2,000,000			(2,000,000)		
CHILD AND ADULT CARE FOOD PROGRAM	350,000	33,771	33,771	(316,229)	9.6%	7.1%
USDA SUMMER FEEDING PROGRAM	150,000		228,897	78,897	152.6%	504.6%
OTHER FEDERAL REVENUE		5,950	5,950	5,950		
TOTAL REVENUE FROM FEDERAL GOV'T	<u>23,923,701</u>	<u>2,168,194</u>	<u>2,397,091</u>	<u>(21,526,610)</u>	10.0%	17.1%
TOTAL REVENUES	<u>37,013,146</u>	<u>2,969,205</u>	<u>4,058,477</u>	<u>(32,954,669)</u>	11.0%	11.2%
PRIOR YEAR FUND BALANCE (PYFB)	1,746,509					
PYFB-ENCUMBRANCES	<u>490,765</u>					
TOTAL REVENUES AND PYFB	<u>39,250,420</u>					

	FY 2023 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 22 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	13,612,194	1,089,881	2,465,909		11,146,285	18.1%	19.1%
FRINGE BENEFITS	5,559,441	401,608	868,614		4,690,827	15.6%	16.6%
PURCHASED SERVICES	578,751	69,572	207,420	156,790	214,541	62.9%	33.0%
OTHER CHARGES	50,698	3,050	22,146		28,552	43.7%	2.7%
MATERIALS AND SUPPLIES	18,002,282	827,270	1,342,448	52,240	16,607,594	7.7%	16.1%
CAPITAL OUTLAY	<u>1,447,054</u>	<u>5,272</u>	<u>171,120</u>	<u>409,219</u>	<u>866,715</u>	40.1%	29.3%
TOTAL	<u>39,250,420</u>	<u>2,396,653</u>	<u>5,077,657</u>	<u>618,249</u>	<u>33,554,514</u>	14.5%	17.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 7

ASSETS:		LIABILITIES:	
CASH	4,784,822	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	5,193,647
		ESTIMATED REVENUE	(5,039,936)
		APPROPRIATIONS	7,046,982
		ENCUMBRANCES	2,199,207
		RESERVE FOR ENCUMBRANCES	(2,199,207)
		EXPENDITURES	(4,093,808)
		REVENUES	1,677,937
		TOTAL FUND EQUITY	4,784,822
TOTAL ASSETS	4,784,822	TOTAL LIABILITIES AND FUND EQUITY	4,784,822

	FY 2023 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2022 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	29,483	2,475	12,021	(17,462)	40.8%	49.2%
LOST AND DAMAGED	27,000	440	4,765	(22,235)	17.6%	102.0%
TOTAL LOCAL REVENUE	56,483	2,915	16,786	(39,697)	29.7%	75.7%
DEPT OF EDUCATION	4,983,453	415,288	1,661,151	(3,322,302)	33.3%	32.9%
TOTAL REVENUE-COMMONWEALTH	4,983,453	415,288	1,661,151	(3,322,302)	33.3%	32.9%
TOTAL REVENUES	5,039,936	418,203	1,677,937	(3,361,999)	33.3%	33.4%
PRIOR YEAR FUND BALANCE (PYFB)	1,859,296					
PYFB-ENCUMBRANCES	147,750					
TOTAL REVENUES AND PYFB	7,046,982					

	FY 2023 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2022 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	93,997	8,038	33,273		60,724	35.4%	34.0%
FRINGE BENEFITS	36,102	3,205	10,370		25,732	28.7%	26.6%
MATERIALS AND SUPPLIES	6,916,883	229,291	4,050,165	2,199,207	667,511	90.3%	81.8%
TOTAL	7,046,982	240,534	4,093,808	2,199,207	753,967	89.3%	80.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 8

ASSETS:		LIABILITIES:	
CASH	19,356,584	ACCOUNTS PAYABLE	49,459
PREPAID ITEM	271,671	EST CLAIMS/JUDGMENTS PAYABLE	11,120,619
		TOTAL LIABILITIES	<u>11,170,078</u>
		FUND EQUITY:	
		RETAINED EARNINGS	4,355,785
		ENCUMBRANCES	345,058
		RESERVE FOR ENCUMBRANCES	(345,058)
		EXPENSES	(5,020,005)
		REVENUES	9,122,397
		TOTAL FUND EQUITY	<u>8,458,177</u>
TOTAL ASSETS	<u>19,628,255</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>19,628,255</u>

	MONTH'S	YR-TO-DATE
REVENUES:	REALIZED	REALIZED
INTEREST ON BANK DEPOSITS	10,262	46,181
RISK MANAGEMENT CHARGES		8,995,919
INSURANCE PROCEEDS		79,139
MISCELLANEOUS REVENUE		1,158
TOTAL REVENUES	<u>10,262</u>	<u>9,122,397</u>

	MONTH'S	YR-TO-DATE	OUTSTANDING
EXPENSES:	EXPENSES	EXPENSES	ENCUMBRANCES
PERSONNEL SERVICES	33,915	132,165	
FRINGE BENEFITS	12,211	41,808	
OTHER PURCHASED SERVICES	87,380	343,243	344,718
FIRE AND PROPERTY INSURANCE		3,222,314	
MOTOR VEHICLE INSURANCE		585,997	
WORKER'S COMPENSATION	89,881	312,418	
GENERAL LIABILITY INSURANCE		198,260	
MISCELLANEOUS	529	77,725	
MATERIALS AND SUPPLIES	24,355	106,075	340
TOTAL	<u>248,271</u>	<u>5,020,005</u>	<u>345,058</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 9

ASSETS:		LIABILITIES:	
CASH	4,697,061	DEPOSITS PAYABLE	<u>75,000</u>
		TOTAL LIABILITIES	<u>75,000</u>
		FUND EQUITY:	
		FUND BALANCE	4,105,770
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	800,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	<u>232,291</u>
		TOTAL FUND EQUITY	<u>4,622,061</u>
TOTAL ASSETS	<u>4,697,061</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>4,697,061</u>

	FY 2023 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2022 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	16,000	2,471	11,053	(4,947)	69.1%	65.3%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			27,500	27,500		
TOWER RENT-COX HIGH		4,112	75,385	75,385		
TOWER RENT-FIRST COLONIAL HIGH			35,265	35,265		
TOWER RENT-TALLWOOD HIGH			51,819	51,819		
TOWER RENT-TECH CENTER		6,246	24,677	24,677		
TOWER RENT-WOODSTOCK ELEM		1,765	6,592	6,592		
TOTAL REVENUES	<u>516,000</u>	<u>14,594</u>	<u>232,291</u>	<u>(283,709)</u>	45.0%	48.0%
PRIOR YEAR FUND BALANCE (PYFB)	<u>284,000</u>					
TOTAL REVENUES AND PYFB	<u>800,000</u>					

	FY 2023 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2022 PERCENT OBLIGATED
EXPENDITURES:							
MATERIALS AND SUPPLIES	<u>800,000</u>				<u>800,000</u>		
TOTAL	<u>800,000</u>				<u>800,000</u>		

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B10

Revenues :

	FY 2023 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	27,461,674	37,008	3,537,821	(23,923,853)	12.9%
Federal Government	150,493,348	2,702,583	3,565,025	(146,928,323)	2.4%
Other Sources	316,539	18,479	66,861	(249,678)	21.1%
Transfers from School Operating Fund	8,771,607		9,317,111	545,504	106.2%
Total Revenues	187,043,168	2,758,070	16,486,818	(170,556,350)	8.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 11

	<u>FY 2023</u>	<u>MONTH'S</u>	<u>YR-TO-DATE</u>	<u>OUTSTANDING</u>	<u>REMAINING</u>	<u>PERCENT</u>
	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
2 REVOLUTIONS	17,717				17,717	
ADULT BASIC EDUCATION	363,595	44,735	62,616		300,979	17.2%
ALGEBRA READINESS	2,950,259	30,672	184,856	600,000	2,165,403	26.6%
ARP BEFORE & AFTER SCHOOL	424,536	37,500	37,500	112,500	274,536	35.3%
ARP HOMELESS GRANT II	366,158	7,026	14,052		352,106	3.8%
ARP HOMELESS I	50,000				50,000	
ARP MENTOR TEACHER	39,258				39,258	
ARP SUMMER LEARNING	234,895				234,895	
ARP UNFINISHED LEARNING	1,747,782				1,747,782	
ARPA BONUS PAYMENTS	6,472,855				6,472,855	
ARPA ESSER III	70,717,816	1,945,607	6,184,647	3,093,663	61,439,506	13.1%
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK	991				991	
BUS DRIVER INCENTIVE	27,365				27,365	
CAREER & TECH ED STATE EQUIP ALLOC	77,278	3,073	3,073	74,205		100.0%
CAREER SWITCHER PROG MENTOR REIMB	28,200				28,200	
CARES ACT ESSER	1,857,737	1,369,031	1,753,645	103,982	110	99.9%
CARES ESSER CLEANING SUPPLIES	1,536	1,519	1,519		17	98.9%
CARES ESSER FACILITIES AND PPE	325	276	276	40	9	97.2%
CARES ESSER INS DELIVERY SUPPORT	4,266	225	225		4,041	5.3%
CARES ESSER SE UNIVERSAL SCRNR	674				674	
CARES ESSER SPED SRVCS SUPPORT	118,016	77,801	78,191	29,531	10,294	91.3%
CARES GEER VISION	88,644	88,644	88,644			100.0%
CARL PERKINS	1,191,363	129,684	415,142	78,472	697,749	41.4%
CRRSA ACT ESSER II	2,671,670	45,284	407,178	444,158	1,820,334	31.9%
CTE SPECIAL STATE EQUIP ALLOC	60,498	51,280	51,280	9,218		100.0%
DODEA SPANISH IMMERSION	330,227	18,538	86,431	17,550	226,246	31.5%
EARLY READING INTERVENTION	6,792,996	198,939	312,185	617	6,480,194	4.6%
GENERAL ADULT ED	30,993	2,080	2,080		28,913	6.7%
HAMPTON ROADS WORKFORCE COUNCIL - ALC	142,630	17,091	37,922		104,708	26.6%
HAMPTON ROADS WORKFORCE COUNCIL - STEM (OSY)	150,000	7,993	30,111		119,889	20.1%
HVAC CSLFRF	13,016,072				13,016,072	
INDUSTRY CERT EXAMINATIONS	67,632			4,050	63,582	6.0%
INDUSTRY CERT EXAMINATIONS STEM-H	25,397				25,397	
ISAEP	65,622	4,404	7,529		58,093	11.5%
JAIL EDUCATION PROGRAM	341,926	15,674	52,681		289,245	15.4%
JUVENILE DETENTION HOME	1,834,783	97,547	288,816	51	1,545,916	15.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 12

	FY 2023 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
LEARNING LOSS INSTRUCTIONAL SUPPORTS	76,812	629	62,805	3,752	10,255	86.6%
MCKINNEY VENTO	164,668	1,540	35,862	460	128,346	22.1%
NATIONAL BOARD CERTIFICATION INCENTIVE	328,334				328,334	
NEW TEACHER MENTOR	34,768				34,768	
POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT	49,869	9,529	15,052		34,817	30.2%
POST 9/11 GI BILL	4,720				4,720	
PRESCHOOL - IDEA SECTION 619	900,117	36,477	118,579	840	780,698	13.3%
PROJECT GRADUATION	149,787	51	27,746		122,041	18.5%
PROJECT HOPE - CITY WIDE SCA	2,454				2,454	
RACE TO GED	65,191	4,557	4,557		60,634	7.0%
RESERVE FOR CONTINGENCY	6,587,749				6,587,749	
SCHOOL SECURITY EQUIPMENT	263,754		54,821	108,692	100,241	62.0%
SCHOOL-BASED HEALTH WORKFORCE	79,069	699	70,726		8,343	89.4%
STARTALK	112,649		144		112,505	0.1%
TECHNOLOGY INITIATIVE	7,983,928	468,951	978,643		7,005,285	12.3%
TITLE I PART A	19,114,537	1,002,459	4,104,557	339,227	14,670,753	23.2%
TITLE I PART D SUBPART 1	109,990	646	7,289		102,701	6.6%
TITLE I PART D SUBPART 2	445,054	43,352	80,648	7,489	356,917	19.8%
TITLE II PART A	2,426,226	165,638	361,422		2,064,804	14.9%
TITLE III PART A LANGUAGE ACQUISITION	373,549	12,048	73,671		299,878	19.7%
TITLE IV PART A	1,927,639	137,183	253,490	47,950	1,626,199	15.6%
TITLE IV PELL	50,060		11,365		38,695	22.7%
TITLE VI-B IDEA SECTION 611	21,383,134	1,539,397	3,268,030	38,024	18,077,080	15.5%
TITLE VI-B IDEA SECTION 611 ARP	3,470,796	13,501	24,290	17,113	3,429,393	1.2%
TITLE VI-B IDEA SECTION 619 ARP	253,775		962		252,813	0.4%
VA HUMANITIES BENEATH THE SURFACE	4,905				4,905	
VA PRESCHOOL INITIATIVE	7,703,411	636,698	1,258,158		6,445,253	16.3%
VISSTA	648,833				648,833	
WORKPLACE READINESS	15,678				15,678	
TOTAL SCHOOL GRANTS FUND	187,043,168	8,267,978	20,913,416	5,131,584	160,998,168	13.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL BOARD/CITY HEALTH INSURANCE FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 13

ASSETS:		LIABILITIES:	
CASH	73,817,727	CHECKS PAYABLE	
ACCOUNTS RECEIVABLE		ACCOUNTS PAYABLE-HRA	4
		ACCOUNTS PAYABLE-HSA	(223)
		UNEARNED REVENUE	
		EST CLAIMS-JUDGMENTS PAYABLE	7,613,000
		TOTAL LIABILITIES	7,612,781
		FUND EQUITY:	
		RETAINED EARNINGS	71,928,178
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(54,009,159)
		REVENUES	48,285,927
		TOTAL FUND EQUITY	66,204,946
TOTAL ASSETS	73,817,727	TOTAL LIABILITIES AND FUND EQUITY	73,817,727
REVENUES:		MONTH'S REALIZED	YEAR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS		37,905	180,778
EMPLOYEE PREMIUMS-CITY		1,027,316	4,281,029
EMPLOYER PREMIUMS-CITY		3,926,039	17,393,969
EMPLOYEE PREMIUMS-SCHOOLS		1,660,167	4,985,529
EMPLOYER PREMIUMS-SCHOOLS		6,987,429	21,442,070
COBRA ADMINISTRATIVE FEE-CITY		536	1,539
COBRA ADMINISTRATIVE FEE-SCHOOLS		364	1,013
TOTAL REVENUES		13,639,756	48,285,927
EXPENSES:		MONTH'S EXPENSES	YEAR-TO-DATE EXPENSES
SALARIES AND BENEFITS		281,887	1,353,147
HEALTH CLAIMS AND OTHER EXPENSES-CITY		6,112,991	21,427,137
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS		8,902,587	31,228,875
TOTAL EXPENSES		15,297,465	54,009,159
			OUTSTANDING ENCUMBRANCES

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 14

ASSETS:		LIABILITIES:	
CASH	183,611	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	163,815
		ESTIMATED REVENUE	(63,000)
		APPROPRIATIONS	69,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	13,796
		TOTAL FUND EQUITY	183,611
TOTAL ASSETS	183,611	TOTAL LIABILITIES AND FUND EQUITY	183,611

	FY 2023 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2022 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS			129	129		
VENDING OPERATIONS RECEIPTS	63,000		13,667	(49,333)	21.7%	21.0%
TOTAL REVENUES	63,000		13,796	(49,204)	21.9%	22.9%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	69,000					

	FY 2023 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2022 PERCENT OBLIGATED
EXPENDITURES:							
SCHOOL ALLOCATIONS	58,280				58,280		
MATERIALS AND SUPPLIES	10,520				10,520		
PURCHASED SERVICES	200				200		
TOTAL	69,000				69,000		

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 15

ASSETS:		LIABILITIES:	
CASH	1,328,487	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	723,591
		ESTIMATED REVENUE	
		APPROPRIATIONS	611,696
		ENCUMBRANCES	3,894
		RESERVE FOR ENCUMBRANCES	(3,894)
		EXPENDITURES	(48,362)
		REVENUES	41,562
		TOTAL FUND EQUITY	1,328,487
TOTAL ASSETS	<u>1,328,487</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,328,487</u>

	FY 2023	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED
INTEREST ON BANK DEPOSITS		11,269	41,562	41,562	%
TOTAL REVENUES		11,269	41,562	41,562	
PRIOR YEAR FUND BALANCE (PYFB)	560,840				
PYFB-ENCUMBRANCES	50,856				
TOTAL REVENUES AND PYFB	<u>611,696</u>				

	FY 2023	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
EXPENDITURES:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
PURCHASED SERVICES	9,817	9,109	9,109	708		100.0%
MATERIALS AND SUPPLIES	588,569	846	25,943	3,186	559,440	4.9%
CAPITAL OUTLAY	13,310	13,310	13,310			100.0%
TOTAL	<u>611,696</u>	<u>23,265</u>	<u>48,362</u>	<u>3,894</u>	<u>559,440</u>	8.5%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 16

ASSETS:		LIABILITIES:	
CASH	692,365	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	299,052
		ESTIMATED REVENUE	
		APPROPRIATIONS	400,899
		ENCUMBRANCES	50,209
		RESERVE FOR ENCUMBRANCES	(50,209)
		EXPENDITURES	(9,271)
		REVENUES	1,685
		TOTAL FUND EQUITY	692,365
TOTAL ASSETS	<u>692,365</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>692,365</u>

	FY 2023 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS		365	1,685	1,685	%
TOTAL REVENUES		<u>365</u>	<u>1,685</u>	<u>1,685</u>	
PRIOR YEAR FUND BALANCE (PYFB)	372,300				
PYFB-ENCUMBRANCES	28,599				
TOTAL REVENUES AND PYFB	<u>400,899</u>				

	FY 2023 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
PURCHASED SERVICES	1,213			10,565	(9,352)	871.0%
MATERIALS AND SUPPLIES	394,224	1,611	9,271	34,182	350,771	11.0%
CAPITAL OUTLAY	5,462			5,462		100.0%
TOTAL	<u>400,899</u>	<u>1,611</u>	<u>9,271</u>	<u>50,209</u>	<u>341,419</u>	14.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 17

	FY 2023	MONTH'S	YEAR-TO-DATE	PROJECT-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
601001-RENOV-REPLACEMT-ENERGY MGMT II	13,175,000	209,931	213,020	8,133,966	469,230	4,571,804	65.30%
601002-TENNIS COURT RENOVATIONS II	1,800,000	20,181	70,204	1,291,593	246,730	261,677	85.46%
601005-JOHN B DEY ES MODERNIZATION	28,040,076	10,090	10,090	27,662,689	235	377,152	98.65%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000	-	-	32,426,266	27,530	16,204	99.95%
601007-PRINCESS ANNE MS REPLACEMENT	77,238,759	69,458	206,178	76,741,205	203,537	294,017	99.62%
601013-RENOV & REPLACE-REROOFING PHASE II	35,025,639	-	140	35,021,821	3,818	-	100.00%
601015-PRINCESS ANNE HS REPLACEMENT	123,062,277	-	-	14,000	-	123,048,277	0.01%
601016-ENERGY PERFORMANCE CONTRACTS PHASE II	32,500,000	126,128	2,084,567	27,781,160	1,311,915	3,406,925	89.52%
601017-RENOV & REPLACE-GROUND PH III	16,437,887	100,002	985,926	11,341,784	649,962	4,446,141	72.95%
601018-RENOV & REPLACE-HVAC PH III	39,708,316	(121,282)	2,167,276	22,419,337	8,743,320	8,545,659	78.48%
601019-RENOV & REPLACE-REROOFING PH III	22,150,000	531,450	1,493,803	13,422,867	6,507,700	2,219,433	89.98%
601020-RENOV & REPLACE - VARIOUS PH III	16,125,000	1,233,519	4,167,612	10,377,032	2,885,722	2,862,246	82.25%
601021-PLAZA ANNEX-LASKIN ROAD ADDITION	13,750,000	500	500	13,581,556	59,597	108,847	99.21%
601022-ELEMENTARY PLAYGROUND EQUIPMENT REP	2,584,737	5,045	5,045	1,019,728	294,394	1,270,615	50.84%
601023-STUDENT DATA MANAGEMENT SYSTEM	12,187,001	-	-	12,140,700	-	46,301	99.62%
601025-SCHOOL HR-PAYROLL	9,196,000	-	-	8,867,573	-	328,427	96.43%
601026-LYNNHAVEN MIDDLE SCHOOL EXPANSION	13,850,000	9,499	1,755,004	4,672,742	8,325,514	851,744	93.85%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	600,000	27,180	94,137	491,654	51,949	56,397	90.60%
601028-B F WILLIAMS ES-BAYSIDE 6TH REPLACEMENT	19,000,000	-	-	16,000	-	18,984,000	0.08%
601029-BAYSIDE HIGH SCHOOL REPLACEMENT	15,396,675	-	-	14,000	-	15,382,675	0.09%
601030-REPLACEMENT PAYROLL SYSTEM	4,382,407	-	-	-	-	4,382,407	-
601031-SCHOOL BUS & FLEET REPLACEMENT	7,713,000	-	-	26,130	7,338,298	348,572	95.48%
601032-PHONE SYSTEM REPLACEMENT	7,266,223	744,532	1,832,129	1,832,129	2,397,262	3,036,832	58.21%
601999-PAYROLL ALLOCATION	-	(358,194)	146,318	146,318	-	(146,318)	-
TOTAL CAPITAL PROJECTS	<u>543,658,997</u>	<u>2,608,039</u>	<u>15,231,949</u>	<u>309,442,250</u>	<u>39,516,713</u>	<u>194,700,034</u>	64.19%

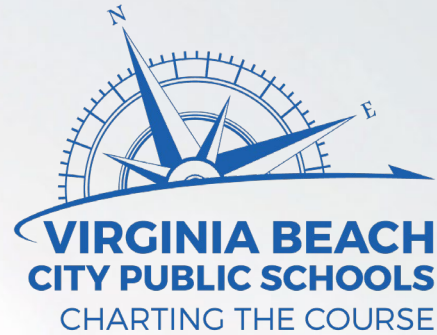
VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2022 THROUGH OCTOBER 31, 2022

B 18

ASSETS:		LIABILITIES:	
CASH	3,503,204	CHECKS PAYABLE	355
		ACH PAYABLE	750
		SALARIES PAYABLE-OPTIONS	60,361
		FICA PAYABLE-OPTIONS	4,617
		TOTAL LIABILITIES	66,083
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(4,363,929)
		APPROPRIATIONS	4,365,350
		ENCUMBRANCES	25,167
		RESERVE FOR ENCUMBRANCES	(25,167)
		EXPENDITURES	(928,229)
		REVENUES	4,363,929
		TOTAL FUND EQUITY	3,437,121
TOTAL ASSETS	3,503,204	TOTAL LIABILITIES AND FUND EQUITY	3,503,204

	FY 2023 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2022 PERCENT REALIZED
REVENUES:						
TRANSFER FROM GENERAL FUND	4,363,929		4,363,929		100.0%	100.0%
TOTAL REVENUES	4,363,929		4,363,929		100.0%	100.0%
PYFB-ENCUMBRANCES	1,421					
	4,365,350					

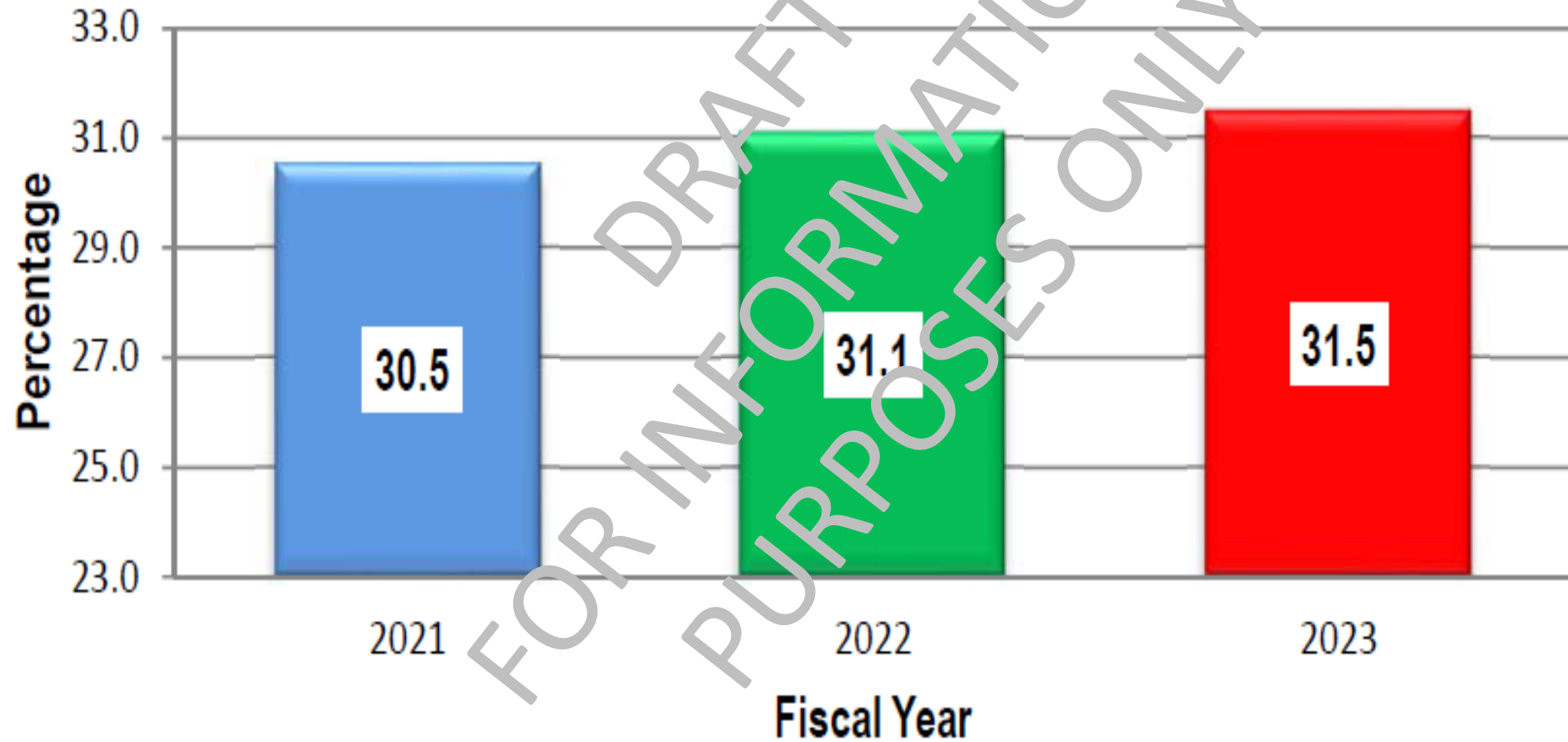
	FY 2023 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2022 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,653,113	251,532	590,305		2,062,808	22.2%	20.2%
FRINGE BENEFITS	918,668	89,181	199,710		718,958	21.7%	19.5%
PURCHASED SERVICES	416,422	(2,070)	45,668		370,754	11.0%	10.2%
OTHER CHARGES	77,339	15,947	46,373		30,966	60.0%	21.7%
MATERIALS AND SUPPLIES	299,808	36,255	46,173	25,167	228,468	23.8%	22.0%
TOTAL	4,365,350	390,845	928,229	25,167	3,411,954	21.8%	19.2%



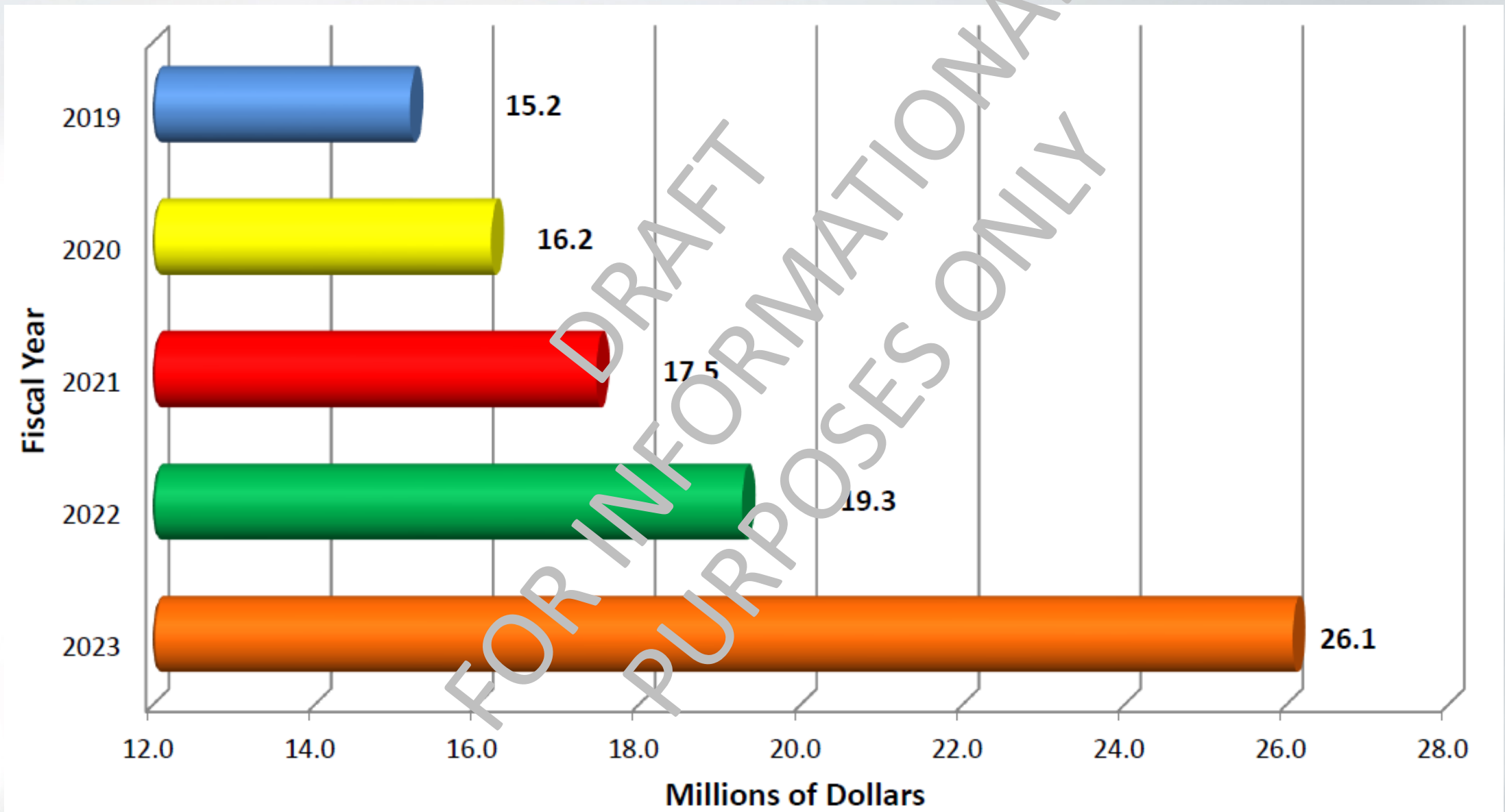
A Presentation to the School Board

By: The Department of Budget and Finance, Office of Business Services
Tuesday, November 22, 2022

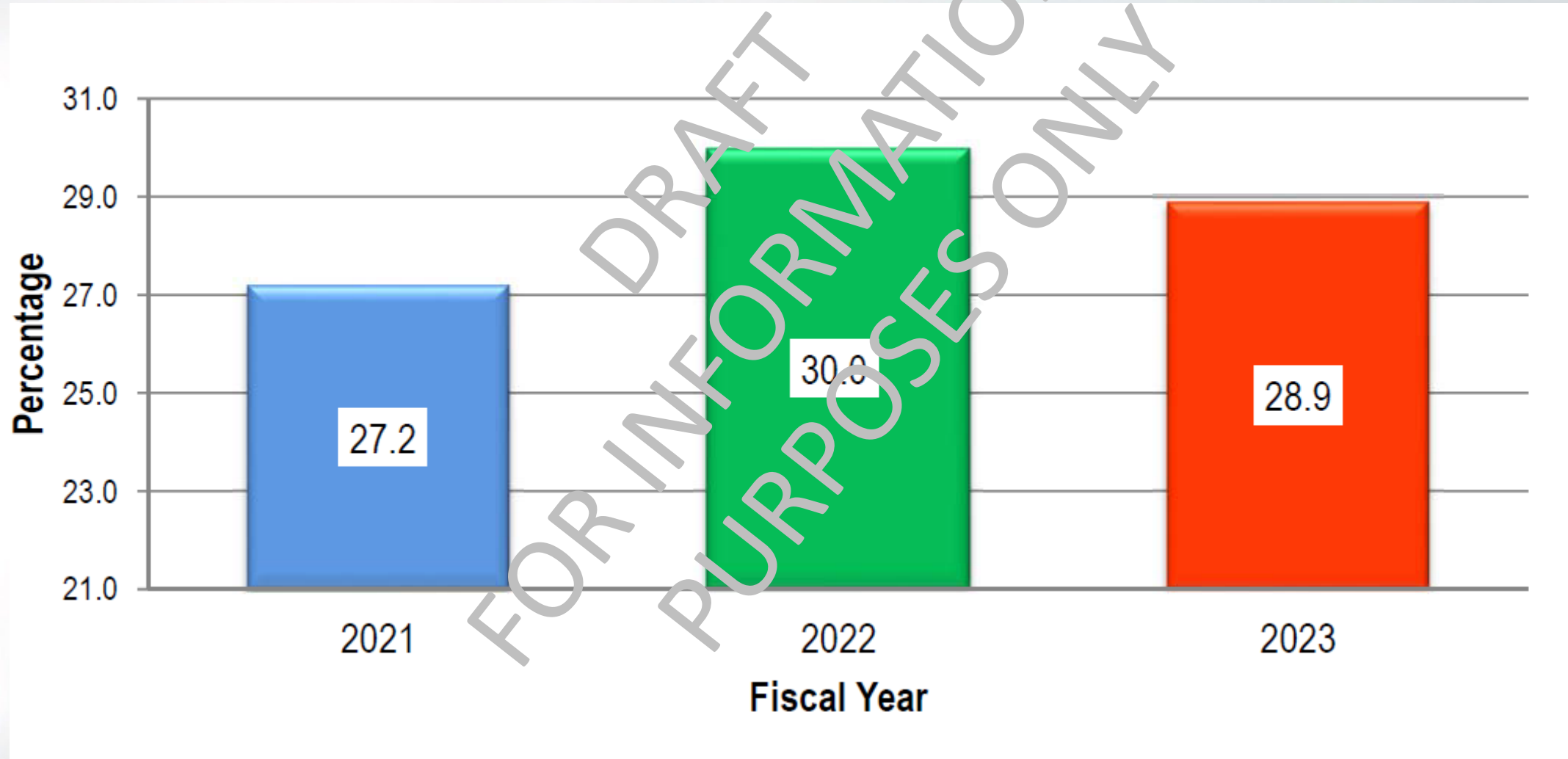
School Operating Fund Revenue Percentage of Actual to Budget as of October 31, 2022



State Sales Tax Revenue through October 31, 2022



School Operating Fund Expenditures/Encumbrances Percentage of Actual to Budget as of October 31, 2022





Subject: Achieve3000: Comprehensive Evaluation **Item Number:** 12B

Section: Information **Date:** November 22, 2022

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Recommendation:

That the School Board receive the Achieve3000: Comprehensive Evaluation Report and the administration's recommendations.

Background Summary:

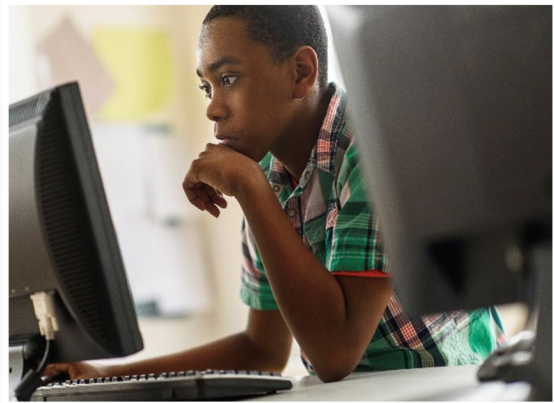
Achieve3000 is an online literacy program that provides differentiated non-fiction content to students. Based on their Lexile level, students are provided articles that match their reading level. After reading the articles, students are provided multiple-choice activity questions that assess their comprehension. Students' Lexile levels are then adjusted based on performance on the activity questions over time. During the 2021-2022 school year, teachers were expected to use Achieve3000 for instruction with students in grades 3 through 8, while teachers could use it as a resource as needed for students in grades 9 through 12.

According to School Board Policy 6-26, "Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually." On August 24, 2021, the School Board approved the 2021-2022 Program Evaluation Schedule, in which Achieve3000 was recommended for a comprehensive evaluation. The Achieve3000 comprehensive evaluation during 2021-2022 focused on the operation of the program, characteristics of students using the program, the extent to which students' reading skills improved, the relationship between using Achieve3000 and performance on other division reading assessments, and the cost of Achieve3000 to the division. Recommendations were also included based on the results of the evaluation.

