VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Services

Carolyn T. Rye, Chair
District 5 - Lynnhaven

Kimberly A. Melnyk, Vice Chair
District 7 – Princess Anne

Beverly M. Anderson
At-Large

Sharon R. Felton
District 6 – Beach

Jennifer S. Franklin
District 2 – Kempsville

Dorothy M. Holtz
At-Large

Laura K. Hughes
At-Large

Victoria C. Manning
At-Large

Jessica L. Owens
District 3 – Rose Hall

Trenace B. Riggs
District 1 – Centerville

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting Proposed Agenda
Tuesday, December 13, 2022

Holland Road Annex
2323 Holland Road
Virginia Beach, VA 23453
(757) 263-1000

Public seating is available and members of the public will also be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBTV Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN_CMMjb6emRXqKmo0DKVJxgA   Call-in (301) 715-8592 ID   824 1424 4074

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws 1-47 and 1-48. Public comment is always welcome by the School Board through their group e-mail account at SchoolBoard@VBCPSboard.com or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on December 12, 2022.

Closed Session – Personnel Hearing (Holland Road Annex).. *1:00 p.m.*

1. *Swearing-In Ceremony for Re-Elected and Newly Elected School Board Members Serving a Four-Year Term Commencing January 1, 2023 (Holland Road Annex)* .... *2:30 p.m.*
(Listed in order by district)
   A.   Kimberly Melnyk, District 2
   B.   Staci Martin, District 4
   C.   Michael Callan, District 6
   D.   David Culpepper, District 8
   E.   Carolyn Weems, District 9
   F.   Kathleen Brown, District 10

2. *New Member Reception*

3. *Administrative, Informal, and Workshop (Holland Road Annex)*.. *(time approximate) 4:00 p.m.*
   A.   School Board Administrative Matters and Reports
      1.   Leadership interest
      2.   Schedule of Meetings: Remaining FY23 Affirmed; FY24 Proposed
   B.   Forecast of Regular School Board Meeting Agenda Topics FY23 – 3rd Quarter: January, February, March
   C.   Compensation Study – Market Analysis

4. *Closed Session (as needed)*

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

6. *Formal Meeting (Holland Road Annex - Auditorium)* .... *6:00 p.m.*

7. *Call to Order and Roll Call*

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

9. *Student, Employee and Public Awards and Recognition*
   A.   Great Neck Middle School – Virginia Association for Health, Physical Education, Recreation and Dance Middle School Teacher of the Year
   B.   Plaza Middle School – John Marshall Center Middle School Teacher of the Year

    C.   Cox High School – VHSL Class 5 State Field Hockey Champions

    D.   Multiple Schools – Virginia Department of Education Purple Star Designation

10.   ***Adoption of the Agenda***

11.   ***Superintendent's Report*** *(second monthly meeting)*

12.   ***Approval of Meeting Minutes***

    A.   November 22, 2022 Regular School Board Meeting   Added 12/09/2022

13.   ***Public Hearing on FY2023/24 School Operating Budget and FY2023/24 through FY2028/29 Capital Improvement Program***

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

The School Board will hear public comments at the December 13, 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 December 13, 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 Holland Road Annex, 2323 Holland Road, Virginia Beach, Virginia 23453 by 5:45 p.m. December 13, 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.

15.   ***Information***

    A.   Positive Behavioral Interventions and Supports (PBIS): Year 2 Tier I Evaluation

    B.   College Coursework and Readiness Assessments

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

17.   ***Consent Agenda***

    A.   Resolution: National Mentoring Month

    B.   Achieve3000: Comprehensive Evaluation

    C.   Recommendation of General Contractor: Ocean Lakes High School Press Box Replacement

    D.   Policy Review Committee (PRC) Recommendations:

        1.   Policy 6-11/Instructional Materials with Sexually Explicit Content

18.   ***Action***

    A.   Personnel Report / Administrative Appointments   Updated 12/15/2022

    B.   School Board Legislative Agenda for 2023 General Assembly Session

    C.   Employee Compensation – Recruitment and Retention Incentive   Updated 12/12/