Source:

School Board Policy 6-26
School Board Minutes August 24, 2021

Budget Impact:



Achieve3000:

Comprehensive Evaluation

November 2022

By Allison M. Bock, Ph.D., Program Evaluation Specialist and
Heidi L. Janicki, Ph.D., Director of Research and Evaluation



Planning, Innovation, and Accountability
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Table of Contents

Introduction	5
Background of Program	5
Background and Purpose of Program Evaluation	5
Program Goal and Objective	6
Evaluation Design and Methodology.....	6
Evaluation Design and Data Collection.....	6
Surveys	6
Student Usage and Performance Data From Achieve3000.....	7
Student Information From Data Warehouse	8
Evaluation Questions.....	8
Evaluation Results and Discussion.....	8
Operational Components	8
Instructional Components.....	8
Other Features	15
Professional Learning and Support	21
Characteristics of Students Using Achieve3000	21
Student Demographic Characteristics.....	22
Progress Toward Meeting Outcome Goal and Objective	22
Relationship With Other Assessment Performance.....	27
Relationship Between Assessments.....	28
Fall to Spring Reading Inventory Performance by Achieve3000 Usage and Performance Groups.....	29
Student Performance Data Summary	34
Stakeholder Perceptions.....	35
Overall Perceptions	35
Program Benefits and Areas for Improvement.....	37
Cost.....	37
Summary	39
Recommendations and Rationale	42
Appendices	44
Appendix A:.....	44
Appendix B:	45
Endnotes.....	46

Tables

Table 1: Survey Response Rates by Respondent Group.....	7
Table 2: Number and Percentage of Students Who Logged In to Achieve3000.....	11
Table 3: Number and Percentage of Students Who Completed LevelSet Pretest and Performance.....	12
Table 4: Percentage of Teachers and Students Indicating Number of Articles Read in Achieve3000 Per Week	12
Table 5: Number and Percentage of Students Who Completed Activities in Achieve3000	13
Table 6: Percentage of Passing Activities and Percentage of Students Who Passed All and At Least One Activity.....	13
Table 7: Number and Percentage of Students With One Adjustment to Lexile Level in Achieve3000	14
Table 8: Activity Usage and Performance Data of Students Included in Outcome Analyses.....	14
Table 9: Percentages of Teachers Who Indicated They Used Achieve3000 for Various Purposes.....	15
Table 10: Percentages of Teachers Who Indicated They Used Achieve3000 as a Resource for Articles.....	15
Table 11: Number and Percentage of Students Who Entered Career-Related Information in Achieve3000	19
Table 12: Demographic Characteristics of Students Who Used Achieve3000.....	22
Table 13: Student Improvement in Reading Skills	23
Table 14: Number and Percentage of Students Showing Improvement in Reading Skills by Usage and Performance Category	25
Table 15: Number and Percentage of Students Showing Improvement in Reading Skills by Student Group	26
Table 16: Agreement Regarding Achieve3000 Use Helping Improve Students' Reading Skills	26
Table 17: Correlations Between Achieve3000 Assessments and Reading Inventory and SOL Performance	28
Table 18: Percentages of Students Who Met Fall Reading Inventory Benchmark Who Were and Were Not Reading on Grade Level on LevelSet Pretest	28
Table 19: Percentages of Students Who Met Spring Reading Inventory Benchmark Who Were and Were Not Reading on Grade Level on Achieve3000.....	29
Table 20: Percentages of Students Who Passed Reading SOL Who Were and Were Not Reading on Grade Level on Achieve3000.....	29
Table 21: Percentage of Students Reading on Grade Level on RI in the Fall and Spring	30
Table 22: Percentage of Students Reading on Grade Level on the Reading Inventory by Usage and Performance Category	30
Table 23: Agreement Percentages Regarding Achieve3000 Meeting Student Needs.....	35
Table 24: Teacher Agreement Percentages Regarding Ability to Navigate Achieve3000.....	36
Table 25: Perceptions Regarding Student Engagement in Achieve3000	36
Table 26: Achieve3000 Cost by Level	38
Table 27: Achieve3000 Cost Per Student	38

Figures

Figure 1: Percentage of Teachers Who Indicated They Used Achieve3000 Lesson Collections	16
Figure 2: Percentage of Teachers Who Indicated Achieve3000 Lesson Collections Were Very or Somewhat Useful	16
Figure 3: Percentage of Teachers Who Indicated They Used Achieve3000 Teacher Materials	17
Figure 4: Percentage of Teachers Who Indicated Achieve3000 Teacher Materials Were Very or Somewhat Useful	17
Figure 5: Percentage of Teachers Who Indicated Their Students Used Achieve3000 Student Features	18
Figure 6: Percentage of Teachers Who Indicated Achieve3000 Student Features Were Very or Somewhat Useful	19
Figure 7: Teacher Agreement Percentages Regarding Use of Student Data in Achieve3000.....	20
Figure 8: Perceptions Regarding Effectiveness of Achieve3000 Use Improving Reading Skills	27
Figure 9: Teacher Perceptions Regarding Achieve3000 Use Helping Improve Students' Reading Skills	27
Figure 10: Percentage of Elementary School Students Reading on Grade Level in Fall and Spring on RI by LevelSet Pretest Performance.....	31
Figure 11: Percentage of Middle School Students Reading on Grade Level in Fall and Spring on RI by LevelSet Pretest Performance	31
Figure 12: Percentage of High School Students Reading on Grade Level in Fall and Spring on RI by LevelSet Pretest Performance	32
Figure 13: Percentage of Elementary School Students Reading on Grade Level in Fall and Spring on RI by Achieve3000 Usage Group.....	33
Figure 14: Percentage of Middle School Students Reading on Grade Level in Fall and Spring on RI by Achieve3000 Usage Group.....	33
Figure 15: Percentage of High School Students Reading on Grade Level in Fall and Spring on RI by Achieve3000 Usage Group.....	34
Figure 16: Teacher Agreement Percentages Regarding Achieve3000 Meeting Student Needs by Student Group	36
Figure 17: Satisfaction Percentages	37

Introduction

Background of Program

Achieve3000 is an online literacy program that provides differentiated non-fiction content to students based on their Lexile level.¹ According to Achieve3000, Inc., the Achieve3000 literacy program is an innovative digital solution proven to accelerate literacy growth across all populations of students.² Achieve3000, Inc. indicates that the program is built on scientific research that investigated how learners develop reading and writing skills. In the Achieve3000 literacy program, students first complete a screener that assesses students' Lexile levels. Based on their Lexile level, students are provided articles that match their reading level. After reading the articles, students are provided multiple-choice activity questions that assess their comprehension. Students' Lexile levels are then adjusted based on performance on the activity questions over time.

Virginia Beach City Public Schools (VBCPS) began using the Achieve3000 literacy program during the 2015-2016 school year as a reading resource for students in grades 3 through 12.³ During the 2021-2022 school year, teachers were expected to use Achieve3000 for Tier I instruction with all students in grades 3 through 8,⁴ while teachers could use it as a resource as needed for students in grades 9 through 12.⁵ At elementary school specifically, Achieve3000 provides a structured opportunity for students to work individually while small group instruction may be occurring. At the middle school level, students were expected to use the program in both their English and Social Studies courses. A separate Achieve3000, Inc. product, Smarty Ants, was used with students in kindergarten through grade 2, although this product is not within the scope of this evaluation.

Background and Purpose of Program Evaluation

Achieve3000 was selected and approved for the Program Evaluation Schedule based on criteria specified in School Board Policy 6-26, adopted by the School Board on September 5, 2007. The following excerpt is from School Board Policy 6-26:

Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually....On a yearly basis, the Program Evaluation Committee will present a list of programs recommended for evaluation to the Superintendent and the School Board. This listing will include the rationale for each recommendation based on an approved set of criteria. All programs will be prioritized for evaluation based on the following factors:

1. Alignment with the school division's strategic plan and School Board goals;
2. Program cost;
3. Program scale;
4. Cross-departmental interest;
5. Community/stakeholder interest in the program;
6. Availability of information on the program's effectiveness; and
7. Date of most recent evaluation.

In July 2021, members of the Program Evaluation Committee were emailed with instructions to review a list of 12 existing educational programs and were asked to determine whether the programs have potential to have a large and positive impact on VBCPS reaching its goals and whether the programs maximize VBCPS resources for the community and stakeholders. Based on the criteria in School Board policy 6-26, Achieve3000 was recommended for inclusion on the Program Evaluation Schedule. This recommendation was due to its potential to have a large, positive impact on VBCPS reaching its goals, the cost of the program, and the lack of formal evaluation by the Office of Research and Evaluation. It was determined that Achieve3000 would be scheduled for a comprehensive evaluation during the 2021-2022 school year. The proposed Program

Evaluation Schedule was presented to the School Board on August 24, 2021 and approved on September 14, 2021.

Program Goal and Objective

The program goal and objective were outlined in collaboration with program managers from the Department of Teaching and Learning following a review of relevant literature and Achieve3000 program information. One goal and one specific objective were developed. The goal focused on student improvement in reading skills. The outcome objective focused on improving reading skills by Lexile growth and reading on grade level in Achieve3000.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation included mixed methodologies to address each of the evaluation questions, including assessing the extent to which the goal and objective were met. Qualitative data were collected through discussions with the program managers, document reviews, and open-ended survey questions. Quantitative data were gathered through a student Achieve3000 usage and performance data file obtained from Achieve3000, Inc., the VBCPS data warehouse, and through closed-ended survey questions. The Office of Research and Evaluation used the following data collection methods:

- Communicated with staff from the Department of Teaching and Learning to gather implementation-related information, including the director of K-12 and gifted programs, executive director of elementary teaching and learning, executive director of secondary teaching and learning, and director of instructional technology.
- Reviewed Achieve3000 program documentation and website.
- Collected data from the VBCPS data warehouse related to student demographic characteristics and academic achievement (i.e., Reading inventory, Standards of Learning assessments).
- Gathered student Achieve3000 usage and performance data from Achieve3000 representatives.
- Administered surveys to grade 3 through 12 classroom teachers, building administrators, students in grades 4 through 12, and parents of students in grades 3 through 12.
- Gathered cost data from the Department of Teaching and Learning.

Surveys

As part of a larger survey effort of multiple initiatives, the Office of Research and Evaluation invited grade 3 through 12 classroom teachers, administrators, students in grades 4 through 12, and parents of students in grades 3 through 12 to complete survey items regarding their perceptions of Achieve3000. Staff and parents received an email invitation with a link to participate in the online survey in April 2022. Students accessed the survey through a link on their ClassLink dashboard in April 2022.

Of the classroom teachers and administrators invited to complete the survey, 41 percent of grade 3 through 12 teachers and 54 percent of administrators completed the survey. Of the students in grades 4 through 12, 66 percent completed the survey. Of the parents of students in grades 3 through 12, 14 percent completed the survey. See Table 1 for response rates by level.

Table 1: Survey Response Rates by Respondent Group

Group	ES	MS	HS	Total
Classroom Teachers (Grades 3-12)	39%	46%	38%	41%
Administrators	57%	66%	42%	54%
Students (Grades 4-12)	69%	76%	57%	66%
Parents (Grades 3-12)	17%	13%	12%	14%

All teachers and students were asked an initial question regarding whether they had used Achieve3000 during the 2021-2022 school year. Administrators were asked whether any teachers at their school used the program and parents were asked whether their child used the program during 2021-2022. If stakeholders responded yes to this initial question, they were provided additional questions regarding their perceptions of the program. All survey data provided in this report were based on stakeholders who indicated yes to this item. In addition, for all stakeholders, survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Survey results are primarily reported at the school level (i.e., elementary, middle, high) due to anticipated differences in program use by level.

Student Usage and Performance Data From Achieve3000

Student Achieve3000 usage and performance data were obtained from Achieve3000 representatives. Student data were gathered for the full 2021-2022 school year to include all days between the first day of school, September 9, 2021 and the last day of school, June 17, 2022. Student data included: total number of logins, number of logins occurring after school hours, number of activities completed (i.e., set of multiple-choice activity questions), average score on activities, and number of activities passed (i.e., receiving a score of 75 percent or above). The following data points were provided for students' LevelSet pretest assessment and end-of-year Lexile adjustment: Lexile level and whether they were on track to meet the college and career readiness benchmark. The college and career readiness data indicate whether students were on track to be ready for college and career when they finish grade 12 based on college and career readiness Lexile bands developed by MetaMetrics for each grade level. Students were determined to either be "far below grade level," "approaching grade level," "meeting grade level," or "exceeding grade level" benchmarks. This variable aligns with the grade-level expectations based on the Reading Inventory performance bands. Therefore, students who were determined to be "meeting grade level" and "exceeding grade level" Lexiles were categorized as reading on grade level. In addition, students' expected Lexile growth based on students' LevelSet pretest Lexile level was provided by Achieve3000 using an algorithm developed by MetaMetrics. Student Achieve3000 usage and performance data were combined with additional student data from the VBCPS data warehouse.

Data were combined for students who had more than one record in the file obtained from Achieve3000. Students who were identified as having used Achieve3000 at the Juvenile Detention Center and students who were not on record as being in grades 3 through 12 were excluded from all analyses.⁶ Students who used the Achieve3000 program were defined as any student who logged in to Achieve3000 at least once during the school year. Consistent with reports provided by Achieve3000, Inc., the following groups of students were *excluded* from all outcome analyses: students who did not complete a LevelSet pretest assessment and students who did not have an adjusted Lexile level. Students included in the outcome analyses in this report were also limited to those who completed the LevelSet pretest assessment in the fall (i.e., September through November) and had an adjusted Lexile level towards the end of the school year (i.e., March through June). In addition, similar to reports provided by Achieve3000, Inc., students whose teachers manually entered their end-of-year Lexile level were excluded from all outcome analyses.⁷ This was to ensure that all students' Lexile levels included in the analyses were based on their performance in the Achieve3000 program.

Student Information From Data Warehouse

Quantitative data collected from the VBCPS data warehouse included student demographic characteristics and academic achievement as measured by the Reading Inventory (RI) and reading SOLs. Reading Inventory data analysis was limited to students in grades 3 through 9 because these are the grades at which the assessment is administered to all students. The reading SOL data analysis included students in grades 3 through 8 and students in grades 10 through 12 who took the End of Course English SOL.

Evaluation Questions

The evaluation questions for this report were developed by evaluators with input and feedback from the program managers. The evaluation questions established for the comprehensive evaluation were as follows:

- 1. What are the main operational components of Achieve3000?**
 - a. What are the instructional components of Achieve3000, including the LevelSet assessment and Lesson Routine, and what was the usage of these components?
 - b. What are the other components of Achieve3000 (i.e., teacher resources, student components, data center, home edition)?
 - c. What professional learning and support are provided for use of Achieve3000?
- 2. What were the characteristics of students who used Achieve3000 and students included in the outcome analyses?**
- 3. What progress was made meeting Achieve3000's outcome goal of improving students' reading skills?**
- 4. How did student usage and performance in Achieve3000 relate to students' performance on other division assessments (e.g., Reading Inventory, reading SOLs)?**
- 5. What were the stakeholders' perceptions of Achieve3000 (i.e., classroom teachers, administrators, students, and parents)?**
- 6. What were the costs of Achieve3000 during 2021-2022?**

Evaluation Results and Discussion

Operational Components

The first evaluation question focused on the operational components of Achieve3000 including the instructional components; resources for teachers, students, and families; and professional learning.

Instructional Components

To ensure students are provided content that is differentiated based on their Lexile level, students are first assessed on a universal screener, the LevelSet assessment, which is used as a pretest for students' Lexile levels. The LevelSet is automatically provided to students the first time they log in to Achieve3000 during the school year. The LevelSet is a computer-based assessment that includes 30 questions.⁸ There are 11 versions of the assessment corresponding to each grade level from grades 2 through 12. If students have used the Achieve3000 system in a prior year, students are provided the assessment that corresponds to their reading grade level from a prior assessment. If students have not used the Achieve3000 system in a prior year, they are provided a 10 question Locator Test prior to the LevelSet assessment to provide an initial gauge of a student's reading ability. This will allow the system to assign students a level of the LevelSet assessment that best matches their ability. If students complete the LevelSet assessment too quickly, too slowly, or with a patterned response (e.g., all first response options chosen on every question), teachers are notified of a potentially

invalid response and can allow students to retake the assessment. Students may only retake the pretest LevelSet assessment once per year if needed.

Based on students' performance on the LevelSet, students are given a numerical Lexile level as well as determination of whether they are on track for meeting the college and career readiness benchmark for their grade level. The college and career readiness variable aligns with grade-level expectations based on the Reading Inventory performance bands; therefore, students who were determined to be on track for meeting grade level benchmarks were categorized as reading on grade level. In addition, students are provided with an expected amount of Lexile growth, which is the amount of Lexile growth that would be typical for a student who started the school year with the same Lexile level.⁹ Expected growth is calculated based on a growth model developed by MetaMetrics.

Teachers have access to students' LevelSet assessment Lexile levels and corresponding data in the Achieve3000 data center. The LevelSet assessment can be administered at two additional time points through interim (mid-year) and posttest (end-of-year) administrations. Scheduling of the interim and posttest assessments is managed by the LevelSet scheduler, which is accessible at the division level by administrators.

The main component of the Achieve3000 literacy program is the differentiated non-fiction content that students read and with which they engage. Based on students' LevelSet pretest Lexile level, students are provided lessons with the level of difficulty (e.g., text complexity) that matches their reading level. Every lesson offered in Achieve3000 has 12 different versions that vary in the level of complexity of the text. Therefore, all students are assigned lessons about the same topics and information, but the degree of difficulty of the passage is tailored to the individual students based on their Lexile level. In response to a survey item about Achieve3000 content matching students' reading level, from 91 to 96 percent of teachers depending on school level agreed that the articles and activities assigned to their students through Achieve3000 matched their reading level.

The core feature of Achieve3000 is a five-step lesson routine that students engage in: Ready, Read, Respond, Reflect, and Write. Students can navigate through the five steps of the lesson routine through a navigation toolbar at the top of the screen when working on a lesson.

- The first step, Ready, involves “getting ready to read with a thoughtful question prompt,” in which students are asked to express opinions on the topic that will be presented in the article based on their own prior experience or knowledge.
- The second step, Read, involves a close reading of the article. While reading the article, students can utilize tools that are built into the system to help students develop reading strategies, such as the ability to highlight text and take notes. While at this Read step, students also have access to definitions of vocabulary words that are provided in the article.
- The third step, Respond, involves answering a set of eight multiple-choice comprehension questions. According to Achieve3000, Inc., the items in this assessment are aligned to standards and represent the types of questions that students may encounter on a high-stakes assessment.¹⁰ The questions typically assess comprehension, vocabulary mastery, and higher-order thinking skills.
- The fourth step, Reflect, involves returning to the initial prompt question to express opinions while factoring in any new information they learned through the reading.
- The final step, Write, involves synthesizing the information learned by writing a response to a different prompt that challenges them to provide evidence from the article.

A “stretch article” is also offered for each lesson, which is typically an optional portion of the lesson. Generally, students may read this stretch article when they are finished with the five-step lesson routine. Stretch articles give students the opportunity to work with the same article they saw in the lesson, but at their “stretch level.”

Students who are currently below grade-level expectations will be provided the article with the text complexity at their grade level, while students currently meeting grade-level expectations will be provided the article with text complexity at one Lexile band higher. When surveyed about use of the stretch article, from 82 to 84 percent of teachers depending on the school level indicated they used the stretch article in Achieve3000. Of those who indicated they used it, from 84 to 92 percent of teachers depending on school level indicated it was very or somewhat useful.

Students' Lexile levels are continuously monitored and adjusted as appropriate while using Achieve3000 based on student performance on the Respond activity portion of the lesson if students complete at least four lessons within a month timeframe. At the end of the month, if students have completed at least four Respond activities, then they may receive an adjusted Lexile level. Using a Bayesian scoring application, the system monitors students' scores on the Respond activity portion of the lesson and adjusts student Lexile levels when it determines they are not appropriately matched (e.g., it will increase their Lexile level if they are ready for more complex text). The system examines students' responses on these multiple-choice questions and combines that with information it already knows about the student to yield an updated Lexile level. If a student's Lexile level stays the same, this suggests the student is properly placed, while an increase in Lexile level suggests the student has gained reading skills. If a student's Lexile level increases, then more difficult content may be delivered to the student to match the progressing reading level. In general, students need to score routinely with at least 75 percent accuracy on the Respond activity portion of the lesson to increase their Lexile level in any given month.¹¹ Because students' Lexile levels adjust at the end of each month, Achieve3000, Inc. recommends that teachers review students' Lexile levels at the beginning of each month to examine any changes that have occurred.

Achieve3000, Inc. has created suggestions for program usage based on the number of Respond activities completed during a school year. A high level of usage of the Achieve3000 program has been defined as completing at least 40 activities throughout the school year, which equates to approximately one activity per week. The highest level of usage of the program has been defined to be completing at least 80 activities, which equates to approximately two activities per week. Based on previous research, students who complete at least 40 activities throughout the school year have shown growth in their Lexile levels that have exceeded growth that was expected. Within the Achieve3000 system, teachers can monitor their students' progress toward "Achieve3000's 40-activity usage goal."¹²

In addition, according to Achieve3000, Inc., because the articles are at the appropriate level of difficulty for students, it is the expectation that students should be able to answer the Respond activity questions with at least 75 percent accuracy (i.e., answering at least six of the eight questions correctly). According to Achieve3000, Inc., this accuracy percentage implies that the content is not too difficult to be frustrating but difficult enough to be challenging for the student. Further, according to Achieve3000, Inc., when students have at least a 75 percent on the Respond activity, it is an indication that the texts students read were properly targeted to their individual reading level and that their comprehension of the texts was optimal for growth in reading ability. Information provided by Achieve3000, Inc. encourages teachers to regularly monitor student data to ensure that students are scoring at this level or higher on the Respond activity questions.

VBCPS Usage and Performance

Login and LevelSet Pretest Assessment

For VBCPS students, the LevelSet pretest assessment is required to be completed at the beginning of the year for students in grades 3 through 8. For middle school students, the LevelSet pretest assessment was administered in social studies classrooms.¹³ Both English and social studies middle school teachers are expected to use the Achieve3000 program with their students. According to the director of K-12 and gifted

programs, due to Achieve3000 being used as a resource as needed by teachers at the high school level, there is not an expectation of using the program with students and high school teachers must request access to use Achieve3000. When high school students use the program, they would be prompted to complete the LevelSet pretest assessment when logging in for the first time.¹⁴

On the survey, 74 percent of elementary school classroom teachers in grades 3 through 5 who responded to the survey indicated they used Achieve3000 during the 2021-2022 school year. Approximately half of middle school classroom teachers (49%) indicated they used Achieve3000. As expected, at the middle school level, higher percentages of English (90%) and social studies teachers (86%) indicated they used Achieve3000 than the other content areas (i.e., science, math, technical and career education, arts, and other: from 0% to 35%). In addition, 69 percent of health and PE middle school teachers indicated they used Achieve3000. At the high school level, 17 percent of classroom teachers indicated they used Achieve3000. The highest percentage of high school teachers who indicated they used Achieve3000 was English teachers (39%) followed by health and PE (21%), social studies (14%), and science (11%) teachers. Less than 10 percent of teachers in the other content areas indicated use (i.e., technical and career education, arts, and math). In addition, of those high school teachers who indicated they taught a content area other than those listed above, 28 percent indicated they used Achieve3000.

A similar pattern of findings by school level was seen when administrators were asked whether any teachers at their school used Achieve3000 during the 2021-2022 school year. Most elementary school (94%) and middle school (86%) administrators indicated that there were teachers at their school who used Achieve3000. At the high school level, 48 percent indicated there were teachers who used Achieve3000, while 48 percent indicated they did not know.

Similarly, most elementary school (92%) and middle school students (89%) indicated they used Achieve3000 during the 2021-2022 school year, whereas 36 percent of high school students indicated they used Achieve3000. At the middle school level, of those who indicated they used Achieve3000, higher percentages of middle school students indicated they used Achieve3000 in their English (98%) and social studies (91%) courses than in the other content areas (i.e., health and PE, science, math, and technical and career education: from 4% to 38%). At the high school level, of those who indicated they used Achieve3000, higher percentages of students indicated they used Achieve3000 in their English course (84%) than in any other course (i.e., social studies, science, health and PE, math, and technical and career education: from 2% to 24%).

Consistent with the survey results, actual login data obtained from Achieve3000 showed that most elementary school (93%) and middle school students (92%) who were enrolled at any point during the 2021-2022 school year logged in to Achieve3000 at least once, whereas 39 percent of high school students logged in at least once (see Table 2). Throughout the school year, on average, elementary school students logged in to Achieve3000 83 times and middle school students logged in to Achieve3000 53 times, whereas high school students logged in to Achieve3000 14 times.

Table 2: Number and Percentage of Students Who Logged In to Achieve3000

Measure	Elementary 3-5 (N=14,953)		Middle (N=15,638)		High (N=21,092)	
Students who logged in to Achieve3000	13,955	93%	14,411	92%	8,175	39%

Of the students who logged in to Achieve3000 at least once, most students (from 92 to 99 percent depending on school level) completed the LevelSet pretest assessment. Overall, the majority of students who completed the LevelSet pretest assessment did so in the fall during September, October, or November 2021 (93%). Student performance on the LevelSet pretest assessment was also examined, including students' pretest Lexile level and corresponding determination of whether they were reading on grade level. Based on student

LevelSet pretest performance, 25 percent of elementary school students, 32 percent of middle school students, and 26 percent of high school students were determined to be reading on grade level (see Table 3).

Table 3: Number and Percentage of Students Who Completed LevelSet Pretest and Performance

Measure	Elementary (N=13,955)		Middle (N=14,411)		High (N=8,175)	
Students who completed pretest	13,836	99%	14,313	99%	7,521	92%
Reading on grade level*	3,513	25%	4,638	32%	1,951	26%

Note: *Reading on grade level was determined by students who were on track (i.e., meeting or exceeding) the college and career readiness benchmarks in Achieve3000 data.

Although students can complete the LevelSet assessment three times throughout the year, including a pretest, interim test, and posttest, small percentages of students at each level completed a LevelSet interim test during 2021-2022 (8 percent of elementary school students, 1 percent of middle school students, and less than 1 percent of high school students). No students completed a LevelSet posttest in Achieve3000 during 2021-2022. The LevelSet posttest was disabled to reduce the amount of testing for students in the spring.¹⁵ Although students did not complete the LevelSet posttest, the end-of-year Lexile level adjustment in Achieve3000 served as a measure of students' end-of-year performance.

Lessons

According to Department of Teaching and Learning staff, VBCPS elementary school and middle school students are expected to complete two lessons every week consistent with the Achieve3000, Inc. defined highest level of usage. At middle school, it is expected that students receive one lesson in English and one lesson in social studies each week. As previously noted, at the high school level, although there is not an expectation of using the program with students, high school teachers can request access to Achieve3000 and use it with students or as a resource for articles.

When surveyed about the extent to which students used Achieve3000, the majority of elementary school teachers indicated their students completed two or more articles during a typical week (69%), whereas the majority of middle school (54%) and high school teachers (68%) indicated the number of articles varied during a typical week (see Table 4). Similarly, the majority of elementary school students (62%) indicated they read at least two articles, while the highest percentage of middle school (45%) and high school students (51%) indicated the amount varied.

Table 4: Percentage of Teachers and Students Indicating Number of Articles Read in Achieve3000 Per Week

Number of Articles	Teacher			Student		
	Elementary	Middle	High	Elementary	Middle	High
One article	16%	34%	20%	18%	23%	25%
Two articles	45%	9%	7%	33%	18%	13%
More than two articles	24%	3%	5%	29%	14%	11%
Varies	16%	54%	68%	21%	45%	51%

Based on usage data obtained from Achieve3000, of all students who logged in to Achieve3000, nearly all elementary school (98%) and middle school students (99%) and 82 percent of high school students completed at least one Respond activity portion of a lesson during the 2021-2022 school year. Students' total number of completed Respond activities were obtained from Achieve3000. Overall, as shown in Table 5, approximately half of elementary school students who logged in to Achieve3000 (52%) completed at least 40 Respond activities throughout the school year, while 24 percent of middle school students and 3 percent of high school students completed this many. Overall, 17 percent of elementary school students completed 80 Respond

activities, while 1 percent of middle school and less than 1 percent of high school students did. Of students who completed at least one activity, on average, elementary school students completed 50 activities, middle school students completed 30, and high school students completed 11. The data suggests that more elementary school students are meeting the program usage recommendations than middle school and high school students. However, students may have been engaging with Achieve3000 in ways other than completing Respond portions of lessons.

In addition, as previously noted, students' performance on the Respond activity portion of the lesson is monitored based on whether they reach an average of at least 75 percent accuracy, which Achieve3000, Inc. defines as a passing average score. Overall, 30 percent of elementary school, 42 percent of middle school, and 46 percent of high school students had an average score of at least 75 percent on the Respond activities (see Table 5).

Table 5: Number and Percentage of Students Who Completed Activities in Achieve3000

Measure	Elementary (N=13,955)		Middle (N=14,411)		High (N=8,175)	
Completed at least one activity	13,640	98%	14,220	99%	6,679	82%
Activity Frequency						
Completed at least 40 activities	7,301	52%	3,506	24%	237	3%
Completed at least 80 activities	2,409	17%	176	1%	^	^
Activity Performance						
Average score at least 75 percent	4,187	30%	6,018	42%	3,788	46%

Note: Less than 10 high school students completed at least 80 activities.

Additional activity performance data were examined for those students who completed at least one activity, including the percentage of completed activities that reached 75 percent accuracy. On average, 56 percent of lessons completed by elementary school students resulted in at least a 75 percent accuracy, while 62 percent of lessons completed by middle school students and 66 percent of lessons completed by high school students met this level (see Table 6). As shown in Table 6, few elementary school (1%) and middle school students (3%) received 75 percent accuracy on all of the attempted activities, while 26 percent of high school students did. In addition, nearly all students at all levels received 75 percent accuracy at least one activity that had been attempted (from 92% to 99%).

Table 6: Percentage of Passing Activities and Percentage of Students Who Passed All and At Least One Activity

Measure	Elementary	Middle	High
Percentage of activities with 75% or above	56%	62%	66%
Percentage of students with 75% or above on ALL attempted activities	1%	3%	26%
Percentage of students with 75% or above on at least one activity	98%	99%	92%

Additional analyses examined the percentage of students who completed the LevelSet pretest and had at least one additional adjustment of their Lexile level. Therefore, these students had at least two Lexile level measures completed in Achieve3000. As previously noted, an adjustment to students' Lexile level would have occurred *only* if students completed at least four Respond activities within a month timeframe. Of all students who logged in to Achieve3000, most elementary school (91%) and middle school students (92%) had at least one additional adjustment of their Lexile level (see Table 7). Approximately half of high school students (53%) who logged into Achieve3000 completed the lessons with this level of frequency to have an adjustment to their Lexile level.

Table 7: Number and Percentage of Students With One Adjustment to Lexile Level in Achieve3000

Measure	Elementary (N=13,955)		Middle (N=14,411)		High (N=8,175)	
At least one adjustment of their Lexile level	12,608	91%	13,188	92%	3,983	53%

Most students who had at least one adjustment to their Lexile level had their last adjustment occur in the spring, between March 2022 and June 2022 (84%). For the purposes of this evaluation, the final adjustment to students' Lexile level within this timeframe from March 2022 to June 2022 was considered their end-of-year Lexile level. To be included in the outcome goal analyses, students must have completed the LevelSet pretest assessment in the fall (i.e., between September and November) and have the end-of-year Lexile adjustment (i.e., between March and June) from the Achieve3000 system. Of the students who logged in to Achieve3000 at least once, 75 percent of elementary school, 78 percent of middle school, and 31 percent of high school students were included in this group for the analyses. As shown in Table 8, 63 percent of elementary school students who were included in the outcome analyses completed at least 40 activities, while 30 percent of middle school and 9 percent of high school students did. On average, the elementary school students completed 57 activities, while middle school students completed 34 activities, and high school students completed 18 activities. Regarding activity performance, 35 percent of elementary school students in this group had an average activity score of 75 percent, while 47 percent of middle school students and 60 percent of high school students reached this average score. On average, elementary school students in this group scored 75 percent or higher on 61 percent of the activities they attempted, while this average was 66 percent for middle school students and 71 percent for high school students.

Table 8: Activity Usage and Performance Data of Students Included in Outcome Analyses

Measure	Elementary (N=10,440)	Middle (N=11,232)	High (N=2,523)
Activity Frequency			
Completed at least 40 activities	63%	30%	9%
Average activities completed	57	34	18
Activity Performance			
Average score at least 75 percent	35%	47%	60%
Percentage of activities with at least 75%	61%	66%	71%

Independent Student Work vs. Teacher-Directed Instruction

According to Achieve3000, Inc., the program can be used for independent student work or teacher-directed instruction. According to the director of K-12 and gifted programs, in general, it is the expectation that students use Achieve3000 more frequently for independent work. At elementary school specifically, Achieve3000 provides a structured opportunity for students to work individually while small group instruction may be occurring. Although independent student work is at the center of the lesson routine, teachers can use direct instruction and provide guidance through the lessons. Achieve3000 provides teachers with materials that can help them guide students through the lesson routine, such as helping to introduce the topic, building background knowledge, and reinforcing the vocabulary.

Most teachers at all school levels who indicated they used Achieve3000 also indicated they used it for the purpose of independent student work during school hours (see Table 9). Additionally, 65 percent of middle school, 53 percent of elementary school, and 47 percent of high school teachers indicated they used Achieve3000 as part of direct instruction. From 15 to 20 percent of teachers, depending on school level, indicated they used Achieve3000 for the purpose of independent student homework.

Table 9: Percentages of Teachers Who Indicated They Used Achieve3000 for Various Purposes

Indicated Purpose	Elementary	Middle	High
Independent student usage at school	97%	91%	85%
As part of direct instruction	53%	65%	47%
Independent student usage as homework	15%	20%	20%

When students were surveyed about use beyond school hours, such as using for homework, from 40 to 48 percent, depending on school level, indicated they read Achieve3000 articles at home (ES: 48%, MS: 45%, HS: 40%). Based on login information in Achieve3000, of the students who used Achieve3000, 79 percent of middle school students logged into Achieve3000 after school hours at least once, while around half of elementary school (53%) and high school students (42%) did.

Another potential use for Achieve3000 is for teachers to use it as a resource for articles. Overall, slightly more than half of teachers who indicated they used Achieve3000 also indicated they used it as a resource for articles (see Table 10).

Table 10: Percentages of Teachers Who Indicated They Used Achieve3000 as a Resource for Articles

Indicated Purpose	Elementary	Middle	High
As a resource for articles	56%	55%	56%

Other Features

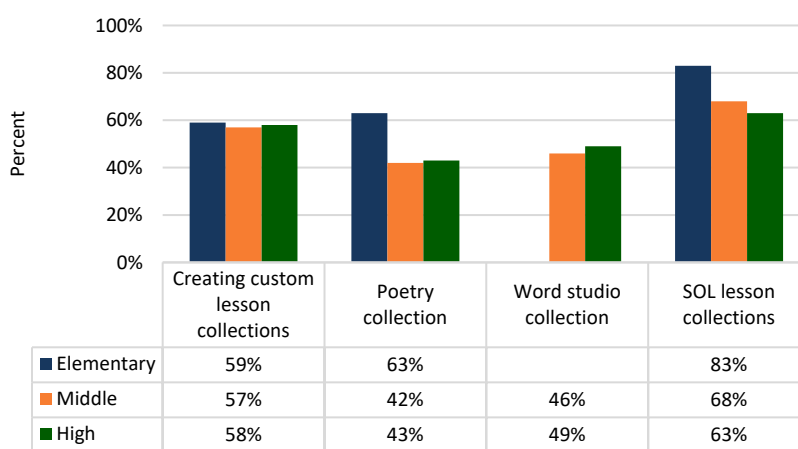
Teacher Resources

The Achieve3000 program offers other components that provide teachers with resources for supporting students including the standard edition, the support edition, or the enrichment edition. If students need additional support or enrichment, teachers can select the option that students receive support or enrichment features when completing their Achieve3000 lessons rather than the standard features. At any point, teachers can adjust this for students to receive additional features in the system. For the standard edition, content is appropriate for students with at least a 250 Lexile level. For the support edition, content would be appropriate for students with a Lexile level below 250. In addition, support features provide students with a vocabulary preview at the beginning of the lesson and extra time for completion of the activity. Through the support edition, English language learners can also receive language support with access to full Spanish translations or partial Spanish translations. For the enrichment edition, students are provided with additional extension activities and links to outside related information for additional exploration. Overall, the majority of students used the standard Achieve3000 edition features (ES: 78%; MS: 91%; HS: 88%). Approximately 20 percent of elementary school, 7 percent of middle school, and 12 percent of high school students were identified as using the support edition features at one point during the 2021-2022 school year, while 2 percent of elementary school and middle school students were identified as using the enrichment edition (54 students were identified having used both editions). Less than one percent of high school students were identified as using the enrichment edition. There were some students at all levels who used the Spanish support feature of the support edition, although, this equated to less than one percent of students at each level. Overall, 102 students used an English version with Spanish support and 53 students used a Full Spanish version.

Primarily, teachers search for, select, and assign lessons for their students. Although some lessons are automatically assigned to students in the Achieve3000 system, teachers have the ability to remove these lessons. To assist teachers with searching for, selecting, and assigning specific lessons for their students, Achieve3000 offers several resources and tools. These resources and tools include the ability to create a collection of lessons by selecting several lessons and organizing them, to utilize a collection of lessons created by Achieve3000, and to search by a Virginia SOL standard for suggested lessons. Examples of already created

collections advertised by Achieve3000 include the poetry collection, which focuses on rhyming, and word studio, which is offered only for secondary students who need to build foundational literacy skills. Overall, slightly more than half of teachers at all levels indicated they utilized the feature of creating their own lesson collections (see Figure 1). At the elementary school level, 63 percent of teachers indicated they utilized the poetry collection lessons, while slightly less than half of middle school and high school teachers indicated they used the poetry or word studio collections. Overall, 83 percent of elementary school teachers indicated they used the suggested lessons by SOL standard, while 68 percent of middle school and 63 percent of high school teachers indicated they did. When surveyed about the lessons assigned to students, from 87 to 94 percent of teachers depending on school level agreed that the articles assigned to their students are aligned to the curriculum.

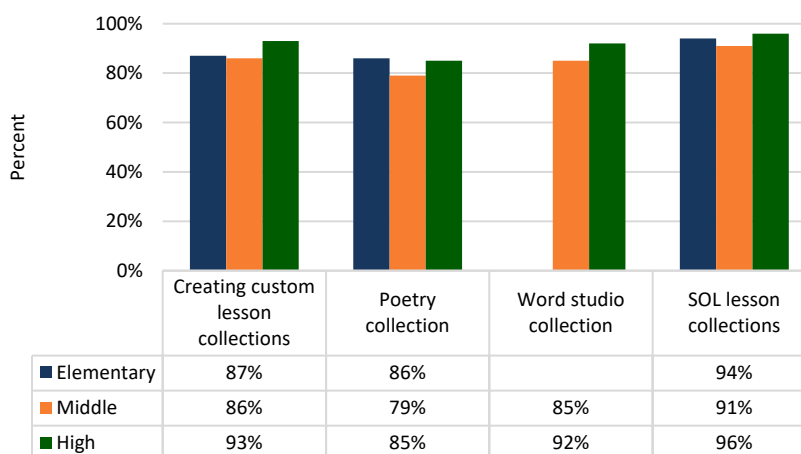
Figure 1: Percentage of Teachers Who Indicated They Used Achieve3000 Lesson Collections



Note: Only middle school and high school teachers were surveyed about word studio collection.

Of those who used the feature, at least 79 percent of teachers at each level indicated that the Achieve3000 lesson collection features were very or somewhat useful (see Figure 2). Most notably, at least 91 percent of teachers indicated that the SOL lesson collections were useful.

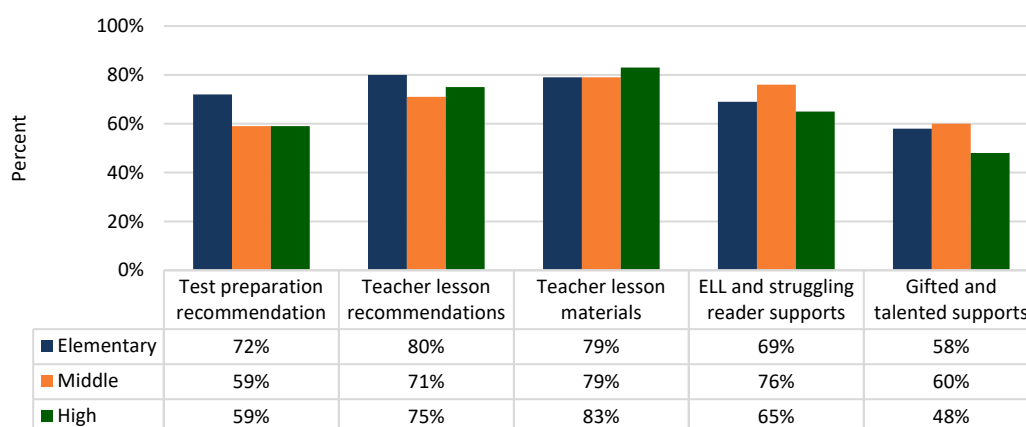
Figure 2: Percentage of Teachers Who Indicated Achieve3000 Lesson Collections Were Very or Somewhat Useful



Note: Only middle school and high school teachers were surveyed about word studio collection.

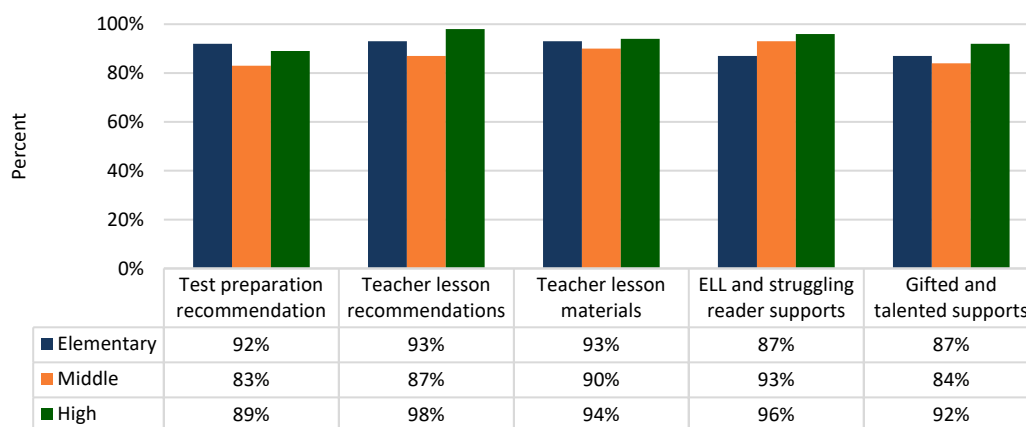
Achieve3000 also offers teachers various resources to help them prepare and teach lessons. These features are primarily utilized if teachers are working directly with students to assist them with going through the lessons. Test preparation recommendations provide suggestions for how to use the lesson to prepare students for the SOL test, specifically when working with students on the Read, Respond, and Write steps of the lesson. Teacher lesson recommendations include suggestions for ways to engage students, including how to introduce the topic or instructional focus as well as questions for discussion. Teacher materials provide supplemental information to help prepare for the lesson, including the answer key, and additional supports that could be offered for EL students, struggling readers, students who are identified as gifted, or students who would benefit from enrichment. Overall, at least 71 percent of teachers at all levels indicated they used the teacher lesson recommendations and teacher lesson materials in general (see Figure 3). While 72 percent of elementary school teachers indicated they used the test preparation recommendations, 59 percent of middle school and high school teachers indicated they did. For the specific teacher lesson materials focused on additional supports, from 65 to 76 percent of teachers indicated they used the supports for EL students or struggling readers, while from 48 to 60 percent of teachers indicated they used the supports for students identified as gifted or those who would benefit from enrichment.

Figure 3: Percentage of Teachers Who Indicated They Used Achieve3000 Teacher Materials



As shown in Figure 4, of those who used the additional resources to support teachers in providing lessons, at least 83 percent of teachers at each level indicated that were very or somewhat useful.

Figure 4: Percentage of Teachers Who Indicated Achieve3000 Teacher Materials Were Very or Somewhat Useful



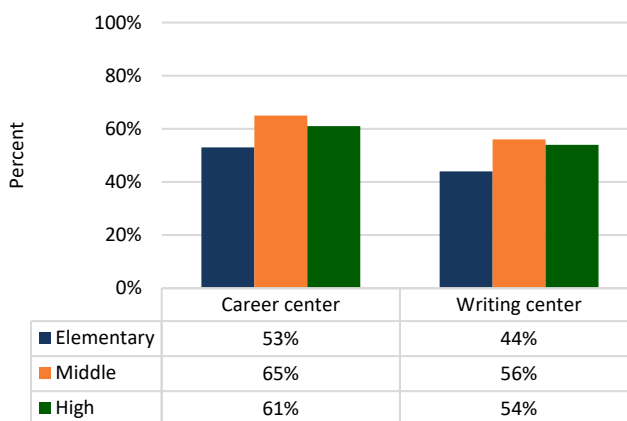
Student Components

When students log in to Achieve3000, they are able to navigate to their assigned lessons as well as several additional features offered to students. Students can also choose between the classes in which they use Achieve3000. When viewing their lessons homepage, students are able to see the lessons assigned by their teachers and the progress in completing the five steps for each lesson. One additional feature for students is the Student Scoreboard and Lexile tracker, which allows students to track their Lexile measures, badges, and points, and how many lessons they have completed with a score of 75 percent or above. When surveyed, at least 85 percent of students at all levels agreed that they can check their progress in Achieve3000 through their points and achievements (ES: 93%, MS: 88%, HS: 85%).

Another feature on a student's dashboard is the career center, which allows students to explore various careers. Students can select a career category of interest from a list of 16 career areas (e.g., Arts, Human Services) as well as various individual careers within those career areas, which is a more specific job title (e.g., Actor, Counselor). Once students select a career category and specific career in which they are interested, they are provided with details about the job as well as the median Lexile level for the career. There is also a scale in which students can see their current Lexile level and how far they are from the goal of the median Lexile level for that career. Through the career center, students can track their progress toward this goal. There is also a list of the typical educational requirements for their career of choice. Another feature offered to students is a separate writing center in which students are provided with additional resources to develop their writing skills. Students can access various articles and prompts in this center at any time; however, teachers may also assign articles to students in this center.

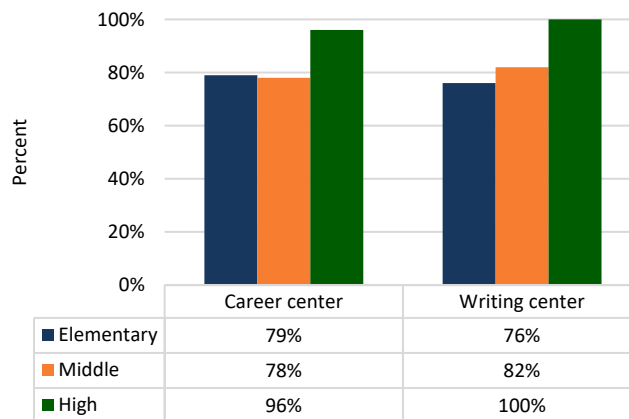
Teachers were surveyed about their students' usage of the career center and writing center. From 53 to 65 percent of teachers depending on school level indicated their students used the career center, while from 44 to 56 percent of teachers depending on school level indicated their students used the writing center. Slightly higher percentages of secondary teachers indicated their students used the career and writing centers than elementary school students (see Figure 5).

Figure 5: Percentage of Teachers Who Indicated Their Students Used Achieve3000 Student Features



Of those who indicated their students used the career and writing centers, nearly all high school teachers indicated the career and writing centers were either very or somewhat useful, while from 76 to 82 percent of elementary school and middle school teachers indicated they were useful (see Figure 6).

Figure 6: Percentage of Teachers Who Indicated Achieve3000 Student Features Were Very or Somewhat Useful



Based on student data obtained from Achieve3000, as shown in Table 11, a higher percentage of high school students (40%) who used Achieve3000 selected a career category and individual career of interest in Achieve3000 than middle school (26%) and elementary school students (8%).

Table 11: Number and Percentage of Students Who Entered Career-Related Information in Achieve3000

Measure	Elementary (N=13,955)		Middle (N=14,411)		High (N=8,175)	
Selected career cluster and job information	1,185	8%	3,782	26%	3,293	40%

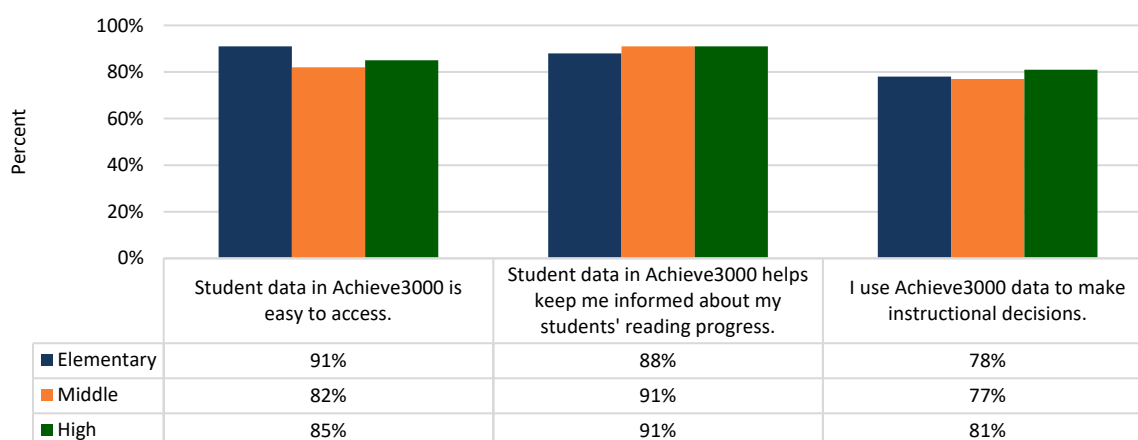
Data Center

Achieve3000 allows teachers to access all student usage and performance information through the system. As previously noted, teachers may access students' LevelSet pretest assessment information and corresponding data. Teachers also have access to three different types of reports, including student work reports, usage reports, and performance reports. Student work reports provide student data on the lessons completed, which include data on all five steps of the lesson routine. For usage and performance reports, teachers can click on data-related questions provided by Achieve3000 that allow teachers to view student data reports that answer the set questions. For usage reports, teachers can view reports related to the frequency of use, such as how usage has changed over time and how students are progressing towards the 40-activity usage goal. For performance reports, teachers can view reports related to how students are performing on lessons and their reading skills, such as how likely students are to be on track for the college and career benchmarks and how Lexile performance has changed over time. In addition, there is a data center that provides a review of students' completed activities, average scores, and Lexile records, including year-to-date Lexile progress.

Teachers were surveyed about their use of student reports in the data center, including the student work and usage reports. Most elementary school (95%), middle school (93%), and high school teachers (89%) indicated that they accessed student reports in the data center. Of those who indicated they used the data center, nearly all indicated that the reports were either very or somewhat useful (from 95% to 98%).

In addition, teachers were surveyed about the ease of access and the use of student data in Achieve3000. As shown in Figure 7, at least 82 percent of teachers at all school levels agreed that student data in Achieve3000 was easy to access. At least 88 percent agreed that student data helped keep them informed about their students' reading progress, whereas 77 to 81 percent of teachers depending on school level agreed that they used Achieve3000 data to make instructional decisions for their students.

Figure 7: Teacher Agreement Percentages Regarding Use of Student Data in Achieve3000



Administrators at the school and division level can also view reports at the overall school or division level. Additionally, administrators have access to a separate edition of Achieve3000 called the leadership edition, which provides a data dashboard at the overall school or division level. On the survey, administrators who indicated teachers at their school used Achieve3000 were asked whether they had accessed data in Achieve3000. Overall, 94 percent of elementary school administrators, 83 percent of middle school administrators, and 87 percent of high school administrators indicated they accessed data in Achieve3000. Administrators who indicated they accessed data in Achieve3000 were also surveyed about the ease of access and their use of the data. All or nearly all administrators at all school levels (from 98% to 100%) indicated that student data is easy to access, that the data helps keep them informed about students' reading progress, and that they use Achieve3000 data to discuss student Lexile progress during conversations with teachers and/or literacy coaches.

Home Edition

Achieve3000 offers a Home Edition in which parents can access three types of reports for their children: work submitted to their teacher, frequency of usage and most frequently used features, and monitoring students' Lexile performance and college and career readiness throughout the year.¹⁶ For parents to obtain access, teachers need to provide them with information on how to create a login for the Home Edition. Teachers can access this information within the Achieve3000 system to provide to parents. Teachers can create, print, and send home to parents a customized set of instructions that includes the student's name and username information. Additionally, teachers have access to a welcome letter that can be distributed to parents that provides them with general information about Achieve3000, including an overview of the 5-step lesson routine, as well as their child's username information.

Another feature available to parents through the Home Edition includes sending emails to the Achieve3000 team, their children, and their children's administrators and teachers, although the parent/teacher message option can be disabled.¹⁷ Parents also have access to the Home Edition Learning Center, which provides parents with additional resources to supplement school instruction and extend learning beyond the typical school day.

A usage report obtained from the Achieve3000 system showed that 185 parents across the division had an Achieve3000 username; however, no parents had a recorded login to the system during the 2021-2022 school year. Although parents did not access the system, a majority of elementary and middle school parents were aware their child used Achieve3000. When surveyed, approximately 59 percent of elementary school and 57 percent of middle school parents indicated their child used Achieve3000 in any of his or her classes during the

2021-2022 school year, whereas 19 percent of high school parents indicated their child did. Additionally, approximately one-third of elementary school (36%) and middle school parents (37%) indicated they did not know whether their child used Achieve3000, while 62 percent of high school parents indicated they did not know. Parents who indicated their child used Achieve3000 were also surveyed about their understanding of the purpose. From 83 to 87 percent of parents depending on the school level indicated that they understood the purpose of Achieve3000.

Professional Learning and Support

According to the director of K-12 and gifted programs, teachers are provided with professional learning about Achieve3000 when beginning as a teacher with VBCPS. Additionally, Achieve3000 representatives provide support at the individual school level as needed. The Achieve3000 implementation director will meet with staff at the elementary school and middle school levels. In particular, the director may meet with Professional Learning Communities (PLCs), provide professional learning, and discuss data. In addition, the director offers the ability to work directly with the teachers to coteach and model implementation in the classroom. Through the Achieve3000 help center, professional learning sessions can also be set up.

Regarding receiving professional learning, of the teachers who indicated they used Achieve3000 during the 2021-2022 school year, 96 percent of elementary school teachers, 93 percent of middle school teachers, and 80 percent of high school teachers indicated they received professional learning related to Achieve3000. Of those who indicated they had received professional learning, 91 percent of elementary school, 91 percent of middle school, and 86 percent of high school teachers agreed that the professional learning provided them with the necessary knowledge to use the program with their students.

In addition, 95 percent of elementary school, 93 percent of middle school, and 79 percent of high school teachers indicated they received support directly from Achieve3000 representatives. Of those who indicated they had received support from Achieve3000 representatives, 92 percent of elementary school, 90 percent of middle school, and 90 percent of high school teachers agreed that the support received from Achieve3000 provided them with the necessary knowledge to use the program with their students.

A feature offered in the Achieve3000 teacher portal is a link to the Achieve3000 hub that offers teachers webinars as well as advertisements for student contests. While 64 percent of elementary school teachers indicated they used this feature, less than half of middle school (49%) and high school (43%) teachers indicated they did. Of those who indicated they used the Achieve3000 hub, 80 percent of elementary school teachers, 79 percent of middle school teachers, and 85 percent of high school teachers indicated it was very or somewhat useful.

When administrators were surveyed about Achieve3000 support, 84 percent of elementary school, 76 percent of middle school, and 47 percent of high school administrators indicated they met with Achieve3000 representatives. Of those who indicated they had met with Achieve3000 representatives, 100 percent of administrators at all school levels agreed that meeting with Achieve3000 representatives was useful to understand the program and/or data.

Characteristics of Students Using Achieve3000

The second evaluation question focused on the demographic characteristics of the students who used Achieve3000, which included students who logged into the Achieve3000 system at least once. Comparisons were made to the demographic characteristics of students at the division level. A difference of 5 percentage points or larger across the groups were noted. Comparisons were also made between the students who used Achieve3000 and those who were included in the outcome analyses.

Student Demographic Characteristics

A total of 36,541 students logged in to Achieve3000 at least once during the 2021-2022 school year. Demographic characteristics of students who used Achieve3000 are shown in Table 12. In comparison to all students enrolled at any point during the 2021-2022 school year at the elementary school and middle school levels, there were no notable differences in student demographics of those who used Achieve3000. At the high school level, in comparison to all enrolled students, there was a higher percentage of students who used Achieve3000 who were Black (32% vs. 24%) and a lower percentage of students who were White (39% vs. 46%). At the high school level, compared to all enrolled students, there were also higher percentages of students who used Achieve3000 who were economically disadvantaged (51% vs. 38%) and students with disabilities (17% vs. 11%), while there was a lower percentage of students who were identified as gifted (9% vs. 19%).

Table 12: Demographic Characteristics of Students Who Used Achieve3000

Student Characteristic	Used Achieve3000			Division		
	Elementary 3-5 (N=13,955)	Middle (N=14,411)	High (N=8,175)	Elementary 3-5 (N=14,953)	Middle (N=15,638)	High (N=21,092)
Female	48%	49%	44%	48%	49%	49%
Male	52%	51%	56%	52%	51%	51%
Asian	6%	6%	4%	6%	6%	6%
Black	23%	25%	32%	23%	24%	24%
Hispanic	13%	14%	14%	13%	13%	12%
Multiracial	11%	10%	10%	11%	10%	10%
White	46%	45%	39%	46%	45%	46%
Economically Disadvantaged	42%	45%	51%	42%	43%	38%
English Learner	4%	2%	4%	4%	2%	2%
Gifted	21%	19%	9%	23%	22%	19%
Military Connected	24%	19%	14%	24%	19%	15%
Students with Disabilities	12%	12%	17%	13%	12%	11%

Note: VBCPS student information included all students enrolled at any point during 2021-2022 obtained from the data warehouse.

To be included in the outcome goal analyses, students must have completed the LevelSet pretest assessment in the fall (i.e., between September and November) and have an end-of-year Lexile adjustment (i.e., between March and June) from the Achieve3000 system. Of the students who used Achieve3000 at any time during the year, 75 percent of elementary school, 78 percent of middle school, and 31 percent of high school students were included in this group for the analyses. Of all students who were enrolled during the 2021-2022 school year, 70 percent of elementary school, 72 percent of middle school, and 12 percent of high school students were included in this group for the analyses. Demographic characteristics of the students who were included in the Achieve3000 outcome analyses were compared to students who used Achieve3000 shown in Table 12. There were no notable differences across the groups of students (see Appendix A).

Progress Toward Meeting Outcome Goal and Objective

The third evaluation question focused on progress made toward meeting the program's outcome goal and objective focused on improvement in reading skills.

Goal 1: Students who use Achieve3000 will improve their reading skills.

To examine student improvement in reading skills, students' actual Lexile growth was calculated by subtracting the end-of-year Lexile level from the LevelSet pretest Lexile level. In addition, the amount of students' growth above the expected growth was calculated by subtracting the actual growth from expected growth. Students' improvement in reading was measured by two indicators: 1) whether students' actual growth exceeded their expected growth and 2) whether they were reading on grade level as measured by their end-of-year Lexile level.

Student performance on these measures was examined overall by school level as well as by students' level of usage, activity performance, initial LevelSet pretest performance, and select student groups. Students' level of usage was defined as the number of Respond activities completed throughout the year, while Respond activity performance was defined as the students' average score on the activities. Initial LevelSet pretest performance was defined by whether a student exceeded, met, was approaching, or fell far below grade level benchmarks at the pretest. Select student groups included groups by gender, race/ethnicity, economic status, student disability status, EL status, and gifted status.

Objective 1: *Students who use Achieve3000 will demonstrate improved reading skills as measured by Lexile growth and reading on grade level on the Achieve3000 assessments and teacher survey responses.*

Achieve3000 Data

Students' average actual Lexile growth is shown by level in Table 13. As a reminder, students' actual Lexile growth was calculated by subtracting their end-of-year Lexile level from their LevelSet pretest Lexile level. Overall, elementary school students had larger growth in their Lexile level than students at the secondary levels, which is consistent with previous research showing that Lexile growth is larger at younger grade levels.¹⁸ Examining individual student actual Lexile growth showed that nearly all students at each school level had an increase in their Lexile level from their pretest to their final Lexile adjustment (from 88% to 93%). When comparing students' actual Lexile growth to their expected Lexile growth, from 70 to 73 percent of students depending on the level had actual growth that was larger than expected. When examining the percentage of students reading on grade level as measured by students' end-of-year Lexile level- in Achieve3000, overall, nearly half of elementary school students (49%) and middle school students (47%) who used Achieve3000 were reading on grade level, while 40 percent of high school students were.

Table 13: Student Improvement in Reading Skills

Measure	Elementary (N=10,440)	Middle (N=11,232)	High (N=2,523)
Average actual Lexile growth	159 L	114 L	102 L
Percentage of students with increase in their Lexile level (actual growth)	93%	88%	88%
Average expected Lexile growth	85 L	48 L	38 L
Average actual Lexile growth beyond expected growth	73 L	66 L	64 L
Percentage with actual growth larger than expected	71%	70%	73%
Percentage reading on grade level (based on last Achieve3000 Lexile level)	49%	47%	40%

Note: There were 13 students excluded from some analyses due to lack of expected growth information using the full Spanish version.

Outcomes by Usage and Performance, and Student Groups

The percentages of students who had larger growth than expected and percentages of students reading on grade level were further examined based on students' level of Achieve3000 usage, activity performance, initial LevelSet pretest performance, and select student groups. Similar to analyses in other reports provided by Achieve3000, student level of usage was categorized by students who completed less than 40 activities, between 40 and 79 activities, and 80 or more activities. Student activity performance level was categorized by students who had an average score on the activities of less than 65 percent, between 65 percent and 74 percent, and at least 75 percent. Student initial LevelSet pretest performance was categorized by students reading far below grade level, approaching grade level, meeting grade level, and exceeding grade level based on their Lexile level. Student group data were analyzed by gender, race/ethnicity, economic status, student disability status, EL status, and gifted status. Differences of 5 percentage points or larger were noted.

It is important to note that higher percentages of students whose Lexile levels met or exceeded grade level benchmarks based on the LevelSet pretest also had an average score on the activities of at least 75 percent compared to students who were far below or approaching grade level (see Appendix B). Relatively similar percentages of students whose Lexile levels met or exceeded grade level benchmarks completed less than 40 activities, between 40 and 79 activities, and 80 or more activities compared to students who were far below or approaching grade level (see Appendix B). Therefore, students' performance on the pretest did not appear to impact how many activities they completed, but it did appear to impact how they performed on those activities.

Comparisons by student usage group showed that at all school levels, the groups of students who completed between 40 and 79 activities had higher percentages of students with growth that was larger than expected compared to students who completed fewer than 40 activities (see Table 14). At the elementary school level, the group of students who completed at least 80 activities had a higher percentage of students with growth that was larger than expected (81%) compared to students who completed from 40 to 79 activities (74%). There was a minimal difference between these two groups at the middle school level (78% vs. 74%). There were fewer than 10 students at the high school level who completed at least 80 activities; therefore, comparisons were not made to this group. When examining the percentage of students who were reading on grade level, at the elementary school and middle school levels, there were higher percentages of students reading on grade level in the groups of students who completed more activities, while there was a minimal difference between the usage groups at the high school level (see Table 14).

At all school levels, nearly all students (from 95% to 99%) who had an average score of at least 75 percent on activities also had growth that was larger than expected, whereas from 50 to 73 percent of students who had an average between 65 and 74 percent had growth that was larger than expected and from 3 to 12 percent of students who had an average below 65 had this level of growth (see Table 14). Comparisons by activity performance showed large differences in the percentages who were reading on grade level between the groups who had at least a 75 percent average score and those who did not (from 60% to 86% vs. from 1% to 42%).

Comparisons by initial pretest performance showed that at the elementary school and middle school levels, higher percentages of students who were exceeding grade level benchmarks at pretest had growth that was larger than expected, followed by students who were meeting grade level benchmarks, and approaching grade level benchmarks, then those who were far below grade level benchmarks (see Table 14). At the high school level, higher percentages of students exceeding or meeting grade level benchmarks showed growth that was larger than expected, followed by those who were approaching grade level benchmarks, and then those who were far below grade level.

Table 14: Number and Percentage of Students Showing Improvement in Reading Skills by Usage and Performance Category

Usage/Performance Group	Elementary			Middle			High		
	N=10,440	Growth Over Expected	EOY Reading On Grade Level	N=11,232	Growth Over Expected	EOY Reading On Grade Level	N=2,523	Growth Over Expected	EOY Reading On Grade Level
Activity Frequency									
Less than 40 activities	3,843	62%	41%	7,908	68%	45%	2,301	72%	40%
40-79 activities	4,369	74%	52%	3,155	74%	52%	211	80%	44%
80 or more activities	2,225	81%	59%	165	78%	64%	^*	^	^
Activity Performance: Average score									
Average score less than 65%	2,854	34%	11%	1,797	15%	3%	273	11%	1%
Average score between 65% and 74%	3,939	73%	42%	4,155	57%	23%	726	50%	13%
Average score at least 75%	3,644	99%	86%	5,276	99%	82%	1,518	95%	60%
Pretest Performance**									
Far Below GL	2,756	66%	8%	2,304	53%	< 1%	949	57%	1%
Approaching GL	4,858	69%	44%	4,912	60%	28%	873	75%	36%
Meets GL	2,110	78%	98%	2,151	88%	98%	509	92%	99%
Exceeds GL	713	89%	> 99%	1,861	96%	100%	186	89%	100%

Note: There were 13 students excluded from some analyses due to lack of expected growth information using the full Spanish version.

*There were less than 10 students at the high school level who completed 80 or more activities.

**These Lexile level categories align with grade-level expectations based on Reading Inventory Lexile performance bands.

Outcomes by Student Group

Comparisons by gender at all school levels showed minimal differences in the percentages who had growth that was larger than expected and those who were reading on grade level at the end-of-year Lexile adjustment date, with the exception of slightly higher percentages of female students reading on grade level compared to male students at the secondary levels.

At the elementary school and middle school levels, higher percentages of Asian and White students had growth that was larger than expected compared to the other groups and lower percentages of Black students had growth that was larger than expected compared to the other groups (see Table 15). At the high school level, a higher percentage of Asian students had growth that was larger than expected compared to the other groups. Regarding reading on grade level, at all school levels, the highest percentage of students reading on grade level was the Asian student group, while the lowest percentage of students reading on grade level was the Black student group.

At all school levels, higher percentages of students who were not economically disadvantaged had growth that was larger than expected and were reading on grade level compared to students who were economically disadvantaged (see Table 15). A similar pattern of results was found for students with disabilities and EL students. In addition, higher percentages of students who were gifted had growth that was larger than expected and were reading on grade level compared to students who were not gifted.

Table 15: Number and Percentage of Students Showing Improvement in Reading Skills by Student Group

Student Group	Elementary			Middle			High		
	N	Growth Over Expected	EOY Reading On Grade Level	N	Growth Over Expected	EOY Reading On Grade Level	N	Growth Over Expected	EOY Reading On Grade Level
Gender									
Female	5,127	71%	50%	5,533	71%	50%	1,134	72%	42%
Male	5,304	72%	48%	5,675	69%	45%	1,379	73%	38%
Race/Ethnicity									
Asian	667	75%	64%	712	79%	65%	122	86%	49%
Black	2,113	62%	28%	2,652	62%	26%	819	71%	29%
Hispanic	1,288	70%	44%	1,468	67%	41%	339	73%	44%
Multiracial	1,187	70%	50%	1,139	68%	48%	259	73%	40%
White	5,089	75%	57%	5,188	74%	57%	960	72%	47%
Economically Disadvantaged									
Yes	4,342	65%	35%	4,934	62%	32%	1,381	70%	34%
No	6,095	76%	59%	6,294	76%	60%	1,136	75%	32%
Students with Disabilities									
Yes	915	62%	17%	1,146	46%	10%	441	51%	7%
No	9,522	71%	52%	10,082	73%	52%	2,076	77%	31%
EL									
Yes	343	66%	20%	223	52%	3%	72	61%	5%
No	10,094	71%	50%	11,005	70%	48%	2,445	73%	28%
Gifted									
Yes	2,549	84%	83%	2,405	89%	85%	214	91%	72%
No	7,888	67%	38%	8,823	65%	37%	2,303	71%	23%

Perception Data

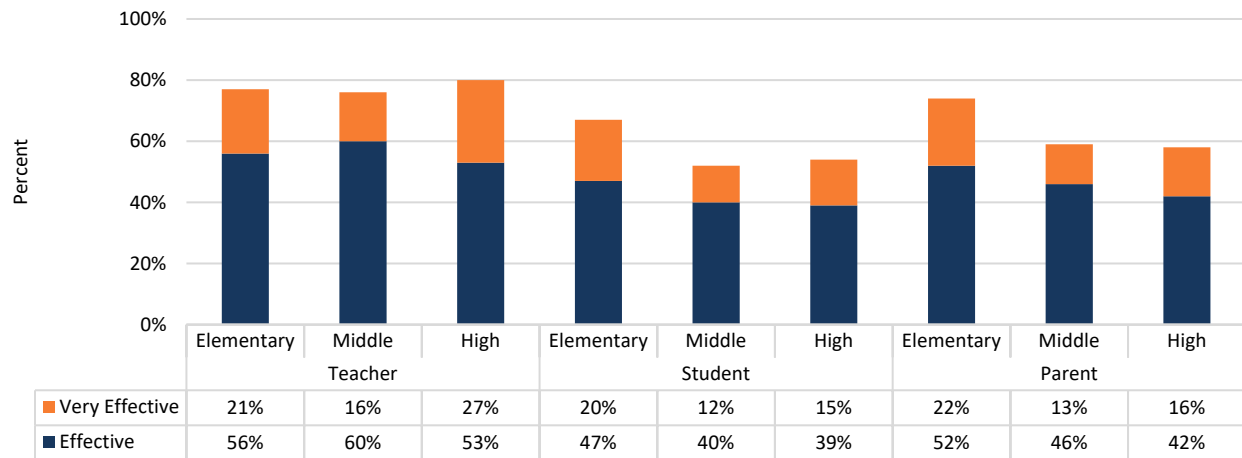
When teachers, students, parents, and administrators were surveyed about Achieve3000 having helped improve students' reading skills, at least 87 percent of teachers, 67 percent of students, 72 percent of parents, and all administrators at all levels agreed (see Table 16). Overall, there were higher agreement percentages at the elementary school level than at the other levels across respondent groups.

Table 16: Agreement Regarding Achieve3000 Use Helping Improve Students' Reading Skills

Group	Elementary	Middle	High
Teacher	90%	87%	87%
Student	82%	70%	67%
Parent	86%	75%	72%
Administrator	100%	100%	100%

When asked to rate the effectiveness of Achieve3000 on improving students' reading skills, from 75 to 80 percent of teachers indicated that it was very effective or effective. From 67 to 74 percent of elementary school students and parents indicated Achieve3000 was very effective or effective, while from 52 to 60 percent of secondary students and parents indicated it was (see Figure 8).

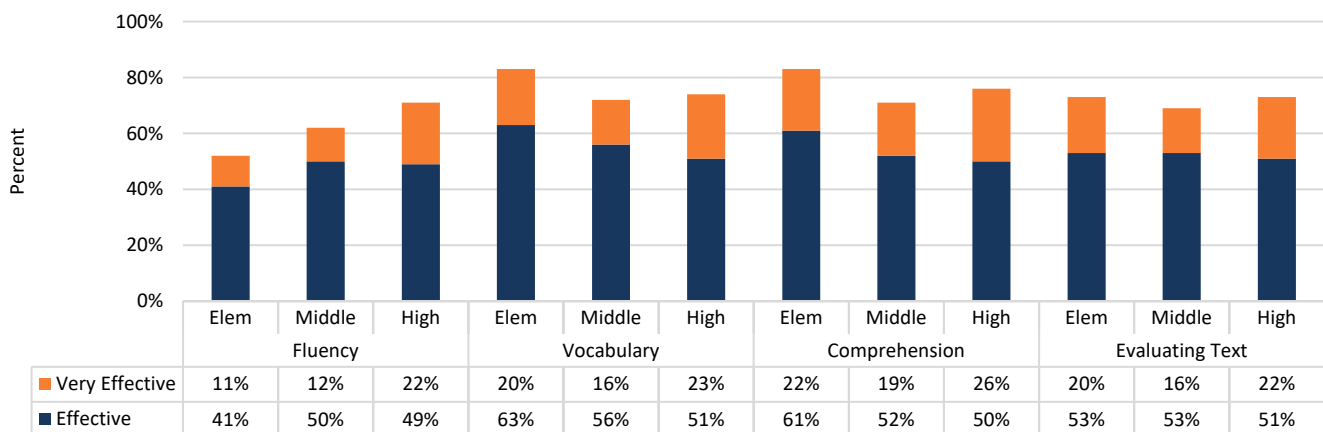
Figure 8: Perceptions Regarding Effectiveness of Achieve3000 Use Improving Reading Skills



Note: Teachers were asked about students' overall reading ability. Other survey response options included Neither Effective Nor Ineffective, Ineffective, Very Ineffective.

Teachers were also asked about the effectiveness of Achieve3000 on improving several components of students' reading abilities, including fluency, vocabulary, comprehension, and evaluating text. At least 71 percent of teachers at all levels indicated that Achieve3000 was very effective or effective at improving students' vocabulary, comprehension, and evaluating text (see Figure 9). Regarding reading fluency, 71 percent of high school teachers indicated that Achieve3000 was effective, whereas 52 percent of elementary school teachers and 63 percent of middle school teachers indicated it was.

Figure 9: Teacher Perceptions Regarding Achieve3000 Use Helping Improve Students' Reading Skills



Note: Other survey response options included Neither Effective Nor Ineffective, Ineffective, Very Ineffective.

Relationship With Other Assessment Performance

The fourth evaluation question was focused on the relationship between student usage and performance on Achieve3000 assessments with student performance on other division assessments, including the Reading Inventory and spring reading SOLs.

Relationship Between Assessments

Initial analyses were conducted to examine the relationship between performance on the Achieve3000 assessments (i.e., LevelSet pretest, end-of-year Lexile level) and other division assessments.

As shown in Table 17, at all school levels, the correlations between the Achieve3000 assessment Lexile levels and the Reading Inventory Lexile levels ranged from .74 to .85, which are considered strong correlations.¹⁹ The highest correlation was found in the fall at the elementary school level (.85), while the lowest was found in the spring at the high school level (.74). Correlations between the end-of-year Achieve3000 Lexile levels and the reading SOL scale scores ranged from .68 to .76. The correlations at the middle school and high school levels are considered to be strong correlations, while the correlation at the elementary school level is moderate. These findings suggest a strong positive relationship at all levels between the Achieve3000 assessments and the Reading Inventory and reading SOL, meaning that students who score high on one assessment also score high on the others, while students who score low on one assessment also score low on the others.

Table 17: Correlations Between Achieve3000 Assessments and Reading Inventory and SOL Performance

Correlations	Elementary	Middle	High*
Pretest LevelSet Lexile and fall RI Lexile	.85	.82	.78
Last adjustment Lexile and spring RI Lexile	.83	.80	.74
Last adjustment Lexile and SOL scale score	.68	.76	.75

Note: *At the high school level, the RI is mandatory for grade 9 students only; therefore, analyses were limited to grade 9 students.

The determination of whether students are reading on grade level on the Achieve3000 assessments and Reading Inventory as well as passing the reading SOL were also examined. As shown in Table 18 for the fall, 59 percent of middle school students who were reading on grade level in the fall as measured by the fall RI were also shown to be reading on grade level as measured by the LevelSet pretest in the fall. Conversely, 96 percent of middle school students who were not reading on grade level in the fall as measured by the fall RI were also shown to not be reading on grade level as measured by the LevelSet pretest. A similar pattern was seen at the elementary school and high school levels with approximately half of students who were reading on grade level on the fall RI were also reading on grade level on the LevelSet pretest, while 97 percent were not reading on grade level on the RI were also not reading on grade level on the LevelSet pretest.

Table 18: Percentages of Students Who Met Fall Reading Inventory Benchmark Who Were and Were Not Reading on Grade Level on LevelSet Pretest

Achieve3000 LevelSet Pretest Performance	Elementary		Middle		High*	
	Met Fall RI Benchmark	Did Not Meet Fall RI Benchmark	Met Fall RI Benchmark	Did Not Meet Fall RI Benchmark	Met Fall RI Benchmark	Did Not Meet Fall RI Benchmark
Reading on Grade Level	50%	3%	59%	4%	49%	3%
Not Reading on Grade Level	50%	97%	41%	96%	51%	97%

Note: *High school analyses were limited to grade 9 students.

A similar pattern of results was found for the end-of-year Achieve3000 Lexile level and the spring RI. As shown in Table 19, 65 percent of the elementary school students who were reading on grade level as measured by the spring RI were also shown to be reading on grade level as measured by their Achieve3000 end-of-year Lexile level in the spring. Conversely, 93 percent of the elementary school students who were not reading on grade level as measured by the spring RI were also shown to not be reading on grade level as measured by their end-of-year Lexile level. A similar pattern of results was seen at the middle school and high school levels;

however, the percentage of students reading on grade level on the spring RI who were also reading on grade level through their Achieve3000 end-of-year Lexile level was notably lower at the middle school level.

Overall, student performance on the RI was indicative of the performance in Achieve3000 for students who were determined to not be reading on grade level in the fall and spring on the RI. However, there was not a clear pattern for those who were considered to be reading on grade level on the fall and spring RI. It is important to note that the Lexile performance bands used to determine whether students were reading on grade level were the same across the RI and Achieve3000 assessments. In addition, the assessments were completed during similar timeframes. Therefore, differences in performance between the RI and Achieve3000 assessments may be due to other factors, such as content, assessment formats, or student motivation. For example, Achieve3000 includes all non-fiction content, while the RI includes both non-fiction and fiction content.

Table 19: Percentages of Students Who Met Spring Reading Inventory Benchmark Who Were and Were Not Reading on Grade Level on Achieve3000

Achieve3000 Final Adjustment Performance	Elementary		Middle		High*	
	Met Spring RI Benchmark	Did Not Meet Spring RI Benchmark	Met Spring RI Benchmark	Did Not Meet Spring RI Benchmark	Met Spring RI Benchmark	Did Not Meet Spring RI Benchmark
Reading on Grade Level	65%	7%	33%	7%	56%	6%
Not Reading on Grade Level	35%	93%	33%	93%	44%	94%

Note: *High school analyses were limited to grade 9 students.

As shown in Table 20, 56 percent of the elementary school students who passed the reading SOL were also shown to be reading on grade level as measured by their end-of-year Achieve3000 Lexile level. Conversely, 97 percent of the elementary school students who did not pass the reading SOL were also shown to not be reading on grade level as measured by their Achieve3000 end-of-year Lexile level. A similar pattern of results was seen at the middle school and high school levels. Overall, similar to the RI, student performance on the reading SOL was indicative of the performance on Achieve3000 for those who did not pass the SOL; however, there was not a clear pattern for those who passed the SOL.

Table 20: Percentages of Students Who Passed Reading SOL Who Were and Were Not Reading on Grade Level on Achieve3000

Achieve3000 Final Adjustment Performance	Elementary		Middle		High	
	Passed Reading SOL	Did Not Pass Reading SOL	Passed Reading SOL	Did Not Pass Reading SOL	Passed Reading SOL	Did Not Pass Reading SOL
Reading on Grade Level	56%	3%	56%	1%	53%	0%
Not Reading on Grade Level	44%	97%	44%	99%	47%	100%

Fall to Spring Reading Inventory Performance by Achieve3000 Usage and Performance Groups

Additional analyses were conducted to examine student performance from the fall to the spring on the RI based on students' usage and activity performance in Achieve3000. Overall based on students included in the Achieve3000 outcome analyses, from 44 to 57 percent of students depending on school level were determined to be reading on grade level in the fall and from 55 to 73 percent of students depending on school level were determined to be reading on grade level in the spring based on the RI (see Table 21).

Table 21: Percentage of Students Reading on Grade Level on RI in the Fall and Spring

Data	Elementary	Middle	High*
Fall percentage reading on grade level	52%	57%	44%
Spring percentage reading on grade level	73%	66%	55%

Note: *Reading Inventory analyses at the high school level were limited to grade 9 students.

As shown in Table 22, overall comparisons by usage group and activity performance group showed that higher percentages of students who completed more activities and had higher averages on the activities were reading on grade level on the spring RI compared to students who completed less activities and had lower averages on the activities. At the high school level, higher percentages of ninth grade students who completed less activities were reading on grade level on the spring RI than students who completed more activities. However, the patterns of results by usage group and activity performance group at all levels were most likely due to higher percentages of students reading on grade level in the fall (see Table 22).

Table 22: Percentage of Students Reading on Grade Level on the Reading Inventory by Usage and Performance Category

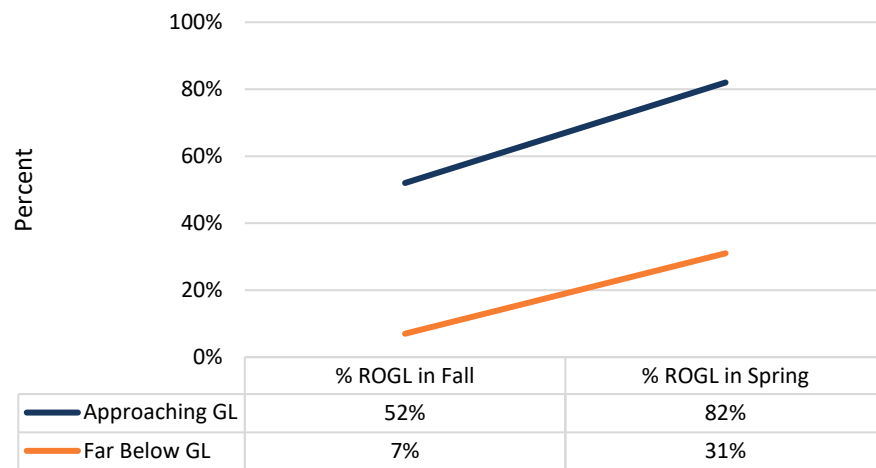
Usage/Performance Group	Elementary		Middle		High	
	Fall Reading on Grade Level	Spring Reading on Grade Level	Fall Reading on Grade Level	Spring Reading on Grade Level	Fall Reading on Grade Level*	Spring Reading on Grade Level*
Activity Frequency						
Less than 40 activities	49%	71%	57%	66%	47%	57%
40-79 activities	53%	75%	57%	67%	35%	49%
80 or more activities	53%	76%	66%	75%	^**	^
Activity Performance: Average score						
Average score less than 65%	21%	44%	15%	21%	10%	14%
Average score between 65% and 74%	51%	77%	45%	57%	34%	45%
Average score at least 75%	77%	92%	82%	89%	67%	80%

Note: *Reading Inventory at the high school level includes grade 9 students only.

**Less than 10 high school students completed at least 80 activities.

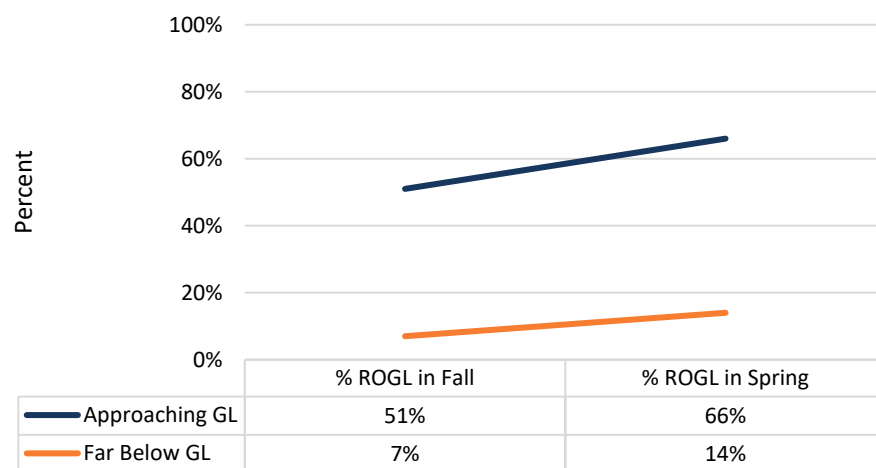
To examine the potential impact of Achieve3000 use for below-grade level readers, additional analyses compared the percentage of students who were reading on grade level on the RI in the fall and in the spring for students who were far below grade level and those who were approaching grade level on the fall LevelSet pretest. Students who were reading on grade level in the fall were not included in these figures due to already meeting the reading on grade level benchmark. At the elementary school level, the percentages of students who were reading on grade level on the RI increased 30 percentage points from fall to spring for those approaching grade level benchmarks (from 52% to 82%) and 24 percentage points for those far below grade level benchmarks (from 7% to 31%) (see Figure 10).

Figure 10: Percentage of Elementary School Students Reading on Grade Level in Fall and Spring on RI by LevelSet Pretest Performance



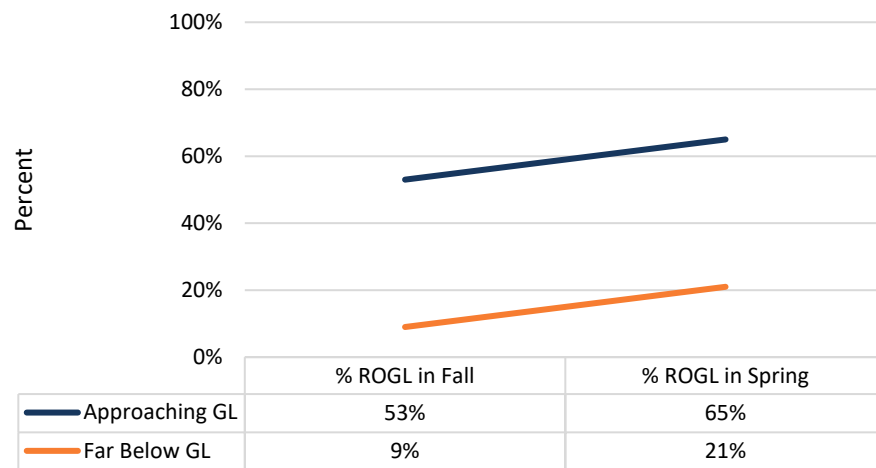
As shown in Figure 11, at the middle school level, the percentages of students who were reading on grade level on the RI increased 15 percentage points from fall to spring for those approaching grade level benchmarks (from 51% to 66%) and 7 percentage points for those far below grade level benchmarks (from 7% to 14%).

Figure 11: Percentage of Middle School Students Reading on Grade Level in Fall and Spring on RI by LevelSet Pretest Performance



At the high school level, the percentages of students who were reading on grade level on the RI increased 12 percentage points from fall to spring for both groups: those approaching grade level benchmarks (from 53% to 65%) and those far below grade level benchmarks (from 9% to 21%) (see Figure 12). Taken together, these results at each school level show a notably larger increase of below-grade level students who were reading on grade level by the end of the year at the elementary school level compared to the secondary levels.

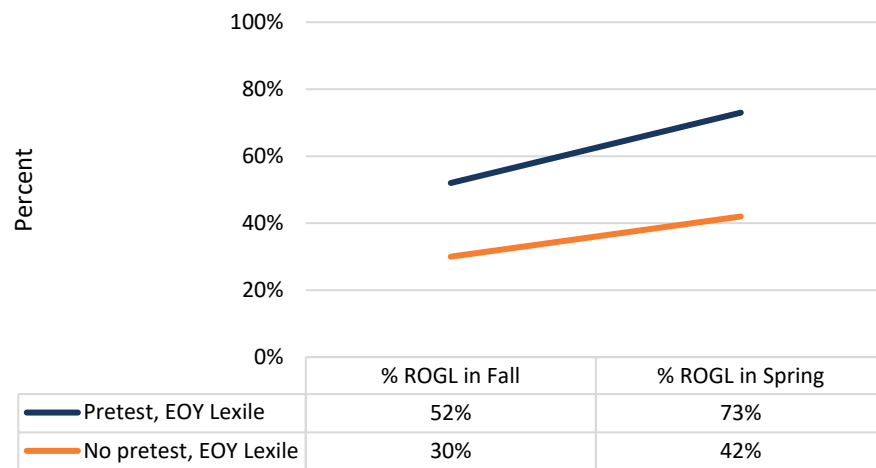
Figure 12: Percentage of High School Students Reading on Grade Level in Fall and Spring on RI by LevelSet Pretest Performance



Performance on the RI in the fall and the spring was also examined comparing students who had an Achieve3000 LevelSet pretest and end-of-year Lexile level to the students who used Achieve3000 (i.e., logged in at least once) but did not have a LevelSet pretest and end-of-year Lexile level to assess the extent to which consistent Achieve3000 use impacted the reading gains that were made during the year on a separate assessment. As a reminder, for students to have an end-of-year Lexile level, they must have completed at least four Respond activities within a month timeframe. In addition, they must have completed the LevelSet pretest in the fall (i.e., September through November) and the end-of-year Lexile in the spring (i.e., March to June). Therefore, these students must have engaged with the system for at least one month during this timeframe, whereas the students without the LevelSet pretest and end-of-year Achieve3000 Lexile level did not engage with the system for at least a one-month period at any point during the school year.

As shown in Figure 13, at the elementary school level, there was a larger increase for the students who engaged with Achieve3000 (increase of 21 percentage points from fall to spring) compared to the students who did not engage with Achieve3000 (increase of 12 percentage points from fall to spring). The increase in the percentage of students reading on grade level from fall to spring as measured by the RI was 9 percentage points larger for those who engaged with Achieve3000 than those who did not engage with Achieve3000.

Figure 13: Percentage of Elementary School Students Reading on Grade Level in Fall and Spring on RI by Achieve3000 Usage Group



As shown in figures 14 and 15, at the middle school and high school levels, the increase in the percentage of students reading on grade level from fall to spring was relatively similar for students who engaged with Achieve3000 and the students who did not engage with Achieve3000, although the pattern of results was in the direction of favoring students who engaged with the system (MS: increase of 9 percentage points from fall to spring vs. 7 percentage points; HS: increase of 11 percentage points vs. 10 percentage points).

Figure 14: Percentage of Middle School Students Reading on Grade Level in Fall and Spring on RI by Achieve3000 Usage Group

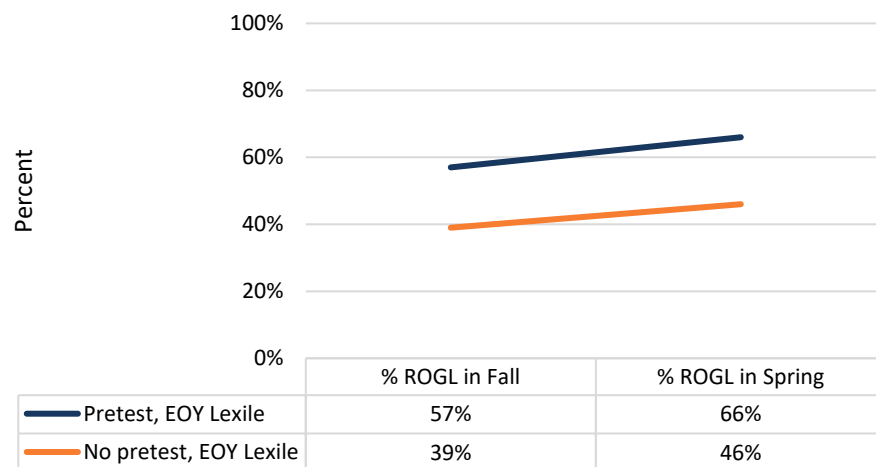
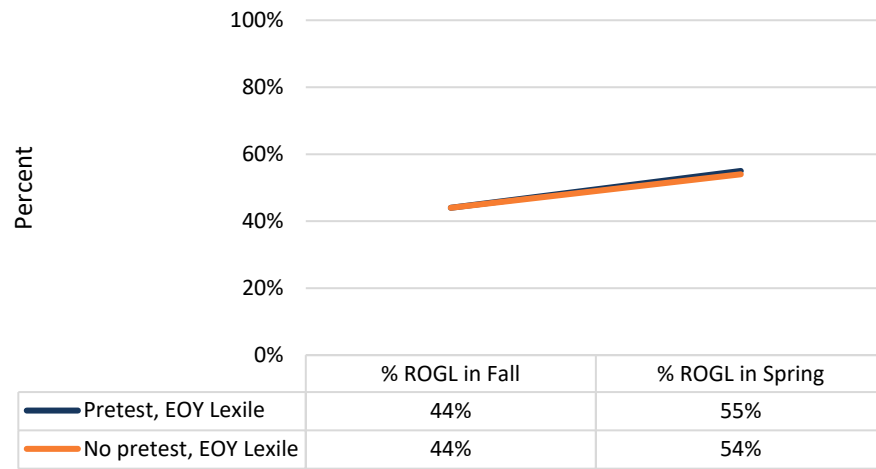


Figure 15: Percentage of High School Students Reading on Grade Level in Fall and Spring on RI by Achieve3000 Usage Group



The data suggest that especially at the elementary school level, there is a greater increase in the percentage of students reading on grade level from the fall to the spring RI for students engaging with Achieve3000 than for those not engaging with Achieve3000. Although both groups made reading gains at the middle school and high school levels, the gains did not vary noticeably for those who did and did not engage with Achieve3000. This school level difference could be related to higher percentages of elementary school students regularly using Achieve3000 than at the secondary levels. However, it is also possible that this pattern could be related to other Tier I reading resources available to secondary students not engaging with Achieve3000 that are supporting their reading skill growth.

Student Performance Data Summary

In summary, students' end-of-year reading performance was examined through two measures in Achieve3000, including larger growth than expected and reading on grade level, as well as through other division assessments such as the Reading Inventory. Comparisons of performance on the Achieve3000 measures were made based on student initial reading performance and for select student groups. Comparisons of performance on the Achieve3000 measures and division assessments were made based on student usage and performance in Achieve3000 throughout the school year.

Comparisons based on student initial performance on the Achieve3000 LevelSet pretest showed that higher percentages of students who were meeting or exceeding grade level benchmarks performed better on all Achieve3000 reading measures than students who were approaching or far below grade level. Overall, at all levels, compared to other race/ethnicity groups, higher percentages of students in the Asian student group performed better on Achieve3000 reading measures, while lower percentages of students in the Black student group performed better on Achieve3000 reading measures. In addition, lower percentages of students who were economically disadvantaged, students with disabilities, and EL students performed better on Achieve3000 reading measures compared to students who were not, while the opposite was found for students who were identified as gifted.

At all school levels, comparisons based on student performance on the Achieve3000 activities showed that notably higher percentages of students who had better performance on the activities also performed better on Achieve3000 reading measures and the RI. In addition, overall comparisons by Achieve3000 usage (i.e., the number of activities completed) showed that higher percentages of students who completed more

activities performed better on most measures, although the patterns were less consistent for the usage groups than comparisons based on the activity performance groups. However, the patterns of results by usage group and activity performance group on the RI were most likely due to higher percentages of students reading on grade level in the fall.

Additional data showed that there was a larger increase of below-grade level students reading on grade level at the end of the year at the elementary school level compared to the secondary levels. In addition, at the elementary school level, the increase of students reading on grade level from fall to spring on the RI was 9 percentage points larger for the students who engaged with Achieve3000 than the students who did not engage with Achieve3000. There were minimal differences at the middle school and high school levels, although the pattern of results did favor those students who engaged in Achieve3000 compared to those who did not. The data suggest that at the elementary school level, there is a greater increase in the percentage of students reading on grade level from the fall to the spring for students engaging with Achieve3000 than for those not engaging with Achieve3000. Although both groups made reading gains at the middle school and high school levels, the gains did not vary noticeably for those who did and did not engage with Achieve3000. This school level difference could be related to higher percentages of elementary school students regularly using Achieve3000 than at the secondary levels. However, it is also possible that this pattern could be related to other Tier I reading resources available to secondary students not engaging with Achieve3000 that are supporting their reading skill growth.

Stakeholder Perceptions

Overall Perceptions

Staff were asked about Achieve3000 meeting the needs of their students. At least 81 percent of teachers at each school level and all administrators at all school levels agreed that Achieve3000 meets the needs of their students (see Table 23).

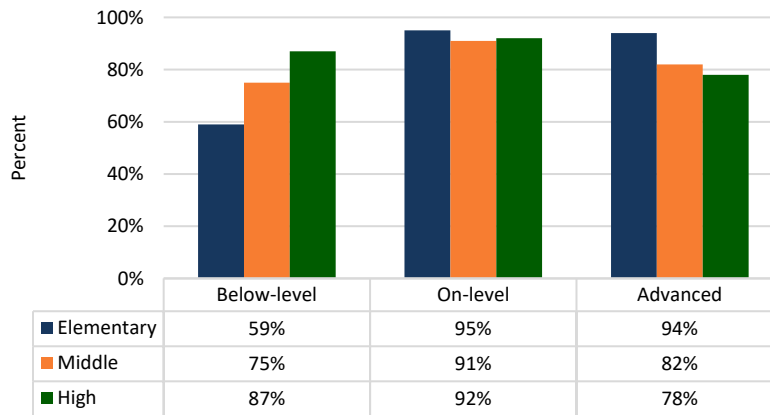
Table 23: Agreement Percentages Regarding Achieve3000 Meeting Student Needs

The Achieve3000 reading resource meets the needs of my students.	Elementary	Middle	High
Teacher	85%	81%	87%
Administrator	100%	100%	100%

Note: Administrator Don't Know responses excluded. Percentage of administrators who indicated they did not know ranged from 6 to 17 percent depending on school level.

Staff were also surveyed about Achieve3000 meeting the needs of students based on their reading level, including below-level, on-level, and advanced readers. At the secondary levels, from 75 to 87 percent of teachers agreed that Achieve3000 meets the needs of below-level readers, while 59 percent of elementary school teachers agreed (see Figure 16). From 91 to 95 percent of teachers at all school levels agreed that Achieve3000 meets the needs of students who are on-grade level readers and from 78 to 94 percent of teachers at all school levels agreed that Achieve3000 meets the needs of students who are advanced readers. A similar pattern was found for administrators with a higher percentage of high school administrators agreeing that the needs of below-level students were met than elementary school and middle school administrators (100% vs. 80%-84%), while all administrators agreed that on-level readers had their needs met, and a lower percentage of high school administrators agreed that advanced readers had their needs met (71% vs. 96%-98%).

Figure 16: Teacher Agreement Percentages Regarding Achieve3000 Meeting Student Needs by Student Group



Students and staff were also asked survey items related to being able to easily navigate Achieve3000. Nearly all students at all school levels agreed that they understood how to use Achieve3000 (ES: 99%, MS: 98%, HS: 95%). From 81 to 92 percent of teachers depending on the school level agreed that they could easily navigate Achieve3000 and nearly all (from 94% to 96%) agreed that their students could easily navigate Achieve3000 (see Table 24). Nearly all administrators who have accessed Achieve3000 indicated that they are able to easily navigate it to find information needed (from 96% to 100%).

Table 24: Teacher Agreement Percentages Regarding Ability to Navigate Achieve3000

Survey Item	Elementary	Middle	High
I can easily navigate Achieve3000.	92%	89%	81%
Students can easily navigate Achieve3000.	96%	94%	94%

When surveyed about the level of student engagement with Achieve3000, from 64 to 68 percent of teachers at all school levels indicated that their students were somewhat engaged when they used Achieve3000, while no teachers indicated their students were very engaged (see Table 25). While 80 percent of elementary school students agreed that the articles in Achieve3000 are interesting, 65 percent of middle school and 67 percent of high school students agreed. Similarly, 70 percent of elementary school students agreed that they enjoyed reading the articles in Achieve3000, while 49 percent of middle school and 56 percent of high school students agreed. Overall, from 80 to 92 percent of parents indicated that their child was either very or somewhat engaged when he or she used Achieve3000.

Table 25: Perceptions Regarding Student Engagement in Achieve3000

Survey Item	Elementary	Middle	High
Teacher – My students are somewhat engaged when they use Achieve3000.*	66%	64%	68%
Student – The articles in Achieve3000 are interesting.	80%	65%	67%
Student – I enjoy reading the articles in Achieve3000.	70%	49%	56%
Parent – My child is either very or somewhat engaged when he or she uses Achieve3000.**	92%	83%	80%

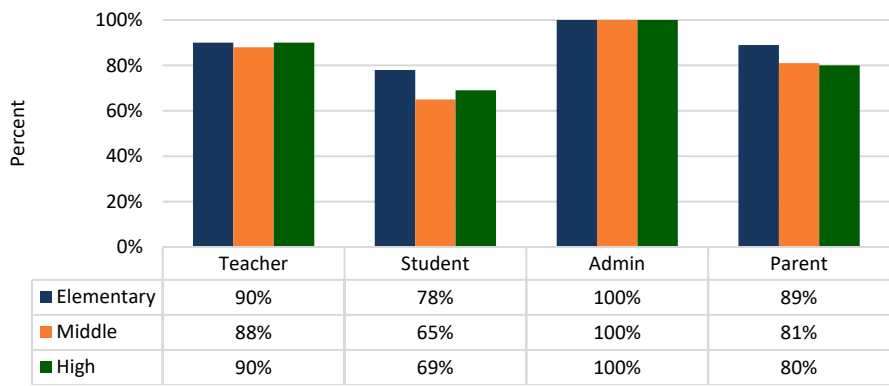
Note: *There were no teachers who indicated their students were very engaged. The other response option was not engaged.

**The other response option was not engaged.

All administrators, at least 88 percent of teachers, and at least 80 percent of parents indicated they were satisfied with Achieve3000 (see Figure 17). For students, 78 percent of elementary school students indicated

they were satisfied with Achieve3000, while from 65 to 69 percent of middle school and high school students were satisfied.

Figure 17: Satisfaction Percentages



Program Benefits and Areas for Improvement

Open-ended survey items provided the opportunity for teachers, administrators, and parents to comment about the program’s benefits and areas for improvement. Several themes emerged from responses about the benefits. Teachers, administrators, and parents commented about students being able to access material that is differentiated and at their own reading level. Teachers noted the benefit of allowing students the opportunity to practice independent reading to improve reading skills. Teachers also indicated the benefit of having data regarding students’ reading skills and administrators indicated the benefit of being able to measure students’ progress in reading. Many parents generally commented on the program helping to improve students’ reading skills. Several parents also noted that Achieve3000 is easy for their children to use and access, including that their children can access it anywhere and at any time and that the topics are interesting.

Regarding areas for improvements, teachers, administrators, and parents commented that there should be additional article topics, while teachers and parents also noted that the articles should be more interesting for students. Additionally, administrators indicated that there should be improvements made for below-grade level readers. Several teachers commented on the lack of student engagement or interest in the articles. Many parents indicated that the use of technology should be lessened, and students should use physical books. Several parents also indicated that they would like to be able to access Achieve3000 and that they would like to have additional information about the program.

Students were also provided with an opportunity to provide general comments about the Achieve3000 program. Many students commented that the articles in Achieve3000 were “boring” or that they would like to read more interesting articles. Many students noted that they disliked the program, thought it should be discontinued, or viewed it as not helpful, while others commented that they liked the articles, found it fun, or helpful. In addition, some students noted that they found Achieve3000 stressful or challenging, while several students noted that their reading skills improved using Achieve3000 and that they were able to learn new things through the articles.

Cost

The total cost of Achieve3000 to the division for the 2021-2022 school year was \$1,423,538. According to the scope of work, the cost included Achieve3000 literacy licenses for all school sites and professional

development days. Cost was calculated for each school level. As shown in Table 26, the cost at the elementary school level was highest at \$967,613, while the cost at the high school level was lowest at \$115,763.

Table 26: Achieve3000 Cost by Level

School Level	2021-2022 Cost
Elementary	\$967,612.50
Middle	\$340,162.50
High	\$115,762.50
Total Cost	\$1,423,537.50

Additional analyses were conducted to examine the total cost per student based on the number of students who used the program (i.e., logged in to Achieve3000 at least once) and those who engaged with the program (i.e., completed the pretest in the fall and had an end-of-year Lexile level). As shown in Table 27, at the elementary school level, the cost per student ranged from \$69 to \$93 per student, while the program ranged from \$24 to \$30 at the middle school level and \$14 to \$46 at the high school level.

Table 27: Achieve3000 Cost Per Student

School Level	Used Achieve3000		Completed Pretest and End-of-Year Lexile		Total Cost
	Number of Students	Cost per Student	Number of Students	Cost per Student	
Elementary	13,955	\$69.34	10,440	\$92.68	\$967,612.50
Middle	14,411	\$23.60	11,232	\$30.29	\$340,162.50
High	8,175	\$14.16	2,523	\$45.88	\$115,762.50
Total Cost	36,541	\$38.96	24,195	\$58.84	\$1,423,537.50

Summary

Achieve3000 is an online literacy program that provides differentiated non-fiction content to students based on their Lexile level. VBCPS began using the Achieve3000 literacy program during the 2015-2016 school year as a reading resource for students in grades 3 through 12. During the 2021-2022 school year, teachers were expected to use Achieve3000 with all students in Tier I instruction in grades 3 through 8, while teachers could use it as a resource as needed for students in grades 9 through 12. At elementary school specifically, Achieve3000 provides a structured opportunity for students to work individually while small group instruction may be occurring. At the middle school level, students were expected to use the program in their English and Social Studies courses.

To ensure students are provided content that is differentiated based on their Lexile level, students are first assessed on a universal screener, the LevelSet assessment. Based on students' performance on the LevelSet, students are given a Lexile level as well as determination of whether they are on track for meeting the college and career readiness benchmark for their grade level, which informs whether they are reading on grade level. Based on students' pretest Lexile level, students are provided lessons with the level of difficulty (e.g., text complexity) that matches their reading level. The core feature of Achieve3000 is a five-step lesson routine that students engage in: Ready, Read, Respond, Reflect, and Write. During the Respond portion of the lesson, students respond to a set of eight multiple-choice comprehension questions. If students complete at least four lessons within a month timeframe, students' Lexile levels are continuously monitored and adjusted as appropriate based on performance on the Respond activity portion of the lessons.

On the survey, 74 percent of elementary school classroom teachers in grades 3 through 5 who responded to the survey indicated they used Achieve3000 during the 2021-2022 school year. In addition, 90 percent of middle school English and 86 percent of middle school social studies teachers indicated they used Achieve3000. Overall, 17 percent of high school teachers indicated they used Achieve3000. Similarly, most elementary school (92%) and middle school students (89%) indicated they used Achieve3000 during the 2021-2022 school year, whereas 36 percent of high school students indicated they used Achieve3000. Actual login data obtained from Achieve3000 showed that most elementary school (93%) and middle school students (92%) who were enrolled at any point during the 2021-2022 school year logged in to Achieve3000 at least once, whereas 39 percent of high school students logged in at least once. In addition, of the students who logged in to Achieve3000 at least once, most students (from 92 to 99 percent depending on level) completed the LevelSet pretest assessment.

Overall, approximately half of elementary school students who logged in to Achieve3000 at least once completed the recommended 40 Respond activities throughout the school year, while 24 percent of middle school students and 3 percent of high school students completed this many. In addition, 30 percent of elementary school, 42 percent of middle school, and 46 percent of high school students had an average score of at least 75 percent on the Respond activities, which is the standard set by Achieve3000.

The Achieve3000 program offers other components that provide teachers with resources for supporting students, including the ability to adjust features provided to students, such as support or enrichment opportunities. Teachers also have access to various resources to help them prepare and teach the lesson to students, including lesson materials. Overall, at least 71 percent of teachers at all levels indicated they used the lesson teacher recommendations and lesson teacher materials in general.

Additional features offered to students include the ability to track their progress, a career center, and writing center. When surveyed, at least 85 percent of students at all levels agreed that they can check their progress in Achieve3000 through their points and achievements. When teachers were surveyed about their students' usage of the career center and writing center, from 53 to 65 percent of teachers depending on school level

indicated their students used the career center, while from 44 to 56 percent of teachers depending on school level indicated their students used the writing center.

Achieve3000 also allows teachers and administrators to access student submission and assessment data in the system. Most elementary school (95%), middle school (93%), and high school teachers (89%) indicated that they had accessed student reports in the data center. Of those who indicated they used the data center, nearly all indicated that the reports were either very or somewhat useful (from 95% to 98%). Ninety-four percent of elementary school administrators, 83 percent of middle school administrators, and 87 percent of high school administrators indicated they accessed data in Achieve3000.

Achieve3000 offers a Home Edition in which parents can access reports for their children. A usage report obtained from the Achieve3000 system showed that 185 parents across all schools had an Achieve3000 username; however, no parents had a recorded login to the system during the 2021-2022 school year. When surveyed, approximately 59 percent of elementary school and 57 percent of middle school parents indicated their child used Achieve3000 in any of his or her classes during the 2021-2022 school year, whereas 19 percent of high school parents indicated they did. Additionally, approximately one-third of elementary school (36%) and middle school parents (37%) indicated they did not know whether their child used Achieve3000, while 62 percent of high school parents indicated they did not know.

A total of 36,541 students logged in to Achieve3000 at least once during 2021-2022. In comparison to all students enrolled at any point during the 2021-2022 school year at the elementary school and middle school levels, there were no notable differences in student demographics of those who used Achieve3000. At the high school level, in comparison to all students, there was a higher percentage of students who used Achieve3000 who were Black (32% vs. 23%) and a lower percentage of students who were White (39% vs. 46%). At the high school level, there were also higher percentages of students who used Achieve3000 who were economically disadvantaged (51% vs. 38%) and students with disabilities (17% vs. 11%), while there was a lower percentage of students who were identified as gifted (9% vs. 19%).

The goal of Achieve3000 is for students who use Achieve3000 to improve their reading skills. When teachers, students, parents, and administrators were surveyed about Achieve3000 having helped improve students' reading skills, at least 87 percent of teachers, 67 percent of students, 72 percent of parents, and all administrators at all school levels agreed. Overall, there were higher agreement percentages at the elementary school level than at the other school levels across respondent groups.

Students' actual Lexile growth data showed that from 70 to 73 percent of students depending on school level had actual growth in their Lexile level that was larger than expected, although 49 percent of elementary school, 47 percent of middle school, and 40 percent of high school students had a final Lexile level in Achieve3000 that showed that they were reading at or above their grade level. Overall, at all school levels, students who completed more activities and had a higher average score on their Respond activities were more likely to have growth that was larger than expected and be reading on grade level. There were notably large differences in percentages of students who showed improvement in reading skills for those students who had an average of 75 percent or above compared to other groups. Similar results were found regarding performance on the RI, although the pattern was less consistent for comparisons by activity frequency group. However, the patterns of results by usage group and activity performance group on the RI were most likely due to higher percentages of students reading on grade level in the fall.

Additional data showed that there was a larger increase of below-grade level students reading on grade level at the end of the year as measured by the RI at the elementary school level compared to the secondary levels. In addition, at the elementary school level, the increase of students reading on grade level from fall to spring on the RI was 9 percentage points larger for the students who engaged with Achieve3000 than the students

who did engage with Achieve3000. There were minimal differences at the middle school and high school levels, although the pattern of results did favor those middle and high school students who engaged with Achieve3000 compared to those who did not. The data suggest that at the elementary school level there is a greater increase in the percentage of students reading on grade level from the fall to the spring for students engaging with Achieve3000 than for those not engaging with Achieve3000, while this pattern was less pronounced at the middle and high school levels.

At least 81 percent of teachers at each school level and all administrators at all school levels agreed that Achieve3000 meets the needs of their students. Staff were also surveyed about Achieve3000 meeting the needs of students based on their reading level. At the secondary levels, from 75 to 87 percent of teachers agreed that Achieve3000 meets the needs of below-level readers, while 59 percent of elementary school teachers agreed. From 91 to 95 percent of teachers at all school levels agreed that Achieve3000 meets the needs of students who are on-grade level readers and from 78 to 94 percent of teachers at all school levels agreed that Achieve3000 meets the needs of students who are advanced readers.

When surveyed about the level of student engagement with Achieve3000, from 64 to 68 percent of teachers at all school levels indicated that their students were somewhat engaged when they used Achieve3000, while no teachers indicated their students were very engaged. While 80 percent of elementary school students agreed that the articles in Achieve3000 are interesting, 65 percent of middle school and 67 percent of high school students agreed. Similarly, 70 percent of elementary school students agreed that they enjoyed reading the articles in Achieve3000, while 49 percent of middle school and 56 percent of high school students agreed. All administrators, at least 88 percent of teachers, and at least 80 percent of parents indicated they were satisfied with Achieve3000. For students, 78 percent of elementary school students indicated they were satisfied with Achieve3000, while from 65 to 69 percent of middle school and high school students were satisfied. In total, Achieve3000 cost \$1,423,538 to the division for the 2021-2022 school year, with approximately 68 percent of the cost at the elementary school level.

Recommendations and Rationale

Recommendation #1: Continue Achieve3000 with modifications noted in recommendations 2 through 5. (Responsible Group: Department of Teaching and Learning)

Rationale: The first recommendation is to continue Achieve3000 with modifications noted in the recommendations below. Based on School Board Policy 6-26, following an evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. Overall, students who used Achieve3000 had increases in their reading skills. Of students who used Achieve3000 during the 2021-2022 school year, from 70 to 73 percent of students depending on the school level showed Lexile growth that was larger than expected in Achieve3000. Additional data showed that, at the elementary school level, the increase of students reading on grade level from fall to spring on the RI was 9 percentage points larger for the students who engaged with Achieve3000 than the students who did not engage with Achieve3000. In addition, high percentages of staff and parents were satisfied with the program. All administrators, at least 88 percent of teachers, and at least 80 percent of parents indicated they were satisfied with Achieve3000.

Recommendation #2: Reexamine the purpose of Achieve3000 at the high school level given the limited usage. (Responsible Group: Department of Teaching and Learning)

Rationale: The second recommendation is to reexamine the purpose of Achieve3000 at the high school level given the limited usage. According to the Department of Teaching and Learning, at the high school level, Achieve3000 can be used by teachers as a resource if access is requested, and there is not an expectation of teachers using the system with high school students. When surveyed about the use of Achieve3000, 17 percent of high school classroom teachers and 36 percent of high school students who responded to the survey indicated they used Achieve3000 during 2021-2022. Of high school English teachers, 39 percent indicated they used Achieve3000. Based on usage data obtained from Achieve3000, of all high school students enrolled during the 2021-2022 school year, 39 percent logged in to Achieve3000 at least once during the year. However, of all high school students enrolled during the 2021-2022 school year, 12 percent of high school students engaged with the program (i.e., had a fall LevelSet pretest Lexile level and end-of-year Lexile level). In addition, low percentages of high school students who logged in to Achieve3000 used the system with the Achieve3000 recommended amount of frequency overall (i.e., 3% completed at least 40 activities in total). In an analysis of reading on grade level outcomes based on the Reading Inventory for grade 9 students, results showed minimal difference between students who engaged with Achieve3000 (increase of 11 percent of students reading on grade level from fall to spring) compared to students who were not engaged with Achieve3000 (increase of 10 percent of students reading on grade level from fall to spring). The cost of the program at high school was approximately \$116,000 in 2021-2022.

Recommendation #3: Encourage teachers to ensure student usage recommendations are being met and to monitor student Achieve3000 activity performance to ensure performance recommendations are being met. (Responsible Group: Department of Teaching and Learning)

Rationale: The third recommendation is to encourage teachers to ensure student usage recommendations are being met and to monitor student Achieve3000 activity performance to ensure student performance recommendations are being met. Overall, 52 percent of elementary school students and 24 percent of middle school students who logged in to Achieve3000 completed at least 40 activities during the 2021-2022 school year, which is Achieve3000's recommended level of high usage. Regarding activity performance, 30 percent of

elementary school students and 42 percent of middle school students had an average activity score that was passing (i.e., defined by Achieve3000 as receiving a score of 75 percent or above). Additionally, on average, elementary school students passed 56 percent of their attempted activities and middle school students passed 62 percent of their attempted activities. At all school levels, students who completed 40 or more activities as well as students who had an activity average of 75 percent or above were more likely to show growth that was larger than expected and be reading on grade level at the end of the year as measured by Achieve3000. In addition, at the elementary school level, the increase of students reading on grade level from fall to spring on the RI was 9 percentage points larger for the students who engaged with Achieve3000 than for the students who did not engage with Achieve3000. However, there was a minimal difference at the middle school level between students who did and did not engage with Achieve3000 (2 percentage points larger for students engaged in Achieve3000).

Recommendation #4: Investigate whether there are Achieve3000 product features that could better meet the needs of below-grade level readers. (Responsible Group: Department of Teaching and Learning)

Rationale: The fourth recommendation is to investigate whether there are Achieve3000 product features that could better meet the needs and enhance the benefit for below-grade level readers. Examinations of students' growth data for students who were determined to be approaching grade level or far below grade level on the LevelSet pretest assessment in the fall showed that from < 1 to 8 percent of far below grade level students and from 28 to 42 percent of approaching grade level students depending on school level were reading on grade level by their end-of-year Lexile level in Achieve3000. Additionally, lower percentages of students reading below grade level in the fall demonstrated larger than expected growth by the spring compared to readers who were meeting or exceeding grade-level expectations. On the survey, although 82 to 95 percent of elementary and middle school teachers agreed Achieve3000 met the needs of their on-grade level or above-grade level readers, 59 percent of elementary teachers and 75 percent of middle school teachers agreed the program met the needs of their below-grade level readers.

Recommendation #5: Provide parents with additional information about Achieve3000 and investigate providing parents access to the Achieve3000 Home Edition. (Responsible Group: Department of Teaching and Learning)

Rationale: The fifth recommendation is to provide parents with additional information about Achieve3000 and investigate providing parents access to the Achieve3000 Home Edition. Achieve3000 offers a Home Edition in which parents can access reports for their children's Achieve3000 work and progress as well as additional resources to supplement school instruction. In the Achieve3000 system, teachers can access information to provide parents about accessing the Home Edition. When surveyed, approximately one-third of elementary school (36%) and middle school parents (37%) indicated they did not know whether their child used Achieve3000, while 59 percent of high school parents indicated they did not know. A usage report obtained from the Achieve3000 system showed that although 185 parents across all schools had an Achieve3000 username, no parents had a recorded login to the system during the 2021-2022 school year. Themes that emerged from parent survey comments regarding improvements of Achieve3000 included providing parents access to Achieve3000 and providing parents with more information related to the program.

Appendices

Appendix A:

Demographic Characteristics of Students Included in Achieve3000 Outcome Analyses

Student Characteristic	Outcome Analysis		
	Elementary (N=10,440)	Middle (N=11,232)	High (N=2,523)
Female	49%	49%	45%
Male	51%	51%	55%
American Indian	< 1%	< 1%	< 1%
Asian	6%	6%	5%
Black/African American	20%	24%	32%
Hispanic	12%	13%	14%
Multiracial	11%	10%	10%
Native Hawaiian/Pacific Islander	1%	< 1%	< 1%
White	49%	46%	38%
Economically Disadvantaged	42%	44%	55%
Identified Limited English Proficient	3%	2%	3%
Identified Gifted	24%	21%	8%
Identified Military Connected	24%	19%	14%
Identified Special Education	9%	10%	17%

Appendix B:

Percentage of Students in Activity Performance Groups by Initial Performance on LevelSet Pretest

Activity Performance: Average score Group	Far Below Grade Level	Approaching Grade Level	Meets Grade Level	Exceeds Grade Level
Elementary				
Average score less than 65%	58%	21%	10%	4%
Average score between 65% and 74%	30%	47%	33%	18%
Average score at least 75%	12%	32%	58%	79%
Middle				
Average score less than 65%	44%	15%	2%	0%
Average score between 65% and 74%	42%	51%	24%	9%
Average score at least 75%	13%	35%	74%	91%
High				
Average score less than 65%	24%	4%	1%	0%
Average score between 65% and 74%	38%	33%	15%	3%
Average score at least 75%	38%	63%	84%	97%

Percentage of Students in Activity Frequency Groups by Initial Performance on LevelSet Pretest

Activity Frequency Group	Far Below Grade Level	Approaching Grade Level	Meets Grade Level	Exceeds Grade Level
Elementary				
Less than 40 activities	41%	36%	36%	28%
40-79 activities	40%	43%	41%	43%
80 or more activities	19%	21%	23%	29%
Middle				
Less than 40 activities	75%	71%	69%	66%
40-79 activities	24%	28%	30%	32%
80 or more activities	1%	1%	2%	2%
High				
Less than 40 activities	92%	91%	90%	94%
40-79 activities	7%	9%	10%	6%
80 or more activities	< 1%	0%	< 1%	0%

Endnotes

¹ A Lexile level is a measure of a student's reading ability level. The higher the Lexile measure, the higher the student's reading level. Source: <https://www.scholastic.com/parents/books-and-reading/reading-resources/book-selection-tips/lexile-levels-made-easy.html>

² Achieve3000. Research to Practice White Paper: How Achieve3000 literacy uses research to prepare students for college and career success.

³ <https://www.prweb.com/releases/2016/06/prweb13457913.htm>

⁴ Tier 1 instruction is provided to all students during classroom instruction, whereas Tier 2 or Tier 3 instruction involves targeted group or individualized interventions provided to specific students who are identified as struggling in a certain area.

⁵ Personal communication. N. DeVries. March 4, 2022.

⁶ Three students were excluded due to not being in grades 3 through 12.

⁷ In the mid-year reports from Achieve3000, all students who had a manual adjustment to their Lexile level were excluded.

⁸ McGraw Hill Achieve3000 Literacy Lexiles and LevelSet: Frequently Asked Questions document.

⁹ Personal communication. M. Gillikin, Achieve3000 Professional Services Manager. September 27, 2022.

¹⁰ Research to Practice article Achieve

¹¹ Lexile FAQ Doc

¹² Standard Usage Report available in Achieve3000 portal. "How are my students progressing towards Achieve3000's 40-activity usage goal?"

¹³ Division Assessments and Reading Inventory 2021-2022. August 26, 2021. Secondary Principals' Packet Memo.

¹⁴ Personal communication. N. DeVries. March 4, 2022.

¹⁵ Personal communication. N. DeVries. October 4, 2022.

¹⁶ Achieve3000 Help Center. <https://helpcenter.achieve3000.com/hc/en-us/articles/360063218193-Home-Edition-Setup-Welcome-Letter>

¹⁷ <https://helpcenter.achieve3000.com/hc/en-us/articles/1500002783081-Additional-Home-Edition-Resources->

¹⁸ Williamson, G. L. (2006). What is Expected Growth? A white paper from MetaMetrics, Inc.

¹⁹ Strength of correlation coefficients was defined as follows: .1 to .3 as weak; between .3 and .7 as moderate; .7 to 1.0 as strong. According to SAGE Research Methods Datasets. (2015). Learn about Pearson's Correlation Coefficient in SPSS with Data from the Consolidated Stat Performance Report (2012-2013). Retrieved from <https://methods.sagepub.com/dataset/pearson-in-edfacts-cspr-2013>.

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November 2022



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

Achieve3000: Comprehensive Evaluation

The table below indicates the proposed recommendations resulting from the **Achieve3000: Comprehensive Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2021 Program Evaluation	Administration's Recommendations
<u>Information</u> November 22, 2022 <u>Consent</u> December 13, 2022	Achieve3000: Comprehensive Evaluation	<ol style="list-style-type: none">1. Recommendation #1: Continue Achieve3000 with modifications noted in recommendations 2 through 5. (<i>Responsible Group: Department of Teaching and Learning</i>)2. Recommendation #2: Reexamine the purpose of Achieve3000 at the high school level given the limited usage. (<i>Responsible Group: Department of Teaching and Learning</i>)3. Recommendation #3: Encourage teachers to ensure student usage recommendations are being met and to monitor student Achieve3000 activity performance to ensure performance recommendations are being met. (<i>Responsible Group: Department of Teaching and Learning</i>)4. Recommendation #4: Investigate whether there are Achieve3000 product features that could better meet the needs of below-grade level readers. (<i>Responsible Group: Department of Teaching and Learning</i>)5. Recommendation #5: Provide parents with additional information about Achieve3000 and investigate providing parents access to the Achieve3000 Home Edition. (<i>Responsible Group: Department of Teaching and Learning</i>)	<ul style="list-style-type: none">• The administration concurs with the recommendations from the program evaluation.• In addition, the Department of Teaching and Learning plans to research additional resources that may better meet the needs of all learners during Tier I instruction.



Achieve3000: Comprehensive Evaluation

Planning, Innovation, and Accountability
Office of Research and Evaluation

School Board Meeting
November 22, 2022

Background



- Online literacy program that provides differentiated non-fiction content to students based on their Lexile level
- Expected use at the elementary school (grades 3-5) and middle school levels (grades 6-8)
 - Used as a resource as needed at the high school level
- LevelSet pretest
 - 30 question universal screener assessing students' Lexile levels
- Five-Step Lesson Routine
 - **Ready:** Question prompt using prior knowledge
 - **Read:** Reading article
 - **Respond:** 8 multiple choice question activity assessing comprehension
 - **Reflect:** Returning to question prompt using new information
 - **Write:** Responding to another prompt synthesizing information
- Lexile level continuously monitored and adjusted if complete four activities in a month timeframe

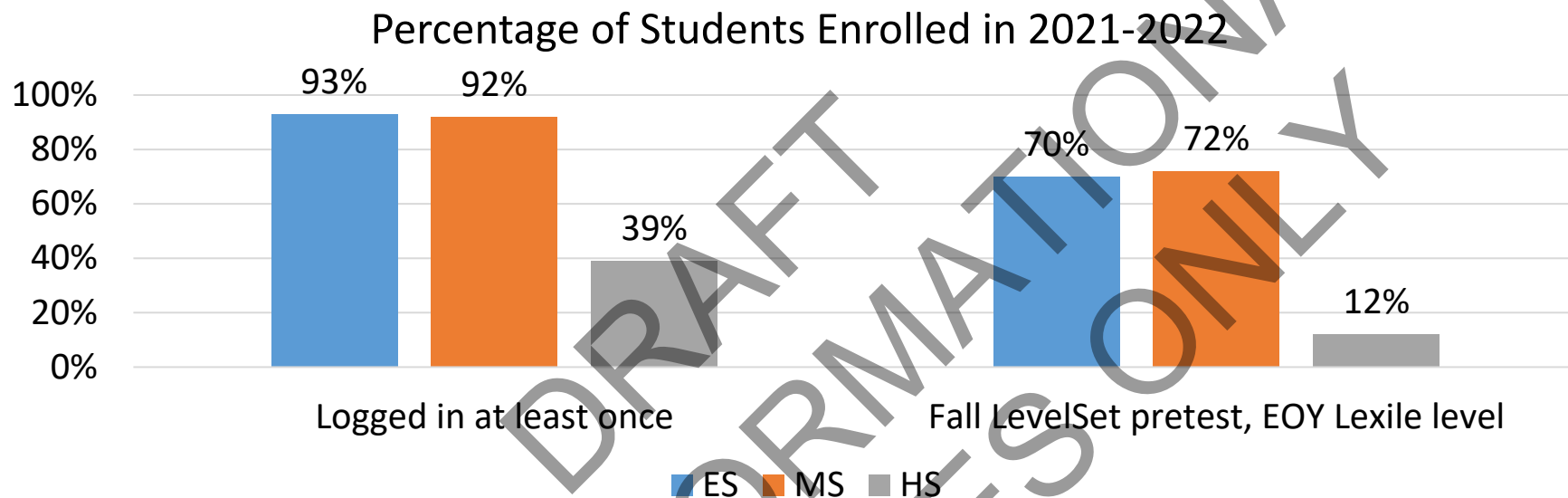
Evaluation Process and Method

- Comprehensive Evaluation
 - Operational components, student characteristics, extent to which goal was met, stakeholder perceptions, cost
- Data collection
 - Classroom teacher, administrator, student, and parent surveys
 - Achieve3000 student usage and performance data
 - Student data from data warehouse

Response Rates by Respondent Group

Group	Response Rate	Total Respondents
Classroom Teachers (3-12)	41%	1,220
Administrators	54%	134
Students (4-12)	66%	29,753
Parents (3-12)	14%	6,845

Achieve3000 Usage



- Achieve3000 recommended usage
 - Number of Respond activities: Completing 40 activities during the school year

Measure for Students With Fall LevelSet Pretest and EOY Lexile Level	ES	MS	HS
Percentage of Students Who Completed 40+ Activities	63%	30%	9%
Average Number of Activities Completed	57 activities	34 activities	18 activities

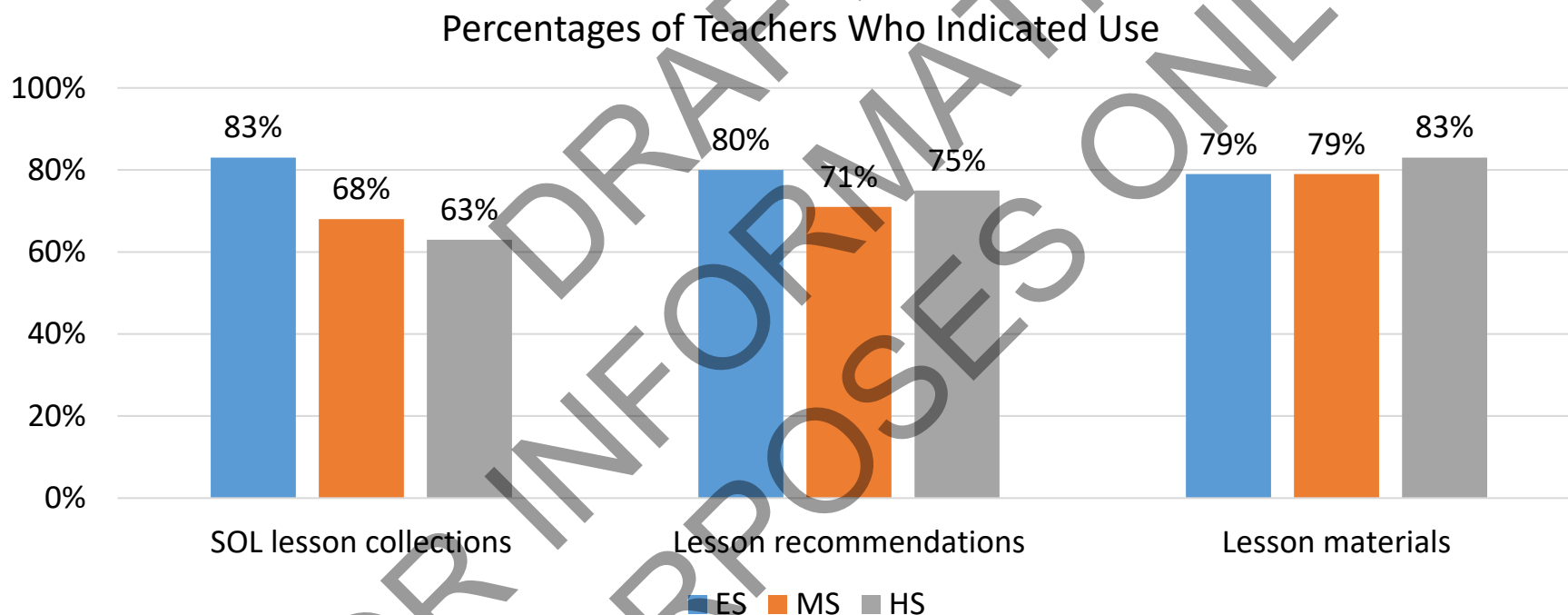
Achieve3000 Activity Performance

- Achieve3000 Recommended Activity Performance
 - Average Respond Activity Score: Scoring at least 75 percent average accuracy
 - Students are applying themselves
 - Students are appropriately matched to content reading level

Measure for Students With Fall LevelSet Pretest and EOY Lexile Level	ES	MS	HS
Percentage of Students With 75% or Higher Average	35%	47%	60%
Percentage of Attempted Activities With 75% Accuracy	61% of activities	66% of activities	71% of activities

Additional Features

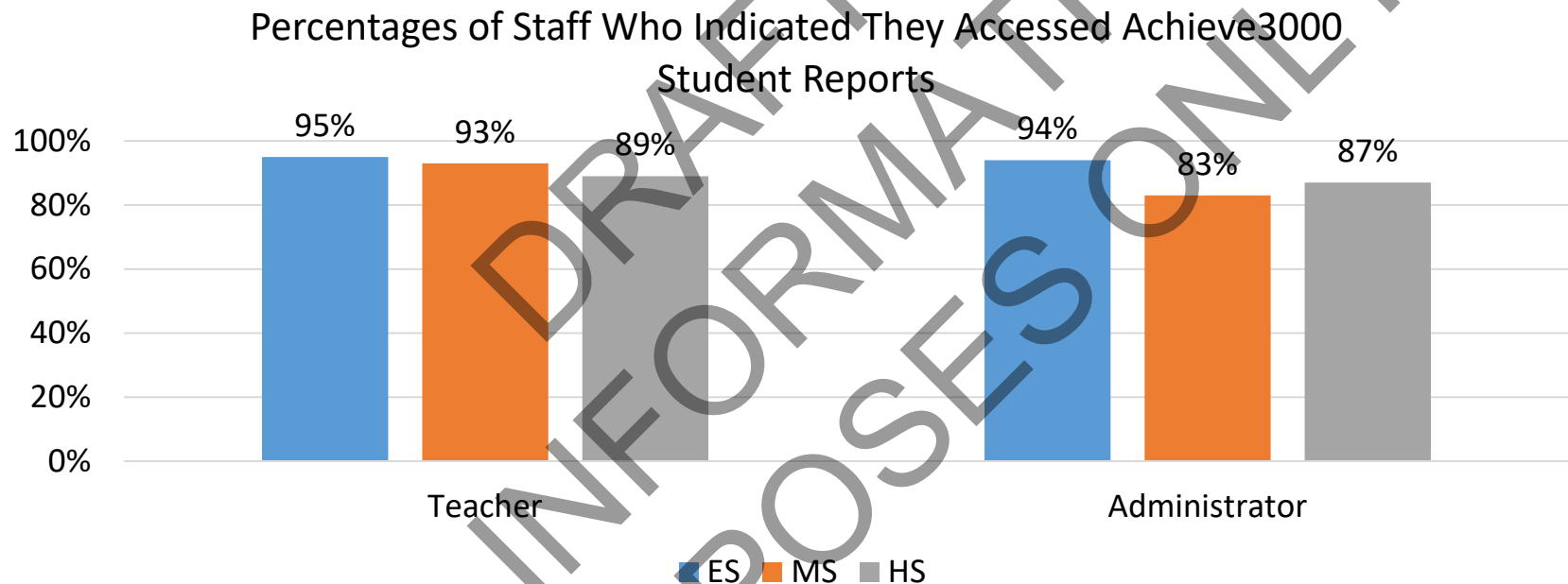
- Teacher Resources: Assist with selecting lessons, preparing and teaching lessons



- At least 87% of teachers who used these resources indicated they were very or somewhat useful

Additional Features

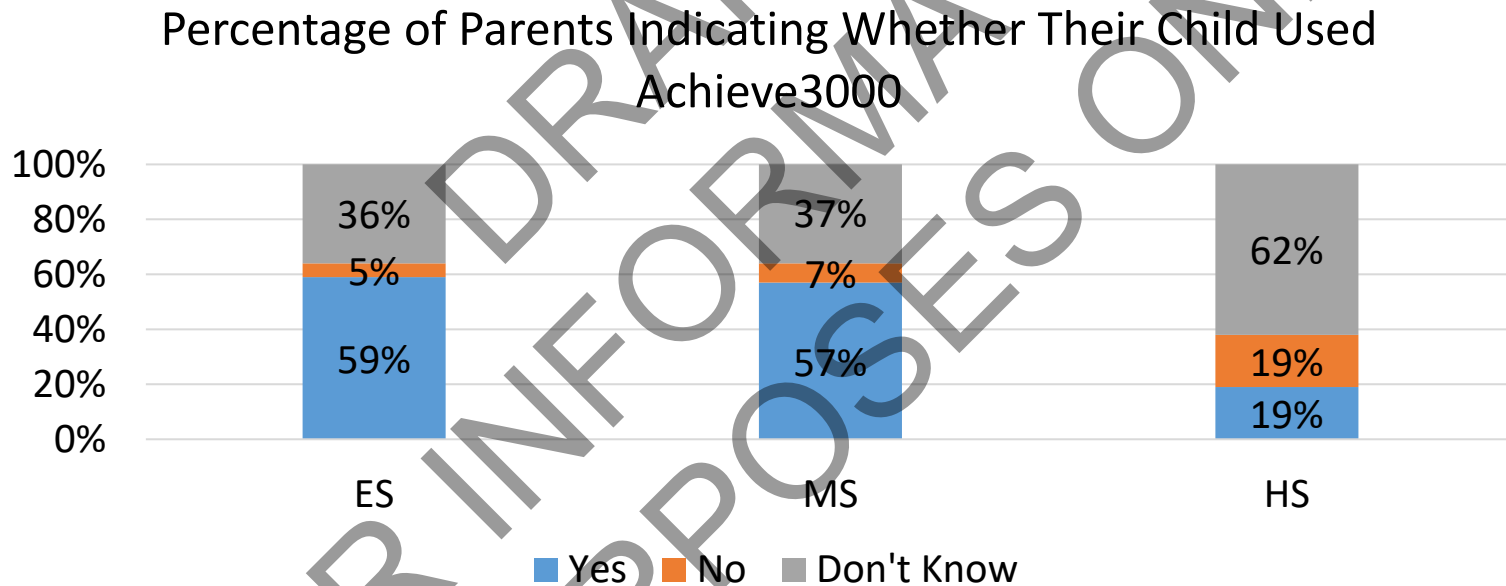
- Data Center: Access to reports about usage and performance



- 95%-98% of teachers indicated the data center was very or somewhat useful
- At least 88% of teachers agreed that student data in Achieve3000 helps keep them informed about their students' reading progress

Additional Features

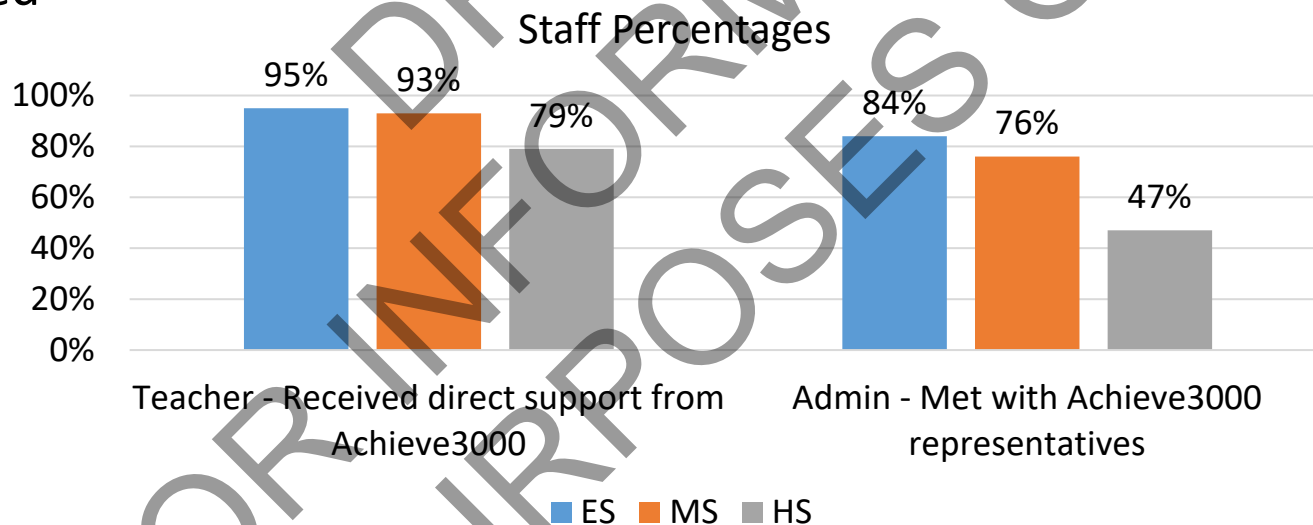
- Home Edition: Access reports, resources to supplement instruction
 - Parents did not use this feature during the 2021-2022 school year



- Comments from open-ended parent survey item
 - Providing parents access
 - Providing more information about program

Professional Learning

- Professional learning about Achieve3000 provided to teachers when beginning at VBCPS
 - At least 86 percent of teachers indicated the PL received provided them with the necessary knowledge to use Achieve3000 with students
- Achieve3000 representatives provide support at individual schools as needed

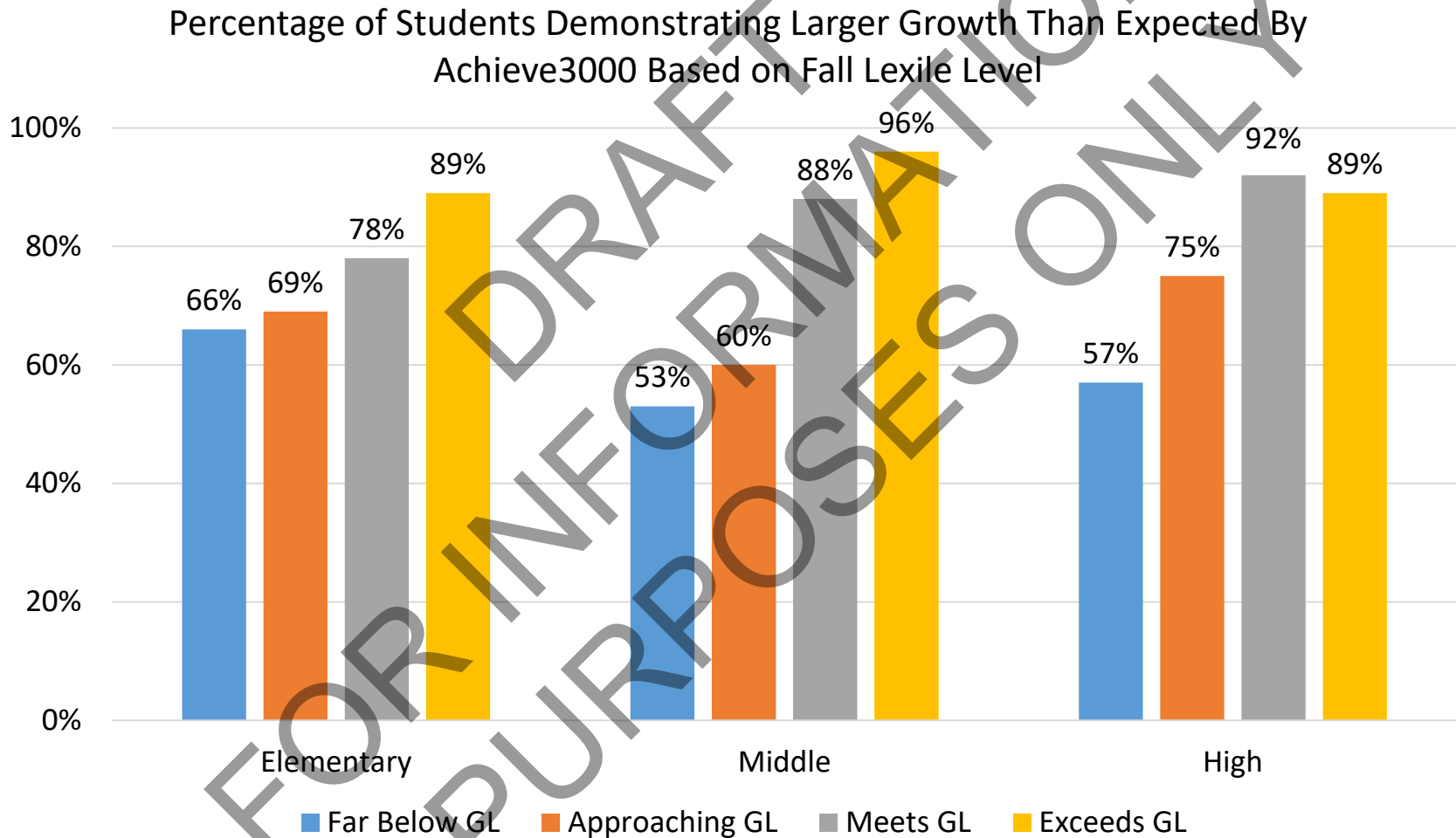


- At least 90 percent of teachers and all administrators indicated this support provided them with the necessary knowledge or was useful to understand the program

Student Outcome Goal

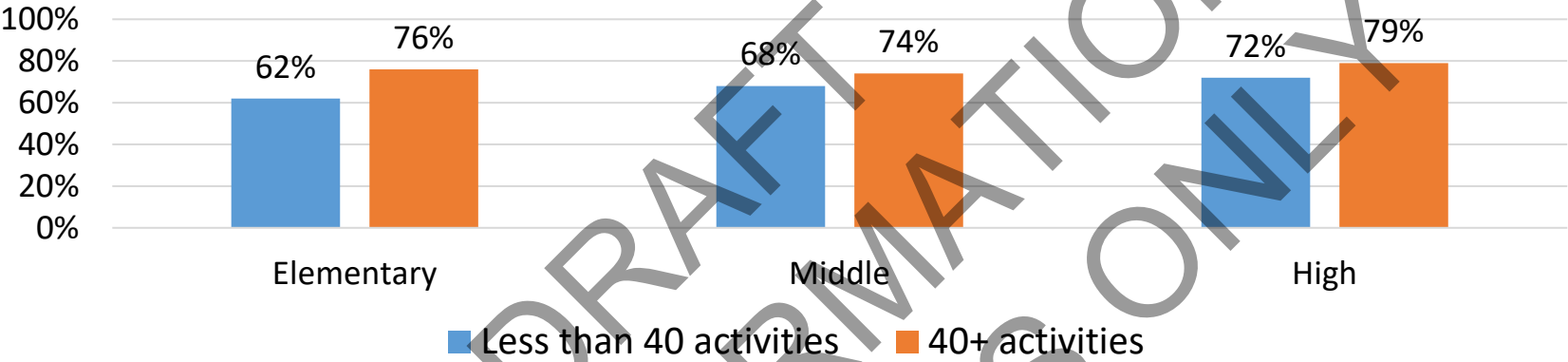
- Goal: Students who use Achieve3000 will improve their reading skills
- Examined whether students showed growth in their individual Lexile level that exceeded what was expected by Achieve3000
 - Comparison across several groups
 - Fall LevelSet pretest performance
 - Number of Respond activities completed
 - Average Score on the Respond activities
 - Included in analyses
 - Fall LevelSet pretest assessment
 - End-of-year Lexile level
- Examined fall and spring Reading Inventory performance
 - Comparisons by Achieve3000 engagement: Students who had a Fall LevelSet pretest assessment and end-of-year Lexile level compared to students who did not

Students Who Had Larger Individual Growth Than Expected – Fall Performance Groups

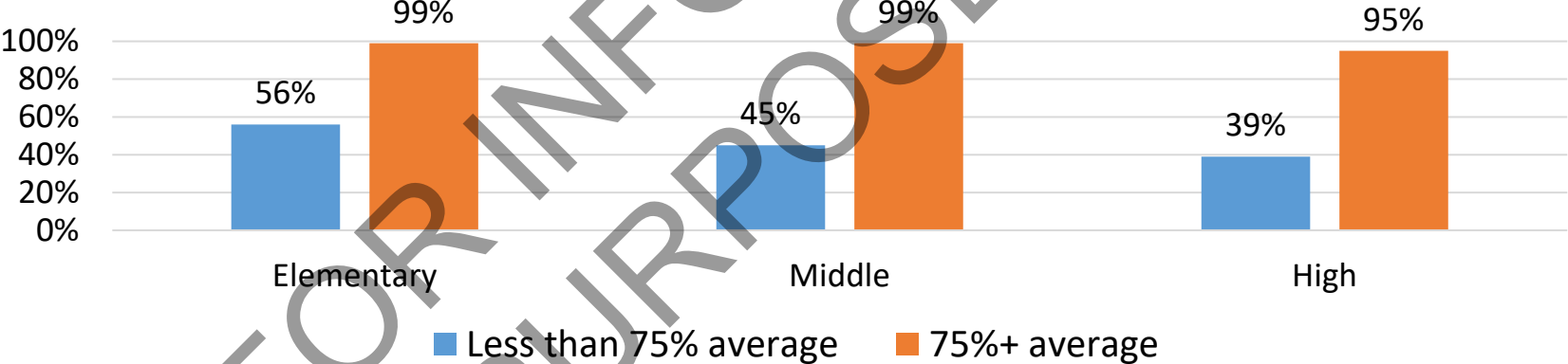


Students Who Had Larger Individual Growth Than Expected – Activity Performance

Percentage of Students Demonstrating Larger Growth Than Expected
By Achieve3000 Based on Number of Activities



Percentage of Students Demonstrating Larger Growth Than Expected
By Achieve3000 Based on Activity Performance



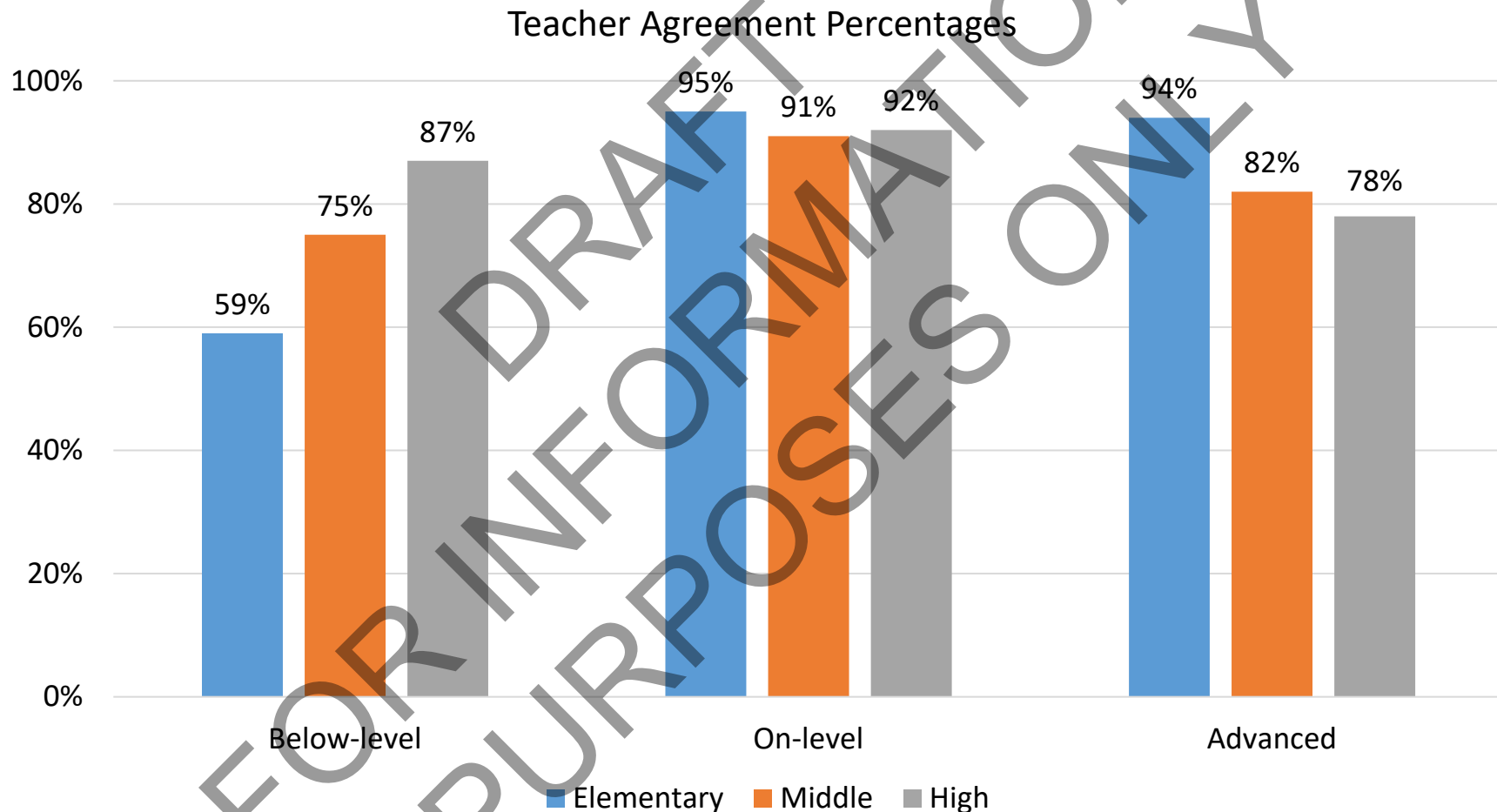
Students who had better activity performance more likely to be meeting or exceeding grade level benchmarks in the fall

Reading on Grade Level (RI) – Achieve3000 Engagement

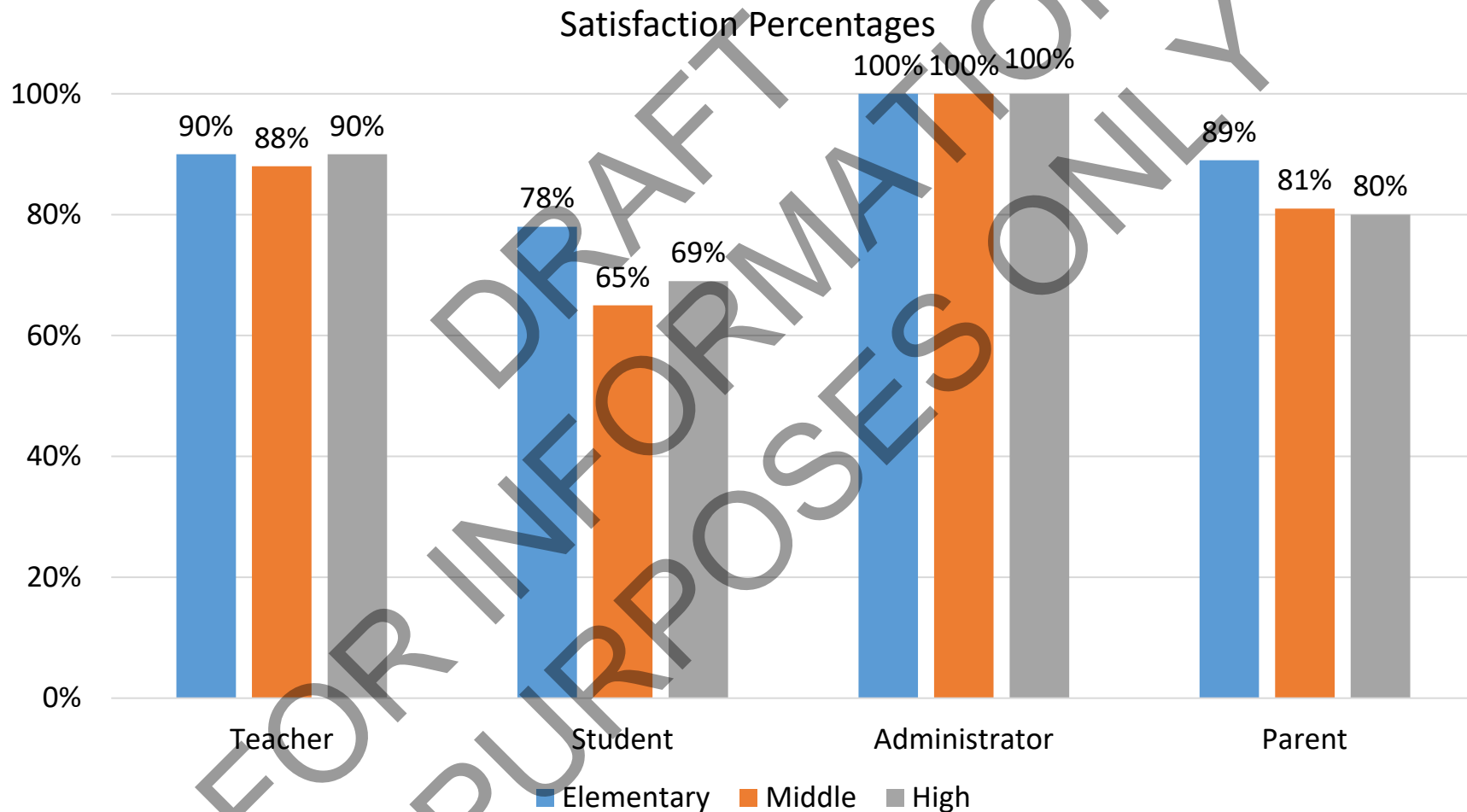
- ES: The increase in the percentage of students reading on grade level was 9 percentage points larger for those engaged with Achieve3000 than for students who were not



Meeting Student Needs By Group



Satisfaction



Cost

- Achieve3000 literacy licenses for all school sites

School Level	2021-2022 Cost
Elementary	\$967,612.50
Middle	\$340,162.50
High	\$115,762.50
Total Cost	\$1,423,537.50

Recommendations

- Recommendation #1: Continue Achieve3000 with modifications noted in recommendations 2 through 5.
- Recommendation #2: Reexamine the purpose of Achieve3000 at the high school level given the limited usage.
- Recommendation #3: Encourage teachers to ensure student usage recommendations are being met and to monitor student Achieve3000 activity performance to ensure performance recommendations are being met.

Recommendations

- Recommendation #4: Investigate whether there are Achieve3000 product features that could better meet the needs of below-grade level readers.
- Recommendation #5: Provide parents with additional information about Achieve3000 and investigate providing parents access to the Achieve3000 Home Edition.

Administration's Recommendations and Response

- Administration concurs with recommendations from program evaluation.
- Continue use through the 2022-2023 school year.
- The Department of Teaching and Learning plans to research additional resources that may better meet the needs of all learners during Tier I instruction.



Achieve3000: Comprehensive Evaluation

Planning, Innovation, and Accountability
Office of Research and Evaluation

School Board Meeting
November 22, 2022



Subject: Recovery School Update

Item Number: 12C

Section: Information

Date: November 22, 2022

Senior Staff: Matthew M. Delaney, Chief Schools Officer

Prepared by: Matthew M. Delaney, Chief Schools Officer

Presenter(s): Robert Jamison, Executive Director Student Support Services

Recommendation:

- That the School Board receive information on the planning of a Recover School to open during the 2022-23 school year and requesting School Board approval in the following areas
 - The partnership and planning grant with Old Dominion University
 - The proposed name of the recovery school, The Tides Preparatory Academy
 - The use of local funds to open the Tides Preparatory Academy in August 2023 should VBCPS and ODU not receive grant approval

Background Summary:

An initial presentation on the Recovery school concept was provided to members of the Board at the School Board retreat in July. Information was shared on what a recovery school is, how it aligns to our work on Compass to 2025 in terms of student well being and mutually supportive partnerships and steps we had taken up to that point to include a visit to the Coastal Prep academy in NJ. The board gave approval to move forward with exploring the opportunity of opening a recovery school.

As a reminder, the purpose of a recovery school is to educate students in recovery from substance abuse and dependency with an educational and recovery focus. Ultimately, the goal is to offer a fresh start for students by providing the necessary counselor support while making progress toward a high school diploma. Recovery schools aim to create a learning environment where students can receive an excellent education while also gaining support for their recovery.

The timeline was modified because of an opportunity that became available through the Virginia Department of Education, specifically, funding and collaboration that became available through the College Partnership Laboratory School application. College Partnership Laboratory Schools are intended to support at-risk students, promote regional diversity, and provide support for innovative programs to meet community and regional needs. In August, VBCPS met with members of the Old Dominion University faculty, specifically from the Darden School of Education and the Counseling and Human Services Department. We discussed our goal of opening a Recovery School for students in Virginia Beach and our desire to form a partnership through the Lab School opportunity. As a result of this collaboration, a planning grant application was submitted to the VDOE. If approved for the planning grant, VBCPS and ODU would receive \$200,000.00 collectively to execute next steps.

The partnership will strengthen the ability to provide relapse prevention, family systems consultation and collaboration, trauma-informed care, and other skill development for our students. Through partnerships with ODU and community stakeholders, VBCPS will also provide case management, screening, monitoring, and wrap-around transitional care as needed.

Source:

Budget Impact: Budgetary Impact will be determined by the acceptance of the grant application from the VDOE. The planning grant submission requested 155,000 to 200,000 in planning grant funds. If the planning grant is accepted, VBCPS will be submitting a start up grant application requesting additional funding up to 1 million dollars.



Recovery School

Robert Jamison, Executive Director of Student Support Services

School Board
Tuesday, November 22

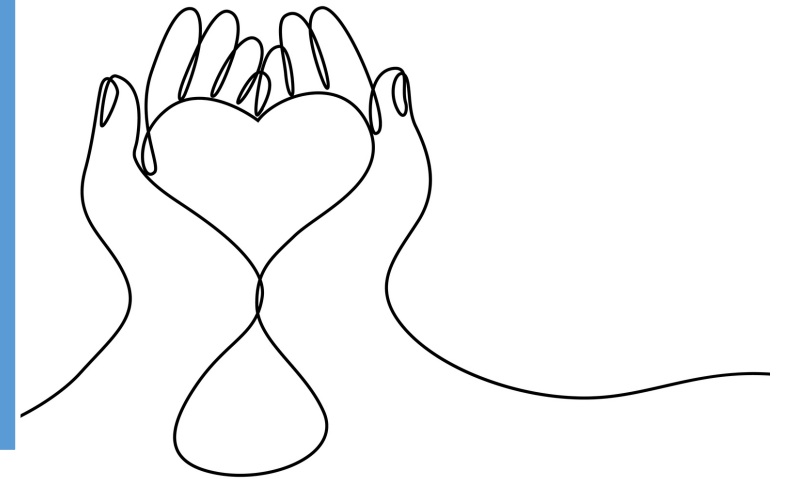
What is a recovery school?

The primary purpose of a recovery school is to educate students in recovery from substance use or students who have co-occurring disorders (i.e., mental illness and substance use disorder), with an educational and recovery focus. Recovery schools aim to provide a fresh start for students, surrounding adolescents with peers who share in the struggles of battling a substance use disorder.

What does a recovery school offer?

In addition to providing traditional educational services, recovery schools often include:

- Focusing on relapse prevention
- Encouraging healthy choices and the use of a wide range of social services to provide additional support
- Teaching problem solving and social emotional skills
- Providing a sober peer group



What would be the name of the VBCPS recovery school?

- As noted in Policy 3-74, the School Board must vote on and approve the name of any building or facility operated by VBCPS.
- For this presentation, we are introducing a proposed name for the recovery school, The Tides Preparatory Academy.
- Throughout the remaining slides, the use of the Tides Preparatory Academy by name is unofficial until appropriate School Board approval.

Tides Preparatory Academy

Next Steps

Secure a program location

Finalize and submit grant applications

Seek funding from the General Assembly

Provide a progress update to the School Board in August

Finalize purpose and description of the program following policy

Regulation 6-24.2

- Seek School Board approval in November
- Open Recovery School in August of 2023

College Partnership Laboratory Schools



Purpose: To stimulate the development of innovative education programs



General Assembly included a \$100M disbursement into the College Partnership Laboratory School Fund during its 2022 session to support the following:

Planning grants

Initial start up grants

Per pupil operating grants

College Partnership Laboratory Schools



An enactment clause amended the definition of a lab school to include public institutions of higher education



VBCPS and ODU
Partnership

Darden School of
Education

Counseling and Human
Services Department

Components of the Partnership

VBCPS and ODU will provide the curriculum and educational support.

ODU will provide hands-on experience for ODU students.

Opportunity for Academy graduates to complete ODU's Addiction Prevention and Treatment Certificate program.

Components of the Partnership

VBCPS will be primarily responsible for operating the Tides Preparatory Academy.



ODU will provide clinical assistance and their expertise in clinical and human services.



ODU and VBCPS will enter into an MOU to ensure long term sustainability.

Tides Preparatory Academy Mutually Supportive Partnerships

Life Change Institute

Meridian Psychotherapy

Caitlyn's Halo

Children's Hospital of the King's Daughters

Tides Preparatory Academy

Next Steps



Receive approval for the planning grant



Continue collaborative efforts with ODU



Hire academy coordinator and school counselor

Secure location for Tides Preparatory Academy



Submit start up grant application

Recommendations

- School Board approves:
 - The partnership and planning grant with Old Dominion University
 - The proposed name of the recovery school, The Tides Preparatory Academy
 - The use of local funds to open the Tides Preparatory Academy in August 2023 should VBCPS and ODU not receive grant approval

Questions



Subject: Policy Review Committee Recommendations **Item Number:** 12D 1-21

Section: Information **Date:** November 22, 2022

Senior Staff: Donald E Robertson, Ph.D. , Chief of Staff

Prepared by: Kamala Lannetti, School Board Attorney; John Sutton, III, Coordinator, Policy and Intergovernmental Affairs

Presenter(s): School Board Attorney, Kamala Lannetti

Recommendation:

That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its November 10, 2022, meeting.

Background Summary

- 1) Policy 6-11/Instructional Materials with Sexually Explicit Content – the PRC recommends that the School Board adopt a new Policy 6-11 to comply with new state legislation.
- 2) Bylaw 1-25/Public Complaints and Procedures – the PRC recommends grammatical amendments.
- 3) Bylaw 1-26/School Visitations – the PRC recommends grammatical amendments.
- 4) Bylaw 1-27/Service of Process – the PRC recommends amendments to reflect the change in the School Board Attorney name.
- 5) Bylaw 1-28/ Committees, Organizations and Boards – School Board Member Assignments- the PRC recommends grammatical amendments and amendments to address department changes.
- 6) Bylaw 1-29/ School Board/Staff Communications/ Staff Reports to School Board- the PRC does not recommend any amendments.
- 7) Bylaw 1-30/Adoption, Amendment, Repeal or Suspension/Bylaws- the PRC does not recommend any amendments.
- 8) Bylaw 1-31/Policy Formation – the PRC recommends scrivener’s amendments.
- 9) Bylaw 1-32/ Adoption, Amendment, Repeal or Suspension/Policies – the PRC recommends amendments to reorganize the Bylaw paragraphs.
- 10) Bylaw 1-33/Formulation and Approval/Revision/Regulations – the PRC recommends a grammatical amendment.
- 11) Bylaw 1-35/Annual Budget and Financial Decision Making/Notice Timeline for Annual Budget – the PRC recommends a grammatical amendment.
- 12) Bylaw 1-36/Open Meetings/Closed Meetings – the PRC recommends grammatical amendments.
- 13) Bylaw 1-38/ Regular Meetings, Time and Place, Order of Business, Recessed Meetings, and Work Session/Public Hearing, and Retreats and Abridged Meeting – the PRC recommends grammatical amendments.
- 14) Bylaw 1-39/Agenda Preparation and Notice- the PRC does not recommend any amendments.
- 15) Bylaw 1-40/Parliamentary Authority, Special Rules of Order, and Standing Rules- the PRC recommends grammatical amendments.
- 16) Bylaw 1-41/Quorum/Call to Order/Action – the PRC recommends grammatical amendments.
- 17) Bylaw 1-46/ Special Meetings- the PRC recommends formatting and grammatical amendments.
- 18) Bylaw 1-47/ Public Comments at School Board Meetings- the PRC recommends does not recommend any amendments.
- 19) Bylaw 1-48/Decorum and order-School Board Meetings – the PRC recommends amending the School Board Group email address.
- 20) Appendix A – the PRC recommends scrivener’s amendments.
- 21) Appendix B – the PRC does not recommend any amendments.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of November 10, 2022

Instructional materials with sexually explicit content

A. Purpose

To establish clear procedures for schools to:

1. identify all instructional materials with sexually explicit content;
2. ensure parental notification of any instructional materials with sexually explicit content;
3. permit parents to review all instructional materials with sexually explicit content; and
4. ensure alternative instructional materials, that do not include sexually explicit content, are provided in a non-punitive manner for any student whose parent so requests.

B. Definitions

1. "Sexually explicit content" has the same meaning as set forth in Code of Virginia Section 2.2-2827, as amended which is: a) any description of or b) any picture, photograph, drawing, motion picture film, digital image or similar visual representation depicting sexual bestiality, a lewd exhibition of nudity, as nudity is defined in Section 18.2-390, sexual excitement, sexual conduct or sadomasochistic abuse, as also defined in Section 18.2-390, coprophilia, urophilia, or fetishism.
2. "Parent" or "parents" has the same meaning as set forth in Code of Virginia Section 22.1-1, as amended, which is "parent" or "parents" as "any parent, guardian, legal custodian, or other person having control or charge of a child."
3. "Instructional material" and "instructional materials" mean any content used by one or more students for an educational purpose, regardless of: a) its format, whether printed, representational, audiovisual, electronic, or digital (such as materials, social media content, and software applications accessible through the internet); or b) the time, place and manner in which the content is used. Library materials are considered instructional materials when used: a) for completion of an assignment; or b) as part of an academic or extracurricular educational program. This includes any School Division, school, and/or classroom purchased or created assessments. However, the phrases "instructional material" and

“instructional materials” do not include standardized national or state assessments, such ACT, SAT, NAEP, and AP or SOL exams.

C. Identification of Instructional Materials with Sexually Explicit Content

1. Leadership at each school shall establish a process for identifying instructional materials with sexually explicit content.
2. Prior to the start of the academic year, schools shall identify the specific instructional materials that include sexually explicit content which may be used during the upcoming school year. When determining whether instructional materials contain sexually explicit content, teachers, principals, and School Division staff should consider student age and maturity, and whether a parent might reasonably consider the instructional content harmful to their child.

D. Notice to Parents

1. At least thirty (30) days prior to the use of any instructional materials with sexually explicit content, principals shall provide written notice to parents that:
 - a. specifically identifies the instructional materials with sexually explicit content
 - b. informs parents of their right to review such instructional materials, and
 - c. informs parents of their right to have their child use, in a non-punitive manner, alternative, instructional materials that do not include sexually explicit content.
2. Such notice should be provided in writing to parents by U.S. mail, e-mail, and/or in person at a parent-teacher meeting.

E. Parental Right to Review of Instructional Materials with Sexually Explicit Content and Right to Alternative Instructional Materials

1. Principals shall maintain a current list of instructional materials with sexually explicit content by grade and subject on the school’s public website.
2. Principals shall provide online access for parental review of instructional materials that include sexually explicit content, unless not technically feasible or prohibited by copyright protection. Schools shall also have available at the school for parent review all instructional materials that include sexually explicit content.
3. Schools shall defer to parents to determine whether the use of sexually explicit content in instructional materials, if any, is appropriate for their child.

4. Upon a parent's request, schools shall provide, in a manner that is not punitive, alternative instructional materials for the student that do not include sexually explicit content.
5. Parents may change their decision with respect to the use of alternative instructional materials by providing notice to the school.

Legal References:

Code of Virginia § 22.1-16.8, as amended. Instructional material; sexually explicit content; parental notification.

Code of Virginia § 2.2-2827, as amended. Restrictions on state employee access to information infrastructure.

Code of Virginia §18.2-390, as amended. Definitions.

Virginia Board of Education Regulation 8VAC20-720-160, as amended. Instructional material.

Virginia Department of Education Model Policies Concerning Instructional Materials with Sexually Explicit Content (8/4/2022), as amended.

Protection of Pupil Rights Amendments, 20 U.S.C. §1232(H), 34 C.F.R. Parent 98, as amended.

SCHOOL BOARD BYLAWS

Public Complaints and Procedures

The School Board recognizes that situations may occur in the operation of the School Division which are of concern to parents, students, employees, and the general public. It is important that individuals be directed to the most immediate and proximate level for resolution as teachers and/or administrators are often in the best position to resolve matters regarding students or employees if they are made aware of the issue/concern and provided an opportunity to respond.

A. Complaints regarding students or employees

School Board Members should advise complainants that issues regarding students or employees are best dealt with through communication with appropriate staff members according to the Chain of Communication set forth below.

1. Chain of Communication

- Classroom teacher, if a student complaint;
- Assistant Principal;
- Principal or Worksite Supervisor;
- Appropriate Director or Executive Director;
- Appropriate Chief Officer;
- Chief of Staff;
- Superintendent.

2. Complaints unresolved through Chain of Communication

If the constituent has followed the Chain of Communication and the issue/concern remains unresolved, the School Board Member will refer the complaint to the Superintendent or designee for investigation and copy the other School Board Members on the referral. The School Board may hear appeals of the Superintendent's determinations at its sole discretion.

B. Complaints regarding the School Board or School Board Members

Complaints that concern School Board actions, School Board operations, or individual School Board Members should be directed to the School Board. The School Board directs the School Board Governance Committee to review such complaints and make recommendations to the School Board regarding resolution of the complaints. The School Board Governance Committee may develop procedures for processing and resolving such complaints.

C. This Bylaw does not restrict rights to School Board hearings provided by law or other policies of the School Board.

Adopted by School Board: July 21, 1992

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: August 18, 2015

Reviewed by School Board: August 2, 2016

Amended by School Board: January 28, 2020

Amended by School Board: 2022

SCHOOL BOARD BYLAWS

School Visitations

A. Purposes of School Visits

School Board Members shall attempt to visit various schools throughout the year for a variety of purposes. These purposes include, but are not limited to:

- Obtaining background information for future policies;
- Visiting adopted schools; or
- Attending and/or presenting at regular/special programs~~;~~.

B. Authority of School Board Member

- School Board Members shall not advise, ~~direct~~direct, or take disciplinary action against school personnel or students while visiting or following a visit to a school because no single School Board Member has the authority to take such action.
- As a professional courtesy, the School Board Member will contact the principal prior to scheduling a potential visit. By doing so, the principal can accommodate the visit and avoid potential conflicts that would impede the School Board Member's ability to visit specific classrooms and programs.
- School Board Members are guests in any school they visit. They shall stop first at the security desk and the main office to advise the principal/designee of their presence and determine if there are any special considerations that should be observed while visiting.
- When visiting a school in the role of parent/legal guardian or family member, it is expected that a School Board Member will adhere to all protocols established in School Board Policy 7-17 and the Decorum Guidelines posted at each school or academy within the School Division.

Related Links

School Board [Policy 7-17](#).

Adopted by School Board: July 21, 1992

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: August 18, 2015

Amended by School Board: August 2, 2016

Amended by School Board: June 23, 2020

Amended by School Board: 2022

SCHOOL BOARD BYLAWS

Service of Process

A. Service of process on a School Board Member

School Board Members who are officially served with suit papers or a subpoena involving a School Board matter should do the following:

1. Write the date and time the document(s) were served on the suit papers or subpoena and sign below the date and time.
2. Notify the School Board ~~Attorney's Legal Counsel~~ and the Clerk of the School Board as soon as possible, preferably no later than the next regular business day, and provide the School Board ~~Attorney Legal Counsel~~ with copies of the documents served.

B. Prompt notice of service to School Board ~~Attorney Legal Counsel~~

It is essential that the Clerk and ~~the~~ School Board ~~Attorney Legal Counsel~~ receive prompt notice and delivery of the suit papers or subpoena so that the insurance carriers can be notified and/or legal counsel appointed in a timely fashion to protect the interests of the School Board and School Division.

Adopted by School Board: July 18, 1995

Amended by School Board: August 17, 1999

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: 2022

SCHOOL BOARD BYLAWS

Committees, Organizations and Boards – School Board Member ~~A~~ssignments

The School Board utilizes committees, boards, and other organizations (hereinafter "Committee") to accomplish both internal and external goals. School Board Members may be assigned to represent the School Board's interest on any such Committee. School Board Members have no individual authority when serving in these assignments and may only exercise the authority specifically authorized by the School Board. The School Board recognizes the following types of Committees: a) Standing School Board Committees; b) Joint School Board/City Council Committees; c) Ad Hoc School Board Committees; d) School Division Standing Committees with School Board Liaisons; and e) Outside Committees.

A. General matters

1. Creation

The School Board may determine that certain School Division objectives require longer term study and analysis, and/or ongoing oversight. In such cases where concerns lend themselves to a committee approach, committees comprised of School Board Members either alone or in conjunction with members of the School Administration, other public ~~bodies~~bodies, or public organizations, and/or the public-at-large may be created by the School Board. The School Board shall describe the objectives of any such Committee in its minutes or other writing and provide it to the Committee.

2. Authority

Any such Committee shall have only such authority to bind the School Board as is expressly granted and shall have only such powers as the School Board has expressly granted or which, by implication, are reasonably necessary to accomplish the stated purpose(s).

3. Assignments

Unless otherwise specified, the School Board Chair in consultation with the Vice Chair will recommend to the School Board School Board Members and others to be assigned to Committees. The School Board by majority vote will appoint School Board Committee Members by July 1st of each year. Assignments may be reviewed in January of each year or when otherwise necessary. Each School Board Member should be assigned to at least one (1) Committee. Appointment to a Committee should take into consideration, but

not be limited to, the following (the order of considerations does not indicate priority of considerations) equitable distribution of Committee assignments among School Board Members; expressed interests of School Board Members; experience of School Board Member; a School Board Member's training, education and/or experience with the purpose of the committee; continuity of service and historical knowledge; availability for meetings; the need for diversity; the needs of the School Board; and other good and just cause.

Should one or more representatives of the School Board be needed to attend a Committee meeting prior to the School Board's adoption of Committee assignments, the Chair is authorized to temporarily appoint School Board Members to that Committee. Assignments to a Committee are effective until June 30th of each year or until such time as the School Board appoints new Committee Members, whichever is later.

The School Board is authorized to appoint alternates to Committees, should the School Board Member assigned require another School Board Member to substitute. In the absence of an alternate or when an alternate is unavailable, the Chair may assign another School Board Member to represent the School Board at a Committee meeting.

4. Individual Authority

Individual School Board Members appointed to any Committee shall have no authority to bind the School Board on any matter unless such authority is expressly granted by the School Board.

5. Reports

Assigned School Board Members shall report to the School Board on Committee activities when and in the format designated by the School Board.

6. Committee Chair

The Committee Chair will be chosen by the Members of the Committee unless otherwise specified. For the purposes of electing a Committee Chair, the most senior School Board Member attending the first meeting of the fiscal year (starting July 1st) (or the most senior assigned staff member attending the meeting if a School Board Member is not present at the first meeting) shall conduct the election of the Committee Chair. Until such time as a new Committee Chair is elected, the current Committee Chair may continue to serve as the Committee Chair so long as the Committee Chair remains appointed to that Committee. If the Committee Chair is no longer on the School Board, the most senior School Board Member on the Committee will serve as the Chair until a new chair is elected. All School Board created

Committees shall be chaired by an assigned School Board Member unless the Committee structure specifically requires that another person be the Committee Chair. When choosing a Committee Chair, the following shall be considered: a) continuity of membership; b) expressed interest of assigned School Board Members; c) diversity of membership; and d) needs of the School Board Committee.

7. Roles and Responsibilities of the Committee Chair

The Committee Chair shall have the responsibility for: a) presiding over the meetings or designating another Committee Member to preside in the Chair's absence; b) setting the direction for and establishing norms and protocols that allow for appropriate function and in an efficient manner; c) provide guidance and communicate expectations to other Committee Members; d) ensure that relevant, timely and effective decisions are executed and that all Committee Members are provided the opportunity to participate in the decision making process; e) ensure compliance with applicable law, bylaw, policy and regulation; f) ensure that appropriate notices are made, agendas and supporting materials are provided and that minutes of the meetings are kept if so required by law; g) contact new committee members; h) should try to maintain the agreed upon scheduled for Committee meetings and give consideration to the availability of Committee Members before changing the meeting date, time or location.

8. School Board Standing Committees will follow the School Board Standing Committee Procedures set forth in School Board Bylaw Appendix C.

B. Committee Meetings

1. Notices of Meetings by Committee Chair

The Committee Chair or the assigned staff member shall provide the School Board Clerk notice of the date, time, and location of Committee meetings so that the School Board Clerk or assigned staff member can give the public notice of meetings consistent with applicable law. The Committee Chair or the assigned staff member shall make available to the public, upon request, nonexempt agenda materials furnished to Members for the meeting as required by the Virginia Freedom of Information Act and other applicable law. Committee Meetings will be held in locations accessible to the public

2. Public Access

Committee Meetings shall be open to the public but may be closed for all or a portion of the Meeting as permitted by the Virginia Freedom of Information Act and other applicable law or regulation. The Committee Chair or assigned

staff member will make arrangements for any persons needing accommodations or other services to access the Committee Meetings.

3. Rules of Order

School Board Committees may, but are not required to, follow the Standing Rules and the Special Rules of Order.

C. School Board Standing Committees

The Committees listed below shall be considered Standing Committees of the School Board:

1. Internal Audit Committee

The Internal Audit Committee consists of three to four Members, including two or three Members of the School Board and one or more citizens of the City of Virginia Beach to serve as the third and/or fourth Member.

The Internal Audit Committee assists the full School Board in considering internal and external audit matters, including the timely reporting to the School Board of material actions or inactions of school employees that could lead to charges of malfeasance in office by School Board Members or School Division employees or agents. The School Boards has established the Department Internal Audit Committee has established the Office of Internal Audit, which reports directly to the Internal Audit Committee, and through the Internal Audit Committee, to the full School Board, as more particularly set forth in Policy 3-96 and the Internal Audit Charter.

2. Policy Review Committee

The School Board Policy Review Committee (PRC) will consist of three School Board Members. The School Board, at its discretion, may appoint a citizen to serve as a voting member. The School Board AttorneyLegal Counsel, the Chief of Staff and other staff members appointed by the Superintendent will serve as liaisons to the PRC but will not be voting members.

The responsibilities of the PRC will be to consider input from the public, students, staff, the school administrationadministration, or other stakeholders and advise the School Board and the Superintendent concerning the need to amend, adopt, repeal, and/or merge by-laws, policies and applicable regulations.

3. Planning and Performance Monitoring Committee

The Planning and Performance Monitoring Committee will consist of three School Board Members. The Superintendent and other staff members assigned by the Superintendent will serve as liaisons to the Committee but will not be voting members. The purpose of the Committee will be to provide transparent oversight of School Division resources and processes to ensure effective and efficient operations in support of the School Division's vision, mission and strategic goals as well as coordinating School Board Member engagement in strategic and operational planning, including budget development by:

a. Planning responsibilities will include, but not be limited to:

- 1) updating the strategic and operational planning/budgeting process and calendars;
- 2) establishing annual operating priorities and targets/goals to guide budget development;
- 3) identifying operational issues deserving special attention in the next year's budget (e.g., unmet needs, transportation, compensation, building safety);
- 4) identifying and prioritizing opportunities for significant innovation in particular areas;

b. Performance Monitoring responsibilities will include, but not be limited to:

- 1) recommending key planning "products" to the full School Board for review and approval (e.g., updates to the vision/mission statement, new strategic plan, the annual budget);
- 2) working with the School Administration in updating the content and format of performance reports being sent to the School Board (e.g., student testing, program evaluation calendar and reporting, strategic plan/navigational marker reporting);
- 3) reviewing performance reports, identifying issues and opportunities; and
- 4) assisting with presentation of performance reports at regular School Board Meetings.

4. Governance Committee

The Governance Committee will consist of the School Board Chair and the Chairs of the Internal Audit Committee, the Policy Review Committee, and

the Planning and Performance Monitoring Committee. Additionally, one other School Board Member will be appointed by the School Board Chair and approved by the School Board to also serve on the Committee. The Chair of the Governance Committee will be the Chair of the School Board. The Superintendent and the School Board ~~Attorney Legal Counsel~~ will serve as the liaisons to the Committee but will not be voting members. The Governance Committee will be responsible for the following:

- a. building and monitoring the School Board-Superintendent working relationship and addressing relationship issues as they occur, including approval of routine matters related to the Superintendent's contract and employment, initially addressing issues and concerns regarding the Superintendent's conditions of employment, and communication with the School Board concerning such matters;
- b. developing procedures and an evaluation instrument for the Superintendent's evaluation;
- c. developing and presenting to the School Board annual goals for the Superintendent;
- d. establishing School Board- Superintendent communication and interaction guidelines and monitoring compliance with such guidelines;
- e. planning strategic and/or operational retreats at which values and vision statements will be updated (as needed), environmental trends will be assessed, and strategic issues will be identified and analyzed;
- f. identifying training and educational opportunities for School Board Members to become better informed about School Board governance issues and public education matters and monitoring an annual budget to fund such opportunities;
- g. coordinating School Board self-evaluation procedures, instruments and training;
- h. developing guidelines for effective communication of School Board Committee work to the School Board, the School Administration, and the public;
- i. developing long range agenda forecasts for School Board consideration;

- j. reviewing and responding to complaints or concerns regarding School Board Members and developing procedures for handling such complaints;
- k. Establish protocol and procedures, subject to review by the School Board, regarding School Board Meetings and other matters relating to the School Board;

l. Developing the School Board Attorney contract, job description and evaluation. Handling the annual evaluation process of the School Board Attorney, monitoring the needs and work of the Department of Legal Services; and

l.m. such other duties assigned to the Governance Committee by the School Board.

5. Legislative Committee

The Legislative Committee will consist of three School Board Members, School Board ~~Attorney~~Legal Counsel, the School Board's Legislative Consultant and those staff members appointed by the Superintendent who will serve as liaisons to the Committee but will not be voting members. The Legislative Committee is responsible for the development of the School Board's proposed annual legislative package. The legislative package, priorities and positions shall be based upon input from the School Board and the Superintendent. The Legislative Committee is also responsible for developing the School Board's regional legislative position and for acting as the School Board's liaison to the Virginia General Assembly as well as other publicly elected bodies.

6. Building Utilization Committee

The Building Utilization Committee (BUC) will consist of three School Board Members. The Superintendent may assign appropriate staff members to assist the BUC in its review but such staff members will not be voting members. The BUC will annually review enrollment projections and impact on optimal building utilization. At its discretion, the BUC may invite input from PTAs or other community groups directly impacted by any recommendation from the BUC.

7. Student Discipline Committees

Three Committees of the School Board shall be appointed to hear student discipline cases as needed. Each Committee shall consist of three (3) voting School Board Members and one (1) nonvoting School counselor. Each Member of a Committee, excluding the School counselor, has authority to

make motions and vote on that Committee. Each Committee shall meet to determine cases dealing with expulsions and long-term suspensions as set forth in School Board policy or regulation. A unanimous decision of a Committee consisting of three School Board Members regarding long-term suspensions and expulsions is final. If a Committee's decision is not unanimous, or if the decision is made by a Committee of less than three (3) School Board Members, the decision of the Committee may be appealed to the full School Board. If only two School Board Members are present for a Committee hearing, the School Counselor may vote in place of the School Board Member, however any decision in which a School Counselor has cast a vote may be appealed to the School Board for a hearing.

D. Joint Standing School Board and City Council Committees/Boards

The Committees listed below shall be considered Joint Standing Committees of the School Board and the City Council. The Chair~~man~~ shall seek approval from the School Board for all Member appointments to such Committees. The Chair~~man~~ shall take into consideration the experience of the School Board Members, their interest in membership, diversity of membership and continuity of membership on a Committee. The Chair~~man~~ of each Joint Standing School Board/City Council Committee shall be selected by the Committee Members unless otherwise specified.

1. CIP/Modernization Review Committee

The School Board Chair will ~~appoint~~appoint, and the School Board will approve two School Board Members and one alternate to serve on the Committee. The School Board Chair will appoint the Committee Chair.

E. School Board Ad Hoc Committees

A School Board Ad Hoc Committee and Ad Hoc Committee Chair shall be proposed by the School Board Chair and appointed by the School Board, as the need arises, to carry out a specified task, at the completion of which - that is, on presentation of its final report to the School Board, such Ad Hoc Committee will automatically cease to exist. An Ad Hoc Committee shall have those powers designated by the School Board. The following Committee(s) are designated School Board Ad Hoc Committee(s):

~~1.~~ a. Ad Hoc School Site Selection Committee

The School Site Selection Committee is an Ad Hoc School Board Committee that is appointed as needed to assist the School Board in considering proposals for new school sites.

b. Other Ad Hoc Committees as needed.

F. School Division Standing Committees with School Board Member Liaisons

If requested by the Superintendent or as set forth by Policy, the School Board may assign School Board Members to serve as Members of School Division Standing Committees. Voting rights of School Board Members serving as liaisons are determined by the Committee. The Superintendent shall provide a list of all such Liaison positions to the School Board by June 1st of each year.

1. The following Committees are designated as School Division Standing Committees with School Board Members assigned as Liaisons:

a. Equity Council

The Equity Council addresses issues related to diverse populations and how the organizational climate contributes to fostering: greater student achievement; effective communication across all levels and with the greater community; honoring and listening to all voices; providing focused opportunities discussion, feedback, input and support to the implementation of Compass to 2025 and future School Board goals; reporting on all aspects of diversity and equity with a special focus on students of color; resources and support to further the work educational equity within the School Division. The Superintendent will designate a staff member to serve as the Chair of the Equity Council. No more than two (2) School Board Members will be assigned as liaisons to the Equity Council.

b. 403 b Plan Oversight Committee

G. Outside Committees, Organizations or Boards

The School Board Chair will ~~recommend~~recommend, and the School Board will approve School Board Members to represent the School Board on Outside Committees. In those instances, School Board Members have authority to bind the School Board for the limited purpose for which the Outside Committee exists. The Superintendent shall provide a list of all Outside Committees to the School Board by June 1st of each year. The School Board Chair will recommend, and the School Board shall appoint School Board Members to such Committees by majority vote. Outside Committees include, but are not limited to:

a. Green Run Collegiate Charter Board

b. Governor's School for the Arts;

c. Mayor's Committee for Persons with Disabilities;

d. SECEP - Southeastern Cooperative Educational Program;

e. VSBA - Virginia School Board Association Delegate Assembly;

f. Hampton Roads Educational Telecommunications Association (HRETA) WHRO Educational Advisory Committee;

g. Sister Cities Association of Virginia Beach;

h. Deferred Compensation Board: and

i. Virginia Beach Human Rights Commission

Related Links

School Board Bylaws [Appendix A](#)

School Board Bylaws [Appendix C](#)

School Board [Policy 3-96](#)

School Board [Internal Audit Charter](#), as amended.

Adopted by School Board: July 21, 1992

Amended by School Board: April 19, 1994

Amended by School Board: January 3, 1995

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: August 7, 2001

Amended by School Board: August 21, 2001

Amended by School Board: May 28, 2002

Amended by School Board: August 6, 2002

Amended by School Board: July 15, 2008

Amended by School Board: December 2, 2008

Amended by School Board: December 15, 2015

Amended by School Board: August 2, 2016

Amended by School Board: June 11, 2018

Amended by School Board: February 12, 2019

Amended by School Board: November 12, 2019

Amended by School Board: January 28, 2020

Amended by School Board: June 23, 2020

Amended by School Board: February 23, 2021

Amended by School Board: September 28, 2021

[Amended by School Board: 2022](#)

SCHOOL BOARD BYLAWS

School Board/Staff Communications/Staff Reports to School Board

A. School Board/Staff Communications

All reports and recommendations to the School Board from any officer or employee under the direction and supervision of the Superintendent shall be made through the office of the Superintendent except when otherwise specifically directed by the School Board. All School Board actions requiring or authorizing the performance of a duty or function by an officer or employee shall be directed to the Superintendent. The intent of this Bylaw is that the School Board and its Members shall deal only with the Superintendent in respect to all matters for which the Superintendent is responsible.

B. Authorization to Implement Recommendations Contained in Reports

Whenever a report containing recommendations is submitted to the School Board, such recommendations shall only be deemed to be authorized or approved upon the School Board's adoption of a motion which specifically authorizes, approves, or directs implementation of the recommendations.

Editor's Note

See Policy 2-20, Review of Administrative Decisions/Board Requests of Administrators

Related Links

School Board [Policy 2-20](#).

Adopted by School Board: July 21, 1992
Amended by School Board: October 6, 1998
Amended by School Board: February 20, 2001
Amended by School Board: December 2, 2008
Scrivener's Amendments: November 4, 2013
Reviewed by School Board: August 2, 2016
[Reviewed by School Board: 2022](#)

SCHOOL BOARD BYLAWS

Adoption, Amendment, Repeal or Suspension of Bylaws

A. Adoption, amendment or repeal of a Bylaw

Proposed adoption of, or amendment to or repeal of a Bylaw should first be presented to all Members of the School Board in written form on the Information Agenda.

Adoption of or, amendment or repeal of a Bylaw requires an affirmative vote of seven of eleven of the School Board Members if all School Board Members are present. If less than all the School Board Members are present, then amendment or repeal will require an affirmative vote of one half plus one of the School Board Members present.

B. Suspension of a Bylaw

The School Board may suspend a Bylaw(s) or a portion(s) of a Bylaw(s) during a meeting or for short periods of time when the School Board determines that there is good and just cause for the suspension. If all elected and/or appointed School Board Members are notified of the intent to move for such suspension prior to the meeting or if all such School Board Members are present at the meeting when the suspension is proposed, a vote to suspend a Bylaw(s) or a portion(s) of a Bylaw(s) requires an affirmative vote of one half plus one of the School Board Members present at the meeting to pass, rounding up for a fractional member.

Legal Reference

| Code of Virginia § 22.1-78, as amended. Bylaws and regulations.

Adopted by School Board: July 21, 1992

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: February 12, 2019

Amended by School Board: September 28, 2021

| Reviewed~~Amended~~ by School Board: 2022

SCHOOL BOARD BYLAWS

Policy Formulation

The School Board of the City of Virginia Beach, representing the people of the community, is the legislative body for the ~~school~~ School Division which determines all questions of general policy to be employed in the conduct of the public schools, as such; it is the responsibility of the School Board to adopt policies for governing schools. The power to enact policy cannot be delegated to an employee or agent such as the Superintendent or to a single Member of the School Board.

Policy is a basic statement of the intent of the School Board which creates rights and responsibilities for the conduct of the School Division's business. Being of a dynamic nature, policies are subject to revision by the School Board.

Proposals shall be developed and presented to the School Board regarding policies and operations and may originate from any of several sources such as a citizen, parent, employee, Member of the School Board, Superintendent, or others as determined by the School Board. The final authority for adoption rests solely with the School Board.

Action on such proposals, whatever their source, is taken finally by the School Board in accordance with its Bylaws after due consideration and recommendations by the Superintendent or special committees of the School Board, if appropriate. Unless otherwise provided, when policies are amended or repealed, the new or revised policy shall become effective upon adoption.

When changes in policy are made, these shall be prepared, notification provided to the public and staff and placed on the School Division website. It is the obligation of the Superintendent and staff to familiarize themselves with and follow School Board policies and regulations.

Regulation is the manner or method of implementation of policy by the Superintendent, subject to change as conditions and/or circumstances may dictate. Regulations shall be consistent with policies adopted by the School Board.

Editor's Note

See Policy 2-19, Administrative Action in Absence of Policy

Legal Reference

Code of Virginia § 22.1-78, as amended. Bylaws and regulations.

Code of Virginia § 22.1-253.13:7, as amended. Standard 7. School board policies.

Related Links

School Board [**Policy 2-19**](#)

Adopted by School Board: July 21, 1992

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

[**Amended by School Board: 2022**](#)

SCHOOL BOARD BYLAWS

Adoption, Amendment, Repeal or Suspension – Policies

A. Approval for Content/Sufficiency

When policies are submitted to the School Board for consideration, they shall first have been reviewed by a member of the School Administration designated by the Superintendent and familiar with or responsible for the aspect of school operations affected by the policy. The proposed adoption, amendment, repeal or suspension will have the signature of the person submitting the amendment. In the event the policy is recommended by School Administration, the administrator reviewing the policy shall sign the policy "approved for content" and date the signature. The Superintendent or designee may also represent to the School Board or a committee thereof that the policy is approved for content. Approving for content indicates that the School Administration agrees that the policy is workable for the School Division.

Before a policy is presented to the School Board for adoption, it shall be submitted to School Board ~~Attorney Legal Counsel~~ for legal review and, if School Board ~~Attorney Legal Counsel~~ finds it is legally sufficient, School Board ~~Attorney Legal Counsel~~ shall sign the policy as "legally sufficient" and date the signature. When the School Board Attorney signs a policy as "legal sufficient", the School Board Attorney is certifying that the policy complies with applicable law, policy and regulation but is not indicating approval for content of the policy from an educational or business standpoint.

~~By signing a policy "approved as to content," an administrator represents to the School Board that the administrator has read the policy, believes it is workable in the School Division, and the School Administration recommends adoption. When School Board Legal Counsel signs a policy as "legally sufficient," School Board Legal Counsel is only certifying that the policy complies with all applicable laws, policies, and regulations. School Board Legal Counsel is not indicating approval of the content of the policy from an educational or business standpoint. Absence of one or both signatures should alert the School Board to ask questions of the Superintendent or School Board Legal Counsel.~~
All policies will be submitted to the Policy Review Committee for review and recommendation before being submitted to the School Board for approval.

B. Format for Presentation

When policy revisions are submitted to the School Board for consideration, the draft presented shall show previous policy language proposed to be eliminated by strike-outs and proposed new language by underlining in order that language to be eliminated and added is clear. The Superintendent or designee is authorized to make scrivener's changes to any Bylaw or policy or regulation when a mistake or grammatical error or formatting

style is evident and such changes do not materially affect the content of the Bylaw or policy or regulation and will inform the Policy Review Committee of such Bylaw or policy changes.

C. Adoption, Amendment, and Repeal

Requests to adopt, amend or repeal a policy that are not sent to the Policy Review Committee for review should be submitted to School Board Members and to the Superintendent or designee in writing prior to the School Board meeting at which such proposed action will be reviewed or discussed. A vote for adoption shall take place at a subsequent meeting of the School Board unless the School Board by a majority vote moves to approve the policy at that meeting. A majority vote of the School Board Members present at the meeting will be needed for the adoption, amendment, or repeal of a policy.

1. Requests to adopt, amend or repeal a policy should be submitted to the Policy Review Committee for review or to the School Board Members and to the Superintendent or designee in writing prior to the School Board meeting at which such proposed action will be reviewed or discussed.
2. A vote for adoption, amendment, or repeal, shall take place at a subsequent meeting of the School Board. A majority vote of the School Board Members present at the meeting will be needed for the adoption, amendment, or repeal of a policy.
3. The School Board may adopt, amend, or repeal a policy by an affirmative vote of seven of the School Board Members if there are eleven School Board Members present at the meeting or an affirmative vote of a majority plus one.

D. Suspension

Policies may be suspended in whole or in part by the School Board upon a majority vote of the School Board Members present at the meeting when, prior to the start of the Informal/Workshop session of the Meeting or the Formal Meeting if there is no scheduled Informal/Workshop session, eight hours' notice of the proposed suspension has been provided in writing or upon a unanimous vote of the School Board Members present at the meeting when no such written notice has been given.

Legal Reference

Code of Virginia § 22.1-253.13:7, as amended. Standard 7. Policy manual.

Code of Virginia § 22.1-78, as amended. Bylaws and regulations.

Code of Virginia § 22.1-253.13:7, as amended. Standard 7. School board policies

Adopted by School Board: July 21, 1992
Amended by School Board: August 17, 1999
Amended by School Board: February 20, 2001
Amended by School Board: December 2, 2008
Amended by School Board: August 2, 2016
Amended by School Board: September 28, 2021
Amended by School Board: October 26, 2021
Amended by School Board: 2022

SCHOOL BOARD BYLAWS

Formulation and Approval/Revision/~~Recission~~Recission of Regulations

A. Formulation

The School Board shall delegate to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the schools of this School Division shall be operated.

Such rules and detailed arrangements shall constitute the regulations governing the schools. They must be in every respect consistent with the policies adopted by the School Board. Staff is responsible to the Superintendent for familiarizing themselves with and following School Division regulations.

In the absence of applicable policy, the Superintendent is authorized to establish needed regulations subject to later confirmation in policy should the School Board so wish.

The School Board itself shall formulate and approve or revise regulations only when specific state or federal mandates require School Board approval and may do so when the Superintendent so recommends in light of strong community attitudes or probable staff reaction.

B. Review

The School Board reserves the right to review and veto administrative regulations should they, in the School Board's judgment, be inconsistent with the policies adopted by the School Board.

C. Distribution

Regulations promulgated by the Superintendent shall be provided to the School Board in a timely manner. When the Superintendent promulgates new regulations or revises current regulations initial copies provided to the School Board for information shall show the previous language eliminated by strikeouts and new or revised language by double underlining in order that language eliminated and revised is clear.

Legal Reference

Code of Virginia § 22.1-78, as amended. Bylaws and regulations.

Adopted by School Board: July 21, 1992

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amendment by School Board: 2022

SCHOOL BOARD BYLAWS

Annual Budget and Financial Decision Making/Notice Timeline for Annual Budget

A. Annual Budget

The School Board shall adopt timelines for the annual budget process. The Superintendent shall provide the School Board with recommended timelines for the process.

B. Financial Decision Making/Notice

The Superintendent shall provide School Board Members written recommendations with rationale and related information for all major financial decisions a minimum of forty ~~eight~~ (48) hours prior to School Board meetings when action is requested. This requirement is waived when notice is provided that circumstances will preclude compliance.

Adopted by School Board: August 17, 1999
Amended by School Board: February 20, 2001
Amended by School Board: December 2, 2008
Amended by School Board: August 2, 2016
Amended by School Board: 2022

SCHOOL BOARD BYLAWS

Open Meetings and Closed Meetings

A. Open Meetings

Meetings of the School Board shall be open to the public except those meetings when the School Board adjourns to a closed meeting as allowed by the Virginia Freedom of Information Act. When health, safety or emergency conditions exist that are not conducive to accommodating in person observation of School Board meetings, the Chair and the Superintendent or designees are authorized determine other means by which the public may observe the meeting.

B. Closed Meetings

1. Authority/Attendees

The Code of Virginia permits closed meetings to discuss specific topics in private. Closed meetings must be convened by affirmative vote in open session of the majority of the School Board Members in attendance at the meeting. No ~~vote action~~ may be taken in Closed Meetings. School Board Members may poll each other regarding the intent of the School Board to act but no action that requires a vote of the School Board may take place in closed session unless otherwise authorized by law. In open session immediately following any closed meeting, the School Board Members must certify by an affirmative vote that no matter was discussed in closed meeting that was not encompassed in the topics authorized in the motion to convene in closed meeting. Any School Board Member who believes that there was a departure from the requirements for closed session set forth in Virginia Code § 2.2-3712, as amended, shall so state prior to the vote, indicating the substance of the departure that, in the School Board Member's judgment, has taken place. The statement shall be recorded in the minutes of the School Board.

Closed meetings are attended by School Board Members. The School Board may invite persons to attend closed meetings to provide necessary information.

2. Minutes

The School Board Clerk or designee shall attend closed meetings (unless expressly excused) for the purpose of taking brief minutes. These minutes which shall be part of the School Board's official minutes shall include:

- a. Date, time and place of ~~meeting;~~meeting.
- b. Record of all persons in ~~attendance;~~attendance.
- c. Motion for Closed ~~Meetings;~~Meetings.
- d. Certification of Closed Meetings; and
- e. Any action taken.

Closed meetings shall not be recorded with the exception of student discipline hearings, employee discipline or license revocation hearings or other matters authorized by law.

3. Confidentiality of Closed Meeting items

School Board Members who access or discuss information or materials in preparation for or during closed meetings will maintain all such information in a confidential manner. School Board Members will not record or copy such confidential information. Unauthorized persons may not be provided access to confidential information. Personal notes taken while preparing for or attending closed meeting should be destroyed as soon as the closed session matters are concluded or should be turned over to the School Board Clerk or School Board Legal Counsel to maintain in a confidential manner and in accordance with applicable record keeping requirements. Failure to protect the confidentiality of closed session material or information may constitute sufficient reason to restrict that School Board Member from participating in future closed sessions or serving on School Board Committees that handle confidential items.

C. **Electronic communication meetings**

The School Board may meet by electronic communication means without a quorum of the School Board physically assembled at one location when the Governor has declared a state of emergency and the following conditions are met:

1. the catastrophic nature of the declared state of emergency makes it impracticable or unsafe to assemble a quorum in a single location; and
2. the purpose of the meeting is to address the continuity of operations of the School Board and School Division or the discharge of the School Board's lawful purposes, duties, and ~~responsibilities;~~responsibilities.;
3. under other conditions allowed by the Governor or the Virginia General Assembly and adopted by the School ~~Board;~~Board.;
4. The School Board must give public notice using the best available method given the nature of the emergency, which notice shall be given contemporaneously with the notice provided to School Board ~~Members;~~Members.;

5. Agenda packets and all nonexempt materials should be available electronically or at all locations where public access will be provided and at the same time as the ~~meeting;meeting;-~~
6. Arrangements must be made for the public to observe the meeting. When the School Board determines, or the Chair or designee determine (when there is insufficient time for the School Board to act) that in person observation is unreasonable or unsafe under the circumstances, the Superintendent or designee will arrange for electronic or, telephonic access for the public if reasonably possible or the meeting will be recorded and made available to review when such means are not ~~available;available;-~~
7. The meeting minutes must state the nature of the emergency, the fact that the meeting was held by electronic communication means, and the type of electronic communication means by which the meeting was held;-
8. Votes taken during any such meeting shall be recorded by the name in the roll-call fashion and included in the ~~minutes;minutes;-~~
9. School Board Committees may follow the same procedures for electronic meetings; and
10. The Clerk of the School Board or designee will make a written report of such meeting as required by the Virginia Freedom of Information Act.

D. Remote location participation

School Board Members may participate in School Board Meetings or School Board Committee Meetings through electronic communication means from a remote location that is not open to the public ~~y~~-under conditions set forth in this Bylaw.

1. Temporary or permanent disability or other medical condition that prevents physical attendance
 - a. On or before the day of a meeting, a School Board Member must notify the School Board Chair for School Board Meetings or the School Board Committee Chair for Committee Meetings that the School Board Member is unable to attend the meeting due to a temporary or permanent disability or other medical condition that prevents the School Board Member's physical attendance.
 - b. The Chair or designee will note during the meeting that the School Board Member is remotely participating due to a temporary or permanent disability or other medical condition that prevents the School Board Member's physical attendance. The location from which

the School Board Member participates will be included in the meeting ~~minutes~~minutes, but the exact nature of the disability or medical condition does not need to be announced publicly or be included in the meeting minutes.

- c. A School Board Member's ability to remotely participate due to a temporary or permanent disability or other medical condition will not be limited in number as long as such remote participation: does not create an unreasonable hardship for the School Board or the Committee to administer; does not unreasonably interfere with the School Board's or the Committee's ability to conduct its business; and/or the School Board Member can clearly be heard and/or seen through the method of remote participation throughout each meeting. Before limiting continued remote participation pursuant to this subsection, the School Board or the Committee members must vote to discontinue the remote participation.

2. Personal matter prevents physical attendance

- a. On or before the day of a meeting, a School Board Member must notify the School Board Chair for School Board Meetings or the School Board Committee Chair for Committee meetings that the School Board Member is unable to attend the meeting due to a personal matter and must identify with specificity the nature of the personal ~~matter~~matter.
- b. The Chair will note during the meeting the specific nature of the personal matter and the remote location from which the School Board Member is ~~participating~~participating.
- c. During a fiscal year (July 1 – June 30) and to align with Committee assignments, a School Board Member will be limited to remote participation two times for School Board Meetings and two times each for every School Board Committee that the School Board Member is assigned to serve on. Once a School Board Member has participated remotely two times under this subsection, the Chair or designee will inform a School Board Member that no further remote participation will be allowed during the calendar year for personal reasons. Committee Members should be consulted prior to rescheduling a meeting so that Committee Members have the opportunity to participate and do not have to use limited remote participation opportunities.

3. A School Board Members' remote location participation shall be counted separately for School Board Meetings and each School Board Committee meeting when considering limitations on use of remote location participation.

4. In any meeting at which one or more School Board Members participates from a remote location, a quorum of the School Board or the School Board Committee must physically assemble at the primary or central meeting location; and 2) the Chair or designee must make arrangements for the voice of the remote participant(s) to be heard by all persons at the primary or central meeting location. The Chair or designee will determine the appropriate method, if reasonably available, for the School Board Member to remotely participate in meeting.
5. School Board Members may not participate from a remote location in any closed session meeting.
6. Conditions regarding remote location participation may be suspended or modified in accordance with applicable School Board action or resolution, Governor's action, or Virginia General Assembly action.

Legal Reference

Code of Virginia § 2.2-3700, *et seq.*, as amended. Virginia Freedom of Information Act.

Code of Virginia § 2.2-3708.2, as amended. Meetings held through electronic communications means.

Code of Virginia § 2.2-3712, as amended. Closed meeting procedures; certification of proceedings.

Related Links

School Board [Bylaw 1-28](#).

Adopted by School Board: July 21, 1992

Amended by School Board: September 5, 1995

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: May 14, 2002

Amended by School Board: December 2, 2008

Amended by School Board: September 1, 2015

Amended by School Board: August 2, 2016

Amended by School Board: August 25, 2020

Amended by School Board: January 12, 2021

Amended by School Board: February 23, 2021

Amended by School Board: September 28, 2021

[Amended by School Board: 2022](#)

SCHOOL BOARD BYLAWS

Regular Meetings, Time and Place, Order of Business, Recessed Meetings, and Work Session/Public Hearing, and Retreats and Abridged Meetings

A. Date, Time, and Place

Regular meetings of the School Board will generally be held on the second and fourth Tuesday of each month, or on the dates and times designated by the School Board and as thereafter modified. The School Board reserves the right to change the date, time, or location of a previously noticed meeting upon compliance with applicable notice requirements set forth in the Virginia Freedom of Information Act. In person meetings of the School Board will take place in the School Administration Building unless otherwise specified by the School Board. When applicable, School Board meetings may be held electronically or telephonically.

The School Board reserves the right to meet at other times, dates, and places upon proper notification to the public.

B. Order of Business

The normal order of business at regular meetings shall be established in the Standing Rules but may be altered by the School Board by an affirmative vote of a majority of the School Board Members present at the meeting.

C. Recessed Meetings

Meetings may be recessed and resumed at a later time or date. Such a meeting is a continuation of a prior meeting and not a new one.

D. Work Session/Public Hearing

The School Board may convene a work session or public hearing as needed. Any action at such a meeting must be confirmed by vote in a regular, retreat, abridged or special meeting.

E. Retreat and abridged meetings

The School Board may schedule retreats to discuss, review or work on matters relevant to the School Board and the School Division. The School Board will set the agenda for retreats. The School Board reserves the right to schedule or add an abridged meeting to a retreat for the purpose of handling matters that need to be handled prior to the next regularly scheduled School Board Meeting. The School Board may determine what

matters will be on an agenda for a retreat and/or an abridged meeting and will not be required to follow the format for agendas for regular meetings. Retreats and/or abridged meetings will be considered special meetings of the School Board.

F. Decisions regarding how School Board meetings are conducted

When School Board Bylaws, policies, regulations or applicable law or regulation do not adequately address how School Board Meetings are conducted or when insufficient time is available for the School Board as a whole to take action before such Meeting, the Chair, School Board Clerk or Superintendent or their designees are authorized to make reasonable and necessary decisions regarding how such meetings are to be prepared and conducted, subject to review by the School Board.

Legal Reference

Code of Virginia § 22.1-72, as amended. Annual organizational meetings of school boards.

Related Links

School Board [Policy 7-2](#).

School Board Bylaws [Appendix B](#).

Adopted by School Board: July 21, 1992

Amended by School Board: September 21, 1993

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 200

Amended by School Board: January 12, 2021

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: October 10, 2017

Amended by School Board: January 12, 2021

Amended by School Board: September 28, 2021

Amended by School Board: 2022

SCHOOL BOARD BYLAWS

Agenda Preparation and Notice

A. Agenda Items

The Chair and Vice Chair along with the Superintendent or designee shall plan a proposed agenda for School Board meetings. Once a tentative agenda is approved, the School Board Clerk will send the agenda to the School Board Members five (5) calendar days prior to the meeting or within a reasonable time before a special meeting. The Superintendent and the School Board Clerk may develop agenda planning procedures and timelines.

1. Development of agenda

The Quarterly Forecast along with prior direction from the School Board will be considered in developing the agendas for regular meetings. When developing an agenda, the Chair and Vice Chair will take into consideration the time available for all proposed topics, the preparation time necessary for presentation, and other relevant matter before setting the final agenda. Items should not be placed on the Action Agenda without consideration being given to providing adequate public notice.

2. School Board Member requests for agenda items

School Board Members may present to the Chair or Vice Chair a request to add matters to the agenda. If the Chair and Vice Chair determine that the requested agenda item requires more time, preparation or other considerations before being added to an upcoming agenda, the requesting School Board Member(s) will be informed and reasonable efforts will be used to resolve if or when the request can be placed on an agenda. A School Board Member may make a motion at a meeting to add an agenda item and the School Board will vote on the School Board Member's request.

3. Requests from patrons for agenda items

Patrons of the School Division do not have a right to add or remove items from an agenda. However, patrons may submit a request for the School Board to consider adding an agenda item. Such request should be sent to Chair in writing. The Chair and Vice Chair along with the Superintendent will make a determination regarding the request and inform the patron of the decision. No appeal of such determination will be allowed.

4. Business at meetings restricted to agenda

Unless provided elsewhere in the Bylaws the business conducted by the School Board will be restricted to those matters included in the agenda.

5. Published agenda

Once the agenda is published, the Chair may authorize changes for good and just cause. The School Board must affirm such changes by majority vote of members present at the meeting.

B. Annual Organizational Meeting Agenda Preparation

It shall be the duty of the outgoing Chair and Vice Chair to plan the agenda for the annual organizational meeting. If the Chair's and Vice Chair's elected/appointed terms of office on the School Board expire before the annual organizational meeting, then the most senior School Board Member whose last name is first alphabetically shall act as Chair for the purposes of planning the agenda for the annual organizational meeting.

C. Notice of meetings and agendas

The Clerk shall post and give notice of the date, time, and location of meetings and make agendas available to the public as required by the Virginia Freedom of Information Act.

D. Supporting Documents

School Board Members shall be furnished, along with notice of the forthcoming meeting, such supporting documents and information as may be required in considering agenda items. At least one copy of all agenda packets and, unless exempt, all materials furnished to School Board Members for a meeting shall be made available for public inspection by the Clerk at the same time such documents are made available to School Board Members. Agendas and agenda materials may be provided electronically or posted on social media for access by the public.

Legal Reference

Code of Virginia § 2.2-3707, as amended. Meetings to be public; notice of meetings; recordings; minutes.

Related Links

Adopted by School Board: July 21, 1992

Amended by School Board: July 18, 1995

Amended by School Board: November 5, 1996

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: May 14, 2002

Amended by School Board: August 2, 2016

Amended by School Board: February 23, 2021

Reviewed by School Board: 2022

SCHOOL BOARD BYLAWS

Parliamentary Authority, Special Rules of Order, and Standing Rules

A. Parliamentary Authority

The rules contained in the current edition of Robert's Rules of Order, Newly Revised shall govern the School Board in all cases to which they are applicable and in which they are not inconsistent with these Bylaws or any Special Rules of Order the School Board may adopt.

B. Special Rules of Order

The Special Rules of Order provide the parliamentary procedures for School Board meetings. School Board Committees are encouraged but not required to follow the Special Rules of Order. The Special Rules of Order are amended, suspended or repealed in the same manner as Bylaws. The Special Rules of Order in effect will be maintained in writing by the Clerk, will be made an appendix to the School Board Bylaws and will be published along with the Bylaws.

C. School Board Standing Rules

The School Board Standing Rules serve as a guide for how the agendas for regular meetings of the School Board are conducted. School Board Committees are not required to follow the Standing Rules. If all eleven School Board Members are present when a motion to amend, suspend or repeal a Bylaw is made, then affirmative votes of seven School Board Members are required for the motion to pass. If less than eleven School Board Members are present or if there are less than eleven School Board Members who have been elected or appointed to the School Board, then affirmative votes of one half plus one of the School Board Members present at a meeting (rounding down for a fractional member) when a motion to amend, suspend or repeal a Bylaw are required for the motion to pass.

Related Links

School Board [Bylaw 1-30](#)

School Board [Bylaw 1-37](#)

School Board Bylaws [Appendix A](#)

School Board Bylaws [Appendix B](#)

Adopted by School Board: July 21, 1992

Amended by School Board: September 5, 1995

Amended by School Board: October 15, 1996

Amended by School Board: December 3, 1996
Amended by School Board: January 20, 1998
Amended by School Board: August 17, 1999
Amended by School Board: December 7, 1999
Amended by School Board: February 20, 2001
Amended by School Board: December 2, 2008
Amended by School Board: August 2, 2016
Amended by School Board: February 12, 2019
Amended by School Board: September 28, 2021
Reviewed by School Board: 2022

SCHOOL BOARD BYLAWS

Quorum/Call to Order/Action

A. Quorum

At any meeting of the School Board a majority of the Members of the School Board shall constitute a quorum.

Should a quorum not be assembled at the appointed hour, the School Board Members present may adjourn temporarily in order that an opportunity may be given for a quorum to assemble, without which no business can be legally transacted. It shall be at the Chair~~man~~'s discretion to cancel the scheduled meeting when the Chair deems it appropriate having allowed time to elapse to permit for delayed School Board Members' arrival.

B. Call to Order

Should a quorum be assembled at the hour and place appointed for the meeting, the Chair~~man~~ or, in the absence of the Chair~~man~~, the Vice-Chair~~man~~ shall assume the chair and declare the meeting in order.

Should a quorum be assembled at the hour appointed, and the Chair~~man~~ and Vice-Chair~~man~~ be absent, a School Board Member selected by those present shall serve during the meeting or until the Chair~~man~~ or Vice-Chair~~man~~ shall appear.

C. Action

The affirmative vote of a majority of the School Board Members present at any meeting having a quorum shall be considered sufficient for action except for actions which may require a greater vote due to law, School Board bylaw or policy. Proxies are not allowed.

Legal Reference

Code of Virginia § 22.1-73, as amended. Quorum.

Adopted by School Board: July 21, 1992
Amended by School Board: September 5, 1995
Amended by School Board: October 15, 1996
Amended by School Board: December 3, 1996
Amended by School Board: January 20, 1998
Amended by School Board: August 17, 1999

Amended by School Board: December 7, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: 2022

SCHOOL BOARD BYLAWS

Special Meetings

Special meetings may be held whenever:

- A. the School Board, ~~in during a meeting session,~~ may decide;
- B. at the call of the Chair~~man,~~
- C. on the request of the Superintendent ~~or designee of schools~~ with the concurrence of the Chair~~man,~~ or
- D. on request of three School Board Members in writing to the Chair~~man~~ and the Clerk of the School Board,

~~provided a~~ All School Board Members must receive ~~written reasonable~~ notice of the time and purpose of the meeting. No business shall be transacted at any special meeting of the School Board which does not come within the purposes set forth in the call for the meeting unless all Members of the School Board are present, and there is a unanimous agreement to consider additional items of business.

Notice of the date, time, and place of special meetings shall be given to the public by the Clerk as required by the Virginia Freedom of Information Act. Unless exempt, one copy of all materials furnished to the School Board Members for the special meeting shall be made available to the public by the Clerk as required by law.

Legal Reference

Code of Virginia § 22.1-72, as amended. Annual organizational meetings of school boards.

Code of Virginia § 2.2-3707, as amended. Meetings to be public; notice of meetings; recordings; minutes.

Adopted by School Board: July 21, 1992
Amended by School Board: August 17, 1999
Amended by School Board: February 20, 2001
Amended by School Board: May 14, 2002
Amended by School Board: December 2, 2008
Amended by School Board: August 2, 2016
Amended by School Board: 2022

SCHOOL BOARD BYLAWS

Public Comments at School Board Meetings

At regular School Board meetings and public hearings, the School Board shall accept comments from members of the public on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. Members of the public have multiple methods to communicate with the School Board and are encouraged to communicate with the School Board outside of meetings. The School Board reserves the right to limit, discontinue or otherwise alter the methods by which public comments will be accepted during School Board meetings.

A. When public comments are accepted at School Board Meetings

The School Board shall accept public comments during a School Board meeting when the agenda for that meeting includes a public comment section. Public comments are not accepted at School Board committee meetings. Public comments are generally not accepted at special, emergency, retreat, or abridged meetings of the School Board.

B. Arrangements for public speakers

1. Signing up to speak.

Members of the public may sign up to speak for public comment sections of School Board meetings as designated in the meeting agenda or otherwise noted by the School Board. When not otherwise designated by the meeting agenda or notice, members of the public must sign up to speak during public comment sections by noon on the day of the meeting.

2. Responsibility for preparations for public speakers.

The School Board authorizes the School Board Clerk and the Superintendent or their designees to determine how speakers may sign up, the order of speakers, the accommodations that can be provided to speakers seeking accommodations to address the School Board, the methods for in person speakers to address the School Board, the methods for speakers to address the School Board electronically or telephonically, and other reasonable or necessary decisions to allow speakers to address the School Board during public comment sections. The School Board Chair with the assistance of the Superintendent or their designees are authorized to maintain order and decorum for all members of the public who are in the location of the meeting.

C. Limitations on public comments

When the School Board accepts public comment during a meeting, the following rules or procedures will apply:

1. Once the public comment section of an Agenda has begun the School Board may suspend Public Comments at 8:00 p.m. to handle other matters on the Agenda and then resume Public Comments later in the meeting. The Chair or designee, with the consensus of the School Board Members present, may choose to extend the public comments past 8:00 p.m. for a short period of time if doing will conclude the public comments for the meeting.
2. Public speakers may address the School Board only one time during a meeting.
3. Public speakers signed up to speak during a School Board meeting may be allotted up to three (3) minutes to address the School Board.
4. Priority will be given to students currently enrolled in the School Division to address the School Board during public comment sections of the agenda and the School Board Clerk or designee is authorized to develop procedures to affect this priority.
5. The Chair or designee will be the only Member of the School Board who will address a public speaker. During public comments, the School Board does not answer questions, accept items from speakers or otherwise respond to public speakers.
6. Public speakers must limit comments to the School Board to matters directly related to PreK-12 public education in Virginia Beach or the business of the School Board and the School Division.
7. Public speakers may not violate decorum and/or order rules or other required safety or health mitigation requirements when addressing the School Board.
8. Public speakers may not cede or switch their assigned positions in the order of speakers, cede any portion of their time or allow other speakers to address the School Board during the speaker's time.
9. After being warned, public speakers whose allotted time has concluded, who have been ruled out of order, who are in violation of decorum rules, or who are in violation of safety or health protocols must leave the podium and discontinue comments. The Chair or designee may determine that a public speaker's failure to leave the podium or discontinue comments is a breach of order and decorum and may direct the Superintendent, staff members, the sergeant at arms or their designees to escort the public speaker from the podium. The Chair and Superintendent or their designees are authorized to take all appropriate actions to address the breach of order and decorum or violation of law or regulation.

10. Any comments by the Chair or designee or the speaker regarding issues of order or decorum will not extend a speaker's allotted time to address the School Board.
11. Public speakers who are ruled out of order and/or in violation of decorum rules or safety or health protocols will forfeit any remaining time to address the School Board.
12. School Board Members who disagree with the determination of the School Board Chair may make a motion with a second to vote to overrule the Chair or designee's decision regarding a specific speaker. Such motion must be made directly after the Chair or designee's decision. Only one motion per speaker will be allowed.
13. Other forms of public comment will not be accepted during meetings from any person who has not been called up and is at the podium or who has been called to speak electronically or telephonically.

D. Public comments at Public Hearings

When the School Board has scheduled a public hearing for the purpose of receiving public comment, the School Board shall accept comment only on the topic(s) for which the public hearing was called. The School Board Chair or the Superintendent or their designees may create procedures to address how public comments will be accepted during the public hearing and will not be required to follow the same procedures used for public comments during other meetings. Rules regarding decorum and order and applicable safety and health protocols will be followed.

Legal Reference

Code of Virginia § 22.1-79, as amended. Powers and duties.

Related Links

School Board [Bylaw 1-48](#).

School Board Bylaws [Appendix B](#).

Adopted by School Board: July 21, 1992

Amended by School Board: August 16, 1994

Amended by School Board: September 19, 1995

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 3, 2002

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: March 27, 2018

Amended by School Board: September 9, 2020

Amended by School Board: May 11, 2021

Amended by School Board: July 20, 2021

Amended by School Board: September 28, 2021

Reviewed by School Board: 2022

SCHOOL BOARD BYLAWS

Decorum and Order-School Board Meetings

A. Purpose of decorum and order during meetings

The School Board determines that decorum and order are necessary during School Board Meetings. The purposes for maintaining decorum and order are:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open, safe and orderly manner during meetings;
2. that all persons signed up to address the School Board during public comment sections of meetings have the opportunity to do so in an orderly and respectful manner and without being interrupted;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction and interruption;
4. that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. that School Board Members and School Division employees or other agents can transact the business of the School Board and the School Division with minimal disruption.

B. Limitations on addressing the School Board

Persons addressing the School Board during public comment sections of the meeting shall:

1. Limit their comments to matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.
2. Refrain from obscenity, vulgarity, profanity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits and other rules for public comment set forth in the agenda or Bylaws.
4. During special meetings or public hearings, the School Board may set different rules or time limits for public comments.

C. Other expressive activities during meetings

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.

2. Expressive activities during meetings

To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

- Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place
- Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited
- Use of noise making devices
- Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee
- Calling out or making comments when not called to address the School Board
- \
- Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting
- Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting
- Other conduct that violates decorum and order as determined by the Chair or designee

3. School Administration Building or other locations for meetings are not open public forums for public expression

The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

D. Other methods of communicating with the School Board

The School Board encourages citizens and other interested parties to communicate with the School Board regarding matters related to public education. Due to the limited time scheduled to conduct business and the need to follow approved agenda items, School Board meetings may not be conducive for all forms of communication to the School Board. Persons seeking to communicate with the School Board may contact School Board Members through other methods of communication, including ~~SchoolBoard@vbepsboard.com~~ VBCPS@schoolboard.com or email individual School Board Members in addition to those provided at School Board meetings.

This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

This Bylaw does not preclude persons called to address the School Board during public comment sections from using a chart, graph or other item during their public comments so long as that item does not interfere with the School Board and other persons observing the Meeting from hearing or seeing the speaker and the item does not create a safety issue or otherwise violate the decorum and order rules. Furthermore, nothing herein shall be interpreted to prohibit members of the public from communicating with the School Board or the School Administration on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division at times other than meetings.

- E.** The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement

and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.

- F.** The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.
- G.** No person attending a meeting of the School Board, in any capacity, shall use, or allow to sound, any device in a manner that disrupts the conduct of business within the room in which the School Board or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.
- H.** At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.

Legal Reference

Code of Virginia §18.2-128, as amended. Trespass upon church or school property.

Code of Virginia §18.2-404, as amended. Punishment for using abusive language to another.

Code of Virginia §18.2-406, as amended. What constitutes an unlawful assembly; punishment.

Code of Virginia § 18.2-415, as amended. Disorderly conduct in public places.

Virginia Beach City Code § 23-14, as amended. Disorderly Conduct in public places.

Related Links

School Board [Bylaw 1-47](#)

School Board [Policy 7-16](#)

Adopted by School Board: January 20, 1998

Amended by School Board: August 17, 1999

Amended by School Board: October 17, 2000

Amended by School Board: February 20, 2001

Revised by Order of United States District Court Eastern District of Virginia: May 18, 2001

Amended by School Board: August 18, 2015

Amended by School Board: August 2, 2016

Amended by School Board: March 27, 2018

Amended by School Board: October 26, 2021

~~Amended~~[Reviewed by School Board: 2022](#)

SCHOOL BOARD BYLAWS

SCHOOL BOARD SPECIAL RULES OF ORDER

1. It shall be the duty of the Chair~~man~~ or presiding officer to preserve order and to endeavor to conduct all business before the School Board with propriety and dispatch at all times.
2. When any business is brought regularly before the School Board, the consideration of the same cannot be interrupted except by a motion: for adjournment, to lie on the table, to postpone or for amendment.
3. The Chair~~man~~ may speak to points of order of preference to other School Board Members, and shall decide questions of order, subject to an appeal to the School Board by any School Board Member.
4. A motion made, must be seconded, and then repeated distinctly or read aloud by the Chair~~man~~ or maker of the motion before it is debated; and every motion shall be reduced to writing if the Chair~~man~~ or any of the School Board Members requires it.
5. Any School Board Member who shall have made a motion shall have the liberty to withdraw it, with the consent of the second, before any debate has taken place thereon; but not after debate is begun without leave being granted by the School Board.
6. An amendment/substitute may be moved on any motion, and shall be decided before the original motion, but not more than one amendment to an amendment/substitute shall be entertained.
7. If the motion under debate is composed of two or more parts, which are so far independent of each other as to be susceptible of division into several questions, any School Board Member may have it divided and a vote taken on each part.
8. School Board Members who consider themselves aggrieved by a decision of the Chair~~man~~ shall have the privilege to appeal to the School Board, and the vote on such appeal shall be taken without debate.
9. When the Chair~~man~~ has commenced taking a vote, no further debate or remark shall be admitted unless there had evidently been some mistake, in which case the mistake shall be rectified and the Chair~~man~~ shall recommence taking the vote.
10. A motion for adjournment shall always be in order and shall be decided without debate, except that it cannot be entertained when the School Board is voting on another question or while a member is addressing the School Board.

11. When a School Board Member requests to "call the question," such action requires a second and a two-thirds vote to limit debate or force a vote.
12. These special rules of order take precedence over the rules contained in Robert's Rules of Order, Newly Revised, may be suspended by a two-thirds vote and may be amended upon meeting the requirements to amend the bylaws.

Editor's Note

See Bylaw 1-40 for Parliamentary Authority.

See Bylaw 1-30 for Amendment of Bylaws.

Related Links

School Board [Bylaw 1-30](#)

School Board [Bylaw 1-40](#)

Adopted by the School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

[Amended by School Board: 2022](#)

SCHOOL BOARD STANDING RULES

A. Time and Place for Regular Meetings

Regular meetings of the School Board will generally be held on the second and fourth Tuesdays of each month, or on the dates and times designated by the School Board and as thereafter modified. The School Board reserves the right to change the date, time, or location of a previously noticed meeting upon compliance with applicable notice requirements set forth in the Virginia Freedom of Information Act. In person meetings of the School Board will take place in the School Administration Building unless otherwise specified by the School Board. When applicable, School Board meetings may be held electronically or telephonically. The School Board reserves the right to meet at other times, dates, and places upon proper notification to the public.

B. Administrative, Informal, Workshop and Closed Session Sections of Regular Meetings

On Regular Meeting days, the School Board will generally convene prior to the Formal Agenda to address Administrative, Informal, Workshop, and/or Closed Session matters. The School Board reserves the right to adjust the time for such matters but will generally begin at 4:00 p.m. prior to the Formal Agenda start time. The School Board Chair or designee, with the consensus of the School Board Members present, may move, or continue matters until after the Formal Agenda, or to another date.

C. School Board Recess

It is the School Board's practice to recess at 5:30 p.m. or sooner to prepare for the start of Formal Agenda. The School Board Chair, with the consensus of the School Board Members present, may alter the time for recess or not recess prior to the Formal Agenda start time and may recess the Regular meeting at other times.

D. Formal Meeting

Agendas for Regular Meetings of the School Board will generally follow the format set forth below. The School Board reserves the right to alter the Agenda when the Agenda is adopted or at any time during the Meeting by majority vote of the School Board Members present at the Meeting at the time of the vote. The Order of the Formal Meeting will be:

1. Call to Order and Roll Call 6:00 p.m.
2. Moment of Silence followed by the Pledge of Allegiance

3. Student, Employee and Public Awards and Recognition (see Bylaw 1-39)
4. Adoption of the Agenda
5. Superintendent's Monthly Report (second monthly meeting)
6. Approval of Meeting Minutes
7. Public Comments until 8:00 p.m.

At this time, the School Board will hear public comment on items in accordance with School Board Bylaw 1-47 Public Comments or as otherwise set forth by the School Board for this Meeting. The School Board may suspend Public Comments to handle other matters on the Agenda and resume Public Comments later in the meeting.

8. Information
 - a. Interim Financial Statements – [month year] (second monthly meeting)
 - b. Policy Review Committee Recommendations
 - c. Presentations regarding matters relevant to the School Board and the School Division
9. Return to public comments if needed
10. Consent Agenda
 - a. Commemorative Resolutions
 - b. Policy Review Committee Recommendations
 - c. Religious exemptions
 - d. Other matters as determined appropriate for Consent approval.
11. Action
 - a. Personnel Report / Administrative Appointments
 - b. Matters requiring action by the School Board
12. Committee, Organization or Board Reports

- a. School Board Members appointed to represent the School Board on committees, organizations or boards may briefly present updates on the work of their committee, organization, or board.

13. Return to Administrative, Informal, Workshop or Closed Session matters if necessary.

14. Adjournment

Related Links

School Board [Bylaw 1-18](#)

School Board [Bylaw 1-37](#)

School Board [Bylaw 1-39](#)

School Board [Bylaw 1-40](#)

Adopted by the School Board: February 20, 2001

Amended by the School Board: July 3, 2001

Amended by the School Board: July 2, 2002

Amended by the School Board: July 1, 2003

Amended by the School Board: July 6, 2004

Amended by the School Board: July 5, 2005

Amended by the School Board: July 8, 2006

Amended by the School Board: July 12, 2007

Amended by the School Board: December 2, 2008

Amended by the School Board: August 18, 2015

Amended by School Board: August 2, 2016

Amended by School Board: October 10, 2017

Amended by School Board: March 27, 2018

Amended by School Board: September 9, 2020

Amended by School Board: May 11, 2021

Amended by School Board: June 22, 2021

Amended by School Board: September 28, 2021

[Reviewed by School Board: 2022](#)



Subject: Resolution – Human Rights Month

Item Number: 14A

Section: Consent

Date: November 22, 2022

Senior Staff: Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Prepared by: Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Presenter(s): Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Recommendation:

That the School Board approve a resolution recognizing December as Human Rights Month.

Background Summary:

Human Rights Month is observed every year in December. Specifically, Human Rights Day is celebrated on December 10, marking the date in 1948 when the United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR). The United Nations wanted to prevent the atrocities that had occurred during World War II. They created the UDHR as a way to properly define what human rights would be protected universally. The UDHR is a milestone document that proclaims the inalienable rights which everyone is entitled to as a human being - regardless of race, color, religion, sex, language, political or other opinion, national or social origin, property, birth or other status. Available in more than 500 languages, it is the most translated document in the world.

Each year, Human Rights Day has a different theme. In 2022, Human Rights Day is focusing on how rights are the beginning of peace within societies, and a way to create a fairer society for future generations.

Source:

<https://www.un.org/en/observances/human-rights-day>

<https://dignityandrespect.org>

Budget Impact:

N/A

**Resolution
Human Rights Month
December 2022**

WHEREAS, Human Rights Day is observed every year on December 10, which is the day the United Nations General Assembly adopted the Universal Declaration of Human Rights in 1948; and

WHEREAS, in 2022, Human Rights Day is focusing on how rights are the beginning of peace within societies, and a way to create a fairer society for future generations and

WHEREAS, Human Rights Month is a time to come together and remember that human rights are universal rights, and that everyone should be treated with respect and be free from discrimination; and

WHEREAS, human rights are at the core of the division's strategic framework, core values, teaching and learning framework and educational equity policy, as in the absence of human dignity we cannot hope to accomplish our mission to 'empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community'; and

WHEREAS, the School Board of the City of Virginia Beach are positive advocates for the human rights of every member of our school division.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of December 2022 as Human Rights Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourage participation and solidarity in the various school and local activities during Human Rights Month; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 22nd day of November 2022.

Carolyn T. Rye, School Board Chair

SEAL

Aaron C. Spence, Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: MYP Physics **Item Number:** 14B1

Section: Consent **Date:** November 22, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela Seiders, Executive Director of Secondary Teaching and Learning

Keith Goodman, Coordinator of Secondary Science, Department of Teaching and Learning

Presenter(s): Angela Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board approves the proposed MYP Physics course and corresponding standards for implementation for Princess Anne High School students in the 2023-2024 school year.

Background Summary:

For the past ten years, the International Baccalaureate Programme at Princess Anne High School has offered two Middle Year Programme (MYP) courses- Biology and Chemistry- to give students a foundation for scientific thinking before they enter into the Diploma Programme. Historically, students, depending on future career goals have gravitated to biology or chemistry in the Diploma Programme. Over the past five years, however, there has been an increase of students interested in pursuing an engineering degree post high school. As a result, a new pathway is being recommended, with physics as the core science. The new pathway will help students be better prepared for a STEM world post-high school.

Budget Impact:

There is no budget impact for the addition of these courses.

Course Description:

Physics is the study of matter and energy and their interactions. It encompasses natural phenomena from very small sub-atomic particles to the entire universe. Principles of physics are used not only to explain natural and human-made phenomena, but also to clean our environment, to show our way around (GPS), to save lives (medical imaging), and even to model social networks! The study of physics helps students acquire problem-solving and critical-thinking skills and teaches them to better observe and understand the natural world. Physics concepts are continually used in everyday life. It is, therefore, vital that our students learn the basic concepts and principles of physics. Our society is becoming more dependent on technology rooted in physics. The main goal of physics for high school students is to deepen their abilities for scientific inquiry and to continue improving their problem-solving and critical-thinking skills. Students should understand and be able to apply concepts and principles of physics to real-world situations and be able to discuss the societal implications of physics. Topics that have been developed in the MYP course include:

- Forces and energy (measurement in science; states and properties of matter, kinetic theory, density; forces and effects of forces; forces and motion, speed, motion graphs, Newton's laws; pressure; work and power, efficiency; gravity and gravitational fields; energy sources and resources, fuels and environmental impact; energy transfer and transformation, conservation of energy)
- Electromagnetism (magnetism, electric and magnetic fields; static electricity; electromagnetic forces and induction, AC and DC; current, voltage, power, generation and transmission of electricity; electric circuits)

- Astrophysics (the solar system, planets and satellites, the Big Bang theory)
- Heat, light and sound (thermal physics; heat transfer, condensation and evaporation)
- Waves (longitudinal and transverse waves, sound waves; wave phenomena including reflection, refraction, diffraction; wave equation; electromagnetic spectrum, imaging and applications)
- Atomic physics (atomic structure, particles, charges and masses; radioactivity, decay and half-life, forms of radiation; uses and dangers)

Prerequisites:

None.

Expected Learning Outcomes:

The MYP sciences group aims to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.



Subject: DP Sports, Exercise, and Health Science **Item Number:** 14B2

Section: Consent **Date:** November 22, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela Seiders, Executive Director of Secondary Teaching and Learning

Keith Goodman, Coordinator of Secondary Science, Department of Teaching and Learning

Presenter(s): Angela Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board approves the proposed International Baccalaureate Programme (DP) Sports, Exercise, and Health Science course for Princess Anne High School students in the 2023-2024 school year.

Background Summary:

In November 2021, Forbes published a list of the Top 5 Growing Career Fields in the United States. Of those five, healthcare/medicine is number one. To ensure students are prepared for this career post-high school, we have offered Higher Level Biology courses that span the course of two years; however, in an effort to better prepare our students for medical career beyond the doctor or nurse route, it is imperative to add the DP Sports, Exercise, and Health Science Standard Level (SL) course for our students who aim to pursue a career in healthcare.

Budget Impact:

There is no budget impact for the addition of these courses.

Course Description:

The IB DP course in sports, exercise and health science SL involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

The aims of the sports, exercise and health science SL course are to:

- provide stimulating and challenging opportunities for scientific study and creativity within a global context
- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- develop and apply the students' information and communication technology skills in the study of science
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with science and scientists
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Prerequisites:

None.

Expected Learning Outcomes:

The DP Sports, exercise, and health science course learning outcomes include the following:

Demonstrate an understanding of:

- scientific facts and concepts
- scientific methods and techniques
- scientific terminology
- methods of presenting scientific information.

Apply and use:

- scientific facts and concepts
- scientific methods and techniques
- scientific terminology to communicate effectively
- appropriate methods to present scientific information.

Construct, analyse and evaluate:

- hypotheses, research questions and predictions
- scientific methods and techniques
- scientific explanations.



Subject: AP Physics C: Electricity and Magnetism

Item Number: 14B3

Section: Consent

Date: November 22, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela Seiders, Executive Director of Secondary Teaching and Learning

Keith Goodman, Coordinator of Secondary Science, Department of Teaching and Learning

Presenter(s): Angela Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board approves the proposed Advanced Placement (AP) Physics C: Electricity & Magnetism course for implementation in the 2023-2024 school year.

Background Summary:

College Board's AP Program offers two calculus-based, college-level physics courses: AP Physics C: Mechanics and AP Physics C: Electricity & Magnetism. AP Physics C: Electricity & Magnetism is designed to be paired with AP Physics C: Mechanics.

Virginia Beach City Public Schools has only offered AP Physics C: Mechanics as a yearlong course due to the combined rigorous nature of the course and scheduling limitations associated with the yearlong A/B schedule. The School Board's approval of 4X4 scheduling for high schools now provides the necessary flexibility for students to enroll and obtain credit for AP Physics C: Electricity & Magnetism.

Budget Impact:

There is no budget impact for the addition of this course.

Course Description:

This course is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. This course follows the course framework as set forth by College Board's Advanced Placement Program. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. Topics in this course include:

- Electrostatics
- Conductors, Capacitors, Dielectrics
- Electric Circuits
- Magnetic Fields
- Electromagnetism

Prerequisite:

Physics or AP Physics 1

Corequisites:

Calculus and AP Physics C: Mechanics

Expected Learning Outcomes:

- Describe the electric force that results from the interactions between charged objects or systems.
- Describe the electric field resulting from a given charge distribution.
- Describe the electric potential due to a configuration of charged objects.
- Describe the magnetic behavior of material as a result of the configuration of magnetic dipoles within the material.
- Describe the magnetic flux through an arbitrary area or geometric shape.



Subject: Honors World History and Geography Part 1 **Item Number:** 14B4

Section: Consent **Date:** November 22, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela Seiders, Executive Director of Secondary Teaching and Learning

Kris Troch, Coordinator of Secondary Social Studies, Department of Teaching and Learning

Presenter(s): Angela Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board approves the proposed Honors World History and Geography Part 1 course for all students in the 2023-2024 school year.

Background Summary:

College Board's Advanced Placement (AP) Program offers Pre-AP courses in many subjects. The structure of these courses prepares students for AP coursework. As Virginia Beach City Public Schools is committed to equity in access and outcomes, this honors course follows the Pre-AP framework and will assist student readiness for AP courses in history and social sciences.

Budget Impact:

There is no budget impact for the addition of these courses.

Course Description:

This course is a substitute for World History and Geography I. It follows the course framework as set forth by College Board's Pre-AP Program and is described by College Board as prioritizing the skills fundamental to the study of history and geography in high school. Students will be exposed to multiple opportunities to think and work like historians and geographers as they develop and strengthen disciplinary reasoning skills throughout their education in history and the social sciences. These skills include:

- **Evaluating evidence:** Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources.
- **Explaining historical and geographic relationships:** Students explain relationships among events and people by marshalling evidence for causation, comparison, and continuity and change over time.
- **Incorporating evidence:** Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments.

Prerequisites:

None.

Expected Learning Outcomes:

Students will use the skills outlined in the course description as they examine the foundational themes of humans and the environment, governance, economic systems, culture, and society for the following key topics:

- Geography and World Regions
- The Ancient Period, to c. 600 BCE
- The Classical Period, c. 600 BCE to 600 CE
- The Postclassical Period, c. 600 CE to c. 1450 CE



Subject: AP Precalculus Item Number: 14B5

Section: Consent Date: November 22, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela L. Seiders, Executive Director of Secondary Teaching and Learning

George Coker, Secondary Mathematics Coordinator

Presenter(s): Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board approves the proposed Advanced Placement (AP) Precalculus course and corresponding standards for implementation in the 2023-2024 school year.

Background Summary:

The proposed *AP Precalculus* course would serve as an advanced placement mathematics elective credit for students in the division. This course is specifically designed for students who have completed Algebra II/Trig and wish to further develop their mathematical knowledge to prepare for a Calculus course. During this course, students acquire and apply mathematical tools in real-world modeling situations in preparation for using these tools in college-level calculus.

Budget Impact:

There will be no budget impact to implement this course.

Course Proposal:

AP Precalculus

Course Description:

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses.

During this course, students acquire and apply mathematical tools in real-world modeling situations in preparation for using these tools in college-level calculus. Modeling, a central instructional theme for the course, helps students come to a deeper understanding of each function type. By examining scenarios, conditions, and data sets, as well as determining and validating an appropriate function model, students develop a greater comprehension of the nature and behavior of the function itself. The formal study of a function type through multiple representations (e.g., graphical, numerical, verbal, analytical), coupled with the application of the function type to a variety of contexts, provides students with a rich study of precalculus.

Throughout this course, students develop and hone symbolic manipulation skills needed for future mathematics courses. They also solve equations and manipulate expressions for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, verbal, and analytical representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable in a variety of future courses that involve quantitative reasoning.

AP Precalculus fosters the development of a deep conceptual understanding of functions. Students learn that a function is a mathematical relation that maps a set of input values—the domain—to a set of output values—the range—such that each input value is uniquely mapped to an output value. At various points and over various intervals, a function takes on characteristics that can be classified with varying levels of precision and justification, depending on the function representation and available mathematical tools. Furthermore, a function can be classified as part of a function family based on the way in which values of different variables change simultaneously.

Research indicates that deep understanding of functions and their graphs as embodying dynamic covariation of quantities best supports student preparation for calculus. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. These models are used to interpolate, extrapolate, and interpret information with varying degrees of accuracy for a given context or data set. Additionally, students also learn that every model is subject to assumptions and limitations related to the context. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general. This type of understanding helps students to engage with both familiar and novel contexts.

Budget Impact:

No budget impact for the implementation of the *AP Precalculus* course is expected. The course will be taught by staff already allocated to Virginia Beach City Public Schools for the 2023-24 school year. No new expenses are anticipated to support the implementation.

Unit Outline and Sequence of Learning:

In accordance with the College Board Course Framework for AP Precalculus, students will complete the following units of study:

- Unit 1: Polynomial and Rational Functions
- Unit 2: Exponential and Logarithmic Functions
- Unit 3: Trigonometric and Polar Functions
- Unit 4: Functions Involving Parameters, Vectors, and Matrices

VBCPS will follow the recommended pacing for AP Precalculus as outlined in the College Board Course Framework . To view the full course framework, please visit: <https://apcentral.collegeboard.org/courses/ap-precalculus/course-framework>.

Mathematical Practices:

The eight distinct skills are associated with three mathematical practices. Students should build and master these skills throughout the course. While many different skills can be applied to any one content topic, the framework supplies skill focus recommendations for each topic to help assure skill distribution throughout the course.

- Practice 1: Procedural and Symbolic Fluency- Algebraically manipulate functions, equations, and expressions.
 - Skill 1.A: Solve equations and inequalities represented analytically, with and without technology.
 - Skill 1.B: Express functions, equations, or expressions in analytically equivalent forms that are useful in a given mathematical or applied context.
 - Skill 1.C: Construct new functions, using transformations, compositions, inverses, or regressions, that may be useful in modeling contexts, criteria, or data, with and without technology.
- Practice 2: Multiple Representations- Translate mathematical information between representations.
 - Skill 2.A: Identify information from graphical, numerical, analytical, and verbal representations to answer a question or construct a model, with and without technology.
 - Skill 2.B: Construct equivalent graphical, numerical, analytical, and verbal representations of functions that are useful in a given mathematical or applied context, with and without technology.
- Practice 3: Communication and Reasoning- Communicate with precise language, and provide rationales for conclusions.
 - Skill 3.A: Describe the characteristics of a function with varying levels of precision, depending on the function representation and available mathematical tools.
 - Skill 3.B: Apply numerical results in a given mathematical or applied context.
 - Skill 3.C: Support conclusions or choices with a logical rationale or appropriate data.



Subject: Foundations of Police Science Item Number: 14B6

Section: Consent Date: November 22, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela L. Seiders, Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board approves the proposed course, *Foundations of Police Science* and corresponding course objectives for implementation in the 2023-2024 school year.

Background Summary:

In the spring of 2021, the Virginia Beach Police Department launched a Cadet Program for high school graduates. This program pays young people between the ages of 18 and 20 for part-time work while they learn about the department and opportunities in the law enforcement career pathway in Virginia Beach. The cadets in this program are on track to enter the Virginia Beach Police Academy when they are 20 years of age.

To connect more young people to this pathway, a partnership between Virginia Beach Schools and the Virginia Beach Police Department was formed to propose a bridge course that would connect our students to the Cadet Program after graduation. The proposed course will be offered at high school sites and is an addition to the more comprehensive Public Safety program that has seen phenomenal results at the Virginia Beach Career and Technical Center for the last several decades.

The vision for the course comes from the Virginia Beach Police Department's Cadet Challenge program and consists of a one credit course at target high school sites. Students enrolled in the course will be introduced to a wide variety of topics impacting public safety and law enforcement. They will also have the opportunity to take part in field experiences and benefit from co-teaching by members of the Virginia Beach Police Department.

Source:

Cadet Challenge Program., [Cadet Challenge app \(vb.gov.com\)](https://vb.gov.com/cadet-challenge) (2022)
Virginia Beach Police, [Police :: VBgov.com - City of Virginia Beach](https://vb.gov.com/police) (2022)

Course Description:

- Year-long, AB schedule elective
- 1 Credit
- Open to Grades 10-12
- Next steps: Tech Center Public Safety, VBCPS 911 Training, or Tidewater Community College (Career Studies Certificate in Law Enforcement, Emergency Medical Training, Fire Science Supervision)

Budget Impact:

The estimated cost per year for a cohort of 25 students for textbooks, curriculum resources, field trips, teacher training, and equipment is \$20,000. As proposed this course is not eligible for Carl D. Perkins funding for career and technical education and all associated costs will be a local expense.

Staffing:

Participating schools will assign an existing .2 Full-time Equivalent teacher to the section. Instructional staff with endorsements in English, History and Social Sciences, Mathematics, Biology, or Chemistry are eligible to teach the course.

Curriculum Topics Covered:

- Careers in Law Enforcement, Public Safety, and Community Support
- Leadership / Ethics / Cultural Awareness
- Physical Training / Physical Fitness / Health / Nutrition / Mental Wellness
- First Aid / Bloodborne Pathogens / CPR / Narcan
- Report writing / Search Warrants / Forfeiture
- Constitutional Law / Juvenile Law / Misdemeanor and Arrest Law
- Mental Health Emergencies
- Alzheimer's and Autism / Project Lifesaver
- Communication and Conflict Resolution
- Incident Command System
- Hazardous Materials / Narcotics
- Firearms Safety
- Radio Communications
- Arrest / Custody / Use of Force
- Property & Evidence
- Patrol Techniques
- Crime Prevention
- Community Policing
- Active Shooter / Auto Theft / Burglary / Cyber Crime / Domestic Violence / Economic Crimes / Homicide / Missing Persons / Social Media
- Special Victims Unit
- Courtroom Demeanor
- Traffic Law / DUI Law / Traffic Stops / Crash Investigations (Field Experience)
- Police Memorial Service (Field Experience)
- K9 Unit (Field Experience)
- Bomb Unit (Field Experience)
- Forensics (Field Experience)
- Animal Control (Field Experience)
- Fire / 911 / EMS (Field Experience)
- Training Scenarios (Field Experience)



Subject: Renewable Energy Technologies I & II Item Number: 14B7

Section: Consent Date: November 22, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela L. Seiders, Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board approves the proposed courses, *Renewable Energy Technologies I & II* and corresponding course objectives for implementation in the 2023-2024 school year.

Background Summary:

Virginia Beach City Public Schools has long been a leader in green buildings and renewable technologies. The division has built Leadership in Energy and Environmental Design (LEED) Platinum certified buildings that are used by students as both a schoolhouse and a learning laboratory for sustainability. As our school system explores adding solar technologies and emerging offshore wind industry changes the landscape off our coast, the Advanced Technology Center would like to answer the regional call to prepare young people to enter these emerging career fields.

This new two-year, half-day program, *Renewable Energy Technologies I & II*, at the Advanced Technology Center (ATC) would replace the Fiber Optic program that was recently retired at the ATC. The new program would be framed around guidelines from the North American Board of Certified Energy Practitioners® (NABCEP®). This organization is respected, well-established and widely recognized for certifying organization for professionals in the field of renewable energy. NABCEP offers certifications and credentials for skilled professionals, specialists and those new to working in the areas of photovoltaics (PV), solar heating, and small wind technologies. The first NABCEP Solar PV Installer certification exam (now called PV Installation Professional) was administered in 2003. Since then, NABCEP has launched and maintained eight Board Certification Programs and three Associate credentials.

The new program would be driven by a partnership between Virginia Beach Schools and the energy employers focused on solar and wind technologies in our region. Enrolled students will learn alongside Virginia Beach City Public Schools professionals and with industry partners as they are involved with ongoing VBCPS projects.

Source:

North American Board of Certified Energy Practitioners® Guide, [NABCEP Home - NABCEP](#) (2022)

Virginia Solar Data, [Virginia Solar | SEIA](#) (2022)

Virginia Beach Economic Development – Key Industries: Offshore Wind, [Virginia Beach Department of Economic Development \(yesvirginiabeach.com\)](#) (2022)

Course Descriptions:

- Daily Half-day ATC program
- 3 Credits per level
- Open to Grades 9-12

Budget Impact:

The estimated cost per year for a cohort of 20 students for textbooks, curriculum resources, field trips, and teacher training is \$10,000. Equipment for the learning lab will be funded from the existing Carl D. Perkins grant for career and technical education. Corporate donations and other grants will also be used to outfit the learning space.

Staffing:

The course will utilize the existing ten-month extended Full-Time Equivalent staff from the retired Fiber Optic program. This position would be filled in the current school year allowing time for the new teacher to work with industry partners and staff of the Office of Technical and Career Education to write curriculum, order needed equipment and resources, plan collaborative projects for the 2023-24 school year and form industry partnerships.

Content Competencies for Renewable Energy Technologies I:

Examining Energy and Power

- Describe how energy is used within sectors of society.
- Demonstrate tools used in the energy industry.
- Explain the basics of energy storage.
- Demonstrate how batteries/cells function.
- Measure current, amps, voltage, and resistance in various direct current (DC) and alternating current (AC) energy systems.
- Create series and parallel circuits.
- Apply Ohm's law to determine the level of current flowing in circuits.
- Describe the uses of AC and DC.
- Estimate wattage.

Understanding Energy Concerns and Challenges

- Explain concerns related to fossil fuels.
- Diagram the process and effects of global climate change.
- Create a digital presentation that explains the differences among renewable, inexhaustible, and non-renewable energy sources.
- Compare governmental policy and support for fossil fuel vs. the clean-energy economy.

Conserving Energy

- Discuss the societal, environmental, and economic advantages of energy conservation.
- Explain inefficiencies of modern energy systems.
- Describe governmental initiatives and incentives to boost energy efficiency.
- Explain the concept of phantom loads and their associated costs.
- Conduct an energy review of a local building.
- Research the energy savings that can be realized by modifying a building or energy-use patterns.

Exploring Solar Power Systems

- Describe ways the sun's energy is used.
- Produce a solar device that will cook food.
- Produce a model house.
- Explain the differences between passive and active solar systems.
- Calculate the thermal mass created from various buildings.
- Explain direct, indirect, and isolated solar gain in passive solar power systems in buildings.
- Illustrate the advantages and disadvantages of various solar-thermal heating systems.
- Perform a needs assessment, system sizing, and selection process for a residential solar-thermal system.
- Explain the underlying principles of photovoltaic systems (PV) and factors that affect system efficiency.
- Describe advantages and disadvantages of PV system configurations.

Determining Requirements for a Photovoltaic System

- Explain the functions of the major PV system components in residential structures.
- Design a PV system to demonstrate the function of its components.

- Assemble a model of a PV array.
- Measure PV array energy output under various conditions.
- Present solar panel specifications, benefits to type of panel chosen, costs, and benefits for a variety of system designs.
- Calculate the system cost and payback period for a solar PV installation.
- Perform a site analysis of various locations for PV installations.

Examining Wind Power

- Explain the advantages and disadvantages of wind-powered electrical systems.
- Explain global wind patterns and their causes.
- Create a map of local and national wind patterns, noting areas where wind turbines are widely used.
- Explain the effect of ground-surface features on wind speed.
- Describe Betz's law and the law of conservation of energy.
- Outline the progress toward adoption of utility-scale wind energy production in Virginia.

Determining Requirements for Installing Wind Power Systems

- Research the function of the basic components in a wind power system.
- Demonstrate the aerodynamic principles that affect wind turbine performance, specifically with regard to rotor blade design.
- Explain horizontal and vertical wind turbine designs and the advantages and disadvantages of each.
- Explain the three scales of wind turbines and the applications for each.
- Explain the different materials used in wind turbine construction.
- Compare the capabilities of wind turbine designs.
- Explain the methods wind turbines employ to control wind speeds.
- Complete a site analysis for a potential wind-power system.
- Produce a model wind-turbine system.
- Analyze the basic operation and output of a wind turbine.
- Correlate wind power, speed, and the electrical output of a wind-turbine system.
- Explain the factors to consider when siting a utility-scale wind farm.

Understanding Hydrokinetic Energy

- Describe the role of hydropower in current energy production.
- Explain how a river's head and water pressure are related.
- Explain how water is provided in different municipalities.
- Identify the advantages and disadvantages of using water as a power source.
- Describe the concept of pump storage.
- Identify the steps necessary to perform a site assessment of a micro-hydro project.
- Identify the factors (other than available power) that must be considered when determining the viability of a specific micro-hydro site.
- Create a model of a micro-hydropower system.
- Explain how micro-hydro turbines/generators work.
- Explain how wave and tidal energy can be used to generate electricity.
- Investigate the latest technologies and system designs being used to harness wave and tidal energy.
- Experiment with capturing wave energy.

Examining Geothermal Energy

- Describe high and low-temperature geothermal systems.
- Describe how different geothermal energy systems are used to meet energy demands.
- Investigate where geothermal systems are used.

Examining Biomass and Biofuels

- Explain the difference between biomass and biofuels.
- Create a model of the carbon cycle.
- Describe the carbon cycle's relationship to greenhouse gas levels in the atmosphere.
- Explain how biomass is converted into usable energy.

Exploring Energy Use in Transportation

- Explain the advantages and disadvantages associated with electric vehicles (EVs).

- Research alternatives to the current fossil-fuel based transportation system.
- Compare the battery technologies used in the EV industry.
- Describe how EVs work.
- Compare the types of hybrid vehicles and EVs.
- Examine current mass transit systems in the United States.
- Explain how EVs could be used to supplement a smart grid with energy storage.
- Research alternatives to the current fossil-fuel based transportation system.
- Create a model vehicle powered by solar energy.

Examining Fuel Cells

- Identify the types of fuel cells.
- Explain the theory of a hydrogen economy.
- Explain covalent bonding and its association with fuel-cell technology.
- Explain the advantages and disadvantages of methods of producing and transporting hydrogen.
- Explain the infrastructure challenges to fuel cells becoming a widely adopted technology.
- Diagram the connection of fuel cell stacks to produce various amounts of power at specific voltages.
- Identify the components of a complete PEM fuel-cell system.
- Compare the three major categories of fuel-cell systems: stationary fuel cells, fuel-cell vehicles, and portable fuel cells.
- Research whether fuel-cell technology is a realistic alternative to fossil fuels.

Content Competencies for Renewable Energy Technologies II:

Introducing Energy

- Define energy.
- Describe types of energy and their uses.
- Describe the flow of energy from source to consumer.
- Demonstrate the use of tools and procedures common to jobs in energy industries.
- Demonstrate the use of instruments to measure units.
- Convert units of measure.
- Analyze renewable and non-renewable sources of energy.
- Explain energy conversion.

Introducing Safety and Regulations in Energy and Power

- Explain the purpose of energy regulation.
- Identify the agencies involved in energy regulation.
- Comply with federal, state, and local safety requirements.
- Explain safe working practices around electrical hazards.
- Identify emergency first-aid procedures.
- Inspect course-specific hand and power tools to visually identify defects.
- Demonstrate lifting and carrying techniques.
- Report personal injuries and environmental and equipment safety violations to the appropriate authority.
- Earn the Occupational Safety and Health Administration 10 card.
- Pass a safety exam for lab/site safety and the use of tools and equipment, if applicable.
- Identify personal protective equipment (PPE) requirements.
- Demonstrate the use of PPE common in electric power distribution.
- Maintain a safe working environment.
- Apply safety guidelines in appropriate circumstances.
- Explain safety issues related to natural gas distribution.

Exploring Sources of Energy

- Describe the procurement and reclamation processes (for each source of energy).
- Analyze continuous supply and intermittent supply.
- Explain how oil was created and list its advantages and disadvantages.
- Explain how coal was created and list its advantages and disadvantages.

- Explain how uranium is created and list its advantages and disadvantages.
- Describe byproduct management associated with the use of each type of energy.
- Explore advantages and disadvantages of hydroelectric power.
- Describe effects on solar photovoltaic performance.

Generating Electricity

- Describe the conversion of energy sources (all sources) to electricity.
- Describe electric power generation equipment and systems.

Transmitting Electricity

- Describe the electric transmission network or grid.
- Distinguish among the various lines used for transmission typical to Virginia.
- Analyze schemes for transmission and grid protection and management.
- Describe the transmission of natural gas.
- Describe distribution of natural gas.
- Describe pipes and pressure used in the transmission of natural gas.
- Analyze schemes for protection and management of pipelines.

Distributing Electricity and Energy Sources

- Describe the electric distribution network.
- Analyze schemes for electric distribution system protection and management.
- Analyze schemes for protection and management of natural gas distribution systems.

Exploring Energy Consumption

- Describe the different physical units in which energy sources are measured.
- Explain how different energy sources are compared to each other in one common unit.
- Compare the percentage of each energy source used in the United States over a period of time.
- Explain different end-user sectors and the percentage of energy used by each.

Exploring Demand-Side Management and Energy Efficiency

- Describe the sectors that comprise energy demand.
- Define energy demand.
- Investigate energy demand in a sector.
- Define energy efficiency.
- Keep a personal energy log.
- Identify the components of energy demand.

Preparing for Careers in the Energy Industry

- Examine jobs related to energy.
- Participate in a mock interview.
- Prepare a résumé or portfolio.

Program Competencies for Workplace Readiness:

Demonstrating Personal Qualities and Abilities

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies

- Demonstrate big-picture thinking.

- Demonstrate career and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.



Subject: Religious Exemptions

Item Number: 14C

Section: Consent Agenda

Date: November 15, 2022

Senior Staff: Matthew D. Delaney, Chief of Staff

Preparedby: Richard Sidone, Student Conduct/Services Acting Coordinator

Presenter(s): Michael B. McGee, Director, Office of Student Leadership

Recommendation:

That the School Board approve Religious Exemption Case No. RE-22-22.

Background Summary:

Administration finds documentation meets the threshold requirements stipulated in Virginia Code.

Virginia Code §22.1-254.B.1 states the following:

“B. A school board shall excuse from attendance at school:

1. Any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, “bona fide religious training or belief” does not include essentially political, sociological or philosophical views or a merely personal moral code”

Virginia Code § 22.1-254.D.1 states the following:

“D. A school board may excuse from attendance at school:

1. On recommendation of the principal and the division superintendent and with the written consent of the parent or guardian, any pupil who the school board determines, in accordance with regulations of the Board of Education, cannot benefit from education at such school”

Source:

Virginia Code §22.1-254.B.1 and §22.1-254.D.1
School Board Policy 5-12, Legal Withdrawal

Budget Impact:

None



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

Section: Action **Date:** November 22, 2022

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

Prepared by: Cheryl R. Woodhouse

Presenter(s): Aaron C. Spence, Ed.D., Superintendent

Recommendation:

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the November 22, 2022, personnel report.

Background Summary:

List of appointments, resignations and retirements for all personnel.

Source:

School Board Policy #4-11, Appointment

Budget Impact:

Appropriate funding and allocations

Personnel Report
Virginia Beach City Public Schools
November 22, 2022
2022-2023

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective Date</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	11/3/22	Keisha Murphy	Custodian I	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	11/3/22	Monique K Watson	Cafeteria Assistant, 5.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	11/7/22	Tamara M Valentine	Security Assistant	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	11/3/22	Kisha L McLeod	Cafeteria Assistant, 4.5 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	11/9/22	Jessica C Cutrell	Cafeteria Assistant, 4.0 Hours	Old Dominion University, VA	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	11/14/22	Mark Allen Beringuel	Cafeteria Assistant, 5.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	11/3/22	Kiara R Norman	Physical Education Assistant	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	11/3/22	Clara C Saunders	Cafeteria Assistant, 4.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	11/14/22	Sarah C Hampshire	School Nurse	N/A	VCU Health Systems, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	11/14/22	Cyanni Perez	Kindergarten Assistant	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	11/16/22	Tabitha J Nichols	Special Education Assistant	N/A	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	11/3/22	Amanda D Baylor	Special Education Assistant	Univ of Science & Arts of Okla, OK	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Salem	11/14/22	John W Graham	Custodian I	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Shelton Park	11/3/22	Hattiema A Naylor	Cafeteria Assistant, 4.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	11/7/22	Joseph A Harris	Technology Support Technician	N/A	US District Court, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	11/14/22	Shirley Guiden	Custodian I	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	11/3/22	Eva R West	Cafeteria Assistant, 5.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	11/3/22	Khadja Hadri	Cafeteria Assistant, 5.5 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	11/14/22	Lazaro Imperial	Custodian I	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Middle School	Landstown	11/9/22	Heather J Newland	Special Education Assistant	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	11/2/22	Miriam O Ruiz	Custodian I	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	11/1/22	Jeri K Zurbuchen	Special Education Assistant	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	Bayside	11/9/22	Michelle D Melton	Cafeteria Assistant, 6.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	Cox	11/14/22	Emelie Z Fernandez	Custodian I	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	Cox	11/14/22	Fzurdale Z Fernandez	Custodian I	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	11/14/22	Meaghan L Barfield	Security Assistant	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	11/17/22	Jamie D Akers	Custodian I	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	11/3/22	Kareem N Parker	Custodian I	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	11/17/22	Edward D Kopicki	School Security Officer	N/A	VBPD, VA
Assigned to Unified Salary Scale	Appointments - High School	Landstown	11/3/22	Diyoghana Pineda Alfonso	Cafeteria Assistant, 6.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	Salem	11/9/22	Mary Gemma M Villaluna	Cafeteria Assistant, 5.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	11/3/22	Aurelius M Fullilove	Security Assistant	Excelsior College (Regents), NY	US Navy
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Communications & Community Engagement	11/14/22	Angella Lloyd	Custodian I	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/3/22	Catherine M Ebbert	Cook, 7.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/9/22	Sharnett D King	Assistant Cafeteria	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/9/22	Weslie A Miller	Assistant Cafeteria Manager, 7.0 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Gifted Education & Academy Programs	11/7/22	Lisa Martin	Administrative Office Associate I	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/3/22	Thomas A Gumm	Bus Driver - Special Ed, 6.5 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/3/22	Andrew D Preece	Bus Driver, 6.5 Hours	N/A	N/A
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/14/22	Ralph A Mawyer	Fleet Technician I	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Elementary School	Linhorn Park	11/18/22	Jody Wray	Pre-Kindergarten Teacher Assistant (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	11/10/22	Shannel Barnes	Kindergarten Assistant (personal reasons)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Elementary School	Providence	10/27/22	Lillian R Burns	Special Education Assistant (family)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Oaks	11/2/22	Juana Romero	Cafeteria Assistant, 6.0 Hours (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside Sixth Grade Campus	11/23/22	Crystal G Horner	School Administrative Associate I (relocation)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Middle School	Great Neck	11/18/22	Renada A Wilson	Special Education Assistant (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Middle School	Plaza	12/2/22	Marjorie L Wynne	School Office Associate II (personal reasons)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - High School	Landstown	11/18/22	Morgan J Smith	Special Education Assistant (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - High School	Ocean Lakes	12/22/22	Feliciana A Cabigao	Custodian I (personal reasons)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - High School	Virtual Virginia Beach	11/15/22	Lucia M Vasquez	School Office Associate II (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Gifted Education & Academy Programs	12/1/22	Zachary C Neumann	Instructional Specialist (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	12/30/22	Kathleen A Bennett	Psychologist (career enhancement opportunity)	N/A	N/A
Assigned to Unified Salary Scale	Retirements - Elementary School	Shelton Park	12/31/22	Myron A Baxter	Custodian II Head Day	N/A	N/A
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Custodial and Distribution Services	12/30/22	April O Hammock	Financial Assistant	N/A	N/A
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Custodial and Distribution Services	12/30/22	Karen E Ransom	Financial Assistant	N/A	N/A
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Custodial and Distribution Services	12/30/22	Sonja D Turner	Office Associate II	N/A	N/A
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	11/3/22	Wayne C Tomlin Jr	Fleet Technician III	N/A	N/A
Assigned to Unified Salary Scale	Other Employment Actions - Miscellaneous	Department of Human Resources	12/6/22	Violet B Hoyle	Human Resources Specialist	N/A	N/A
Assigned to Instructional Salary Scale	Appointments - Elementary School	Providence	11/3/22	Sydney Krantz	Fourth Grade Teacher	University Of Oregon, OR	N/A
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	11/4/22	Daniel M Hasnas	Sixth Grade Teacher	Old Dominion University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	11/17/22	Jamal R Matin-Abdul	Family & Consumer Science Teacher	N/A	N/A
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	11/17/22	Kevin C Trebes	School Counselor	Norfolk State University, VA	N/A
Assigned to Instructional Salary Scale	Appointments - High School	Salem	11/3/22	Russell Williams	Social Studies Teacher	Strayer University, DC	US Navy
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bettie F. Williams	11/7/22	Kylee K Myszak	Special Education Teacher (family)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Christopher Farms	12/22/22	Megan Zipprich	Second Grade Teacher (relocation)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Glenwood	11/28/22	Amanda K Swift	Fourth Grade Teacher (relocation)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville Meadows	11/14/22	Anne E Harris	Fourth Grade Teacher (family)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	Linhorn Park	11/18/22	Raven Kinsey	Kindergarten Teacher (personal reasons)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Elementary School	White Oaks	11/9/22	Dilvin Ismail	Third Grade Teacher (personal reasons)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	11/18/22	Bridget K Timothy	Literacy Teacher (career enhancement opportunity)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - Middle School	Salem	11/11/22	Kiara Clark	Spanish Teacher (personal reasons)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - High School	Green Run Collegiate	11/14/22	Rosiris Ward	Spanish Teacher, 800 (personal reasons)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - High School	Landstown	12/1/22	Frances M Schoening	English Teacher (personal reasons)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - High School	Landstown	12/22/22	Alfredo P Bancoro	Mathematics Teacher (relocation)	N/A	N/A
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	11/10/22	Emily P Wilson	School Counselor (personal reasons)	N/A	N/A

Personnel Report
Virginia Beach City Public Schools
November 22, 2022
2022-2023

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective Date</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Instructional Salary Scale	Retirements - Middle School	Landstown	12/31/22	Diane D Womack	Special Education Teacher	N/A	N/A
Assigned to Instructional Salary Scale	Retirements - Middle School	Salem	1/31/23	Kendra A Merlet	Business Education Teacher	N/A	N/A
Assigned to Instructional Salary Scale	Retirements - Middle School	Virginia Beach	6/30/23	Christy L McAnally	Sixth Grade Teacher	N/A	N/A



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

Section: Closed Session **Date:** November 22, 2022

Senior Staff: Kamala H. Lannetti, School Board Attorney

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Kamala H. Lannetti, School Board Attorney

Recommendation:

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711 to deliberate on the following matters:

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

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

Namely to discuss:

A. Pending litigation matters

Background Summary:

Source:

Code of Virginia §2.2-3711, as amended.

Budget Impact:



Decorum and Order-School Board Meetings 1-48

School Board of the City of Virginia Beach
Bylaw 1-48

SCHOOL BOARD BYLAWS

Decorum and Order-School Board Meetings

A. Purpose of decorum and order during meetings

The School Board determines that decorum and order are necessary during School Board Meetings. The purposes for maintaining decorum and order are:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open, safe and orderly manner during meetings;
2. that all persons signed up to address the School Board during public comment sections of meetings have the opportunity to do so in an orderly and respectful manner and without being interrupted;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction and interruption;
4. that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. that School Board Members and School Division employees or other agents can transact the business of the School Board and the School Division with minimal disruption.

B. Limitations on addressing the School Board

Persons addressing the School Board during public comment sections of the meeting shall:

1. Limit their comments to matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.
2. Refrain from obscenity, vulgarity, profanity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits and other rules for public comment set forth in the agenda or Bylaws.
4. During special meetings or public hearings, the School Board may set different rules or time limits for public comments.

C. Other expressive activities during meetings

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.

2. Expressive activities during meetings

To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

- Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place.
- Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited.
- Use of noise making devices.
- Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee.
- Calling out or making comments when not called to address the School Board.
- Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting.
- Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting.
- Other conduct that violates decorum and order as determined by the Chair or designee.

3. School Administration Building or other locations for meetings are not open public forums for public expression

The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

D. Other methods of communicating with the School Board

The School Board encourages citizens and other interested parties to communicate with the School Board regarding matters related to public education. Due to the limited time scheduled to conduct business and the need to follow approved agenda items, School Board meetings may not be conducive for all forms of communication to the School Board. Persons seeking to communicate with the School Board may contact School Board Members through other methods of communication, including SchoolBoard@vbcpsboard.com or email individual School Board Members in addition to those provided at School Board meetings.

This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

This Bylaw does not preclude persons called to address the School Board during public comment sections from using a chart, graph or other item during their public comments so long as that item does not interfere with the School Board and other persons observing the Meeting from hearing or seeing the speaker and the item does not create a safety issue or otherwise violate the decorum and order rules. Furthermore, nothing herein shall be interpreted to prohibit members of the public from communicating with the School Board or the School Administration on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division at times other than meetings.

- E.** The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.
- F.** The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.
- G.** No person attending a meeting of the School Board, in any capacity, shall use, or allow to sound, any device in a manner that disrupts the conduct of business within the room in which the School Board or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.
- H.** At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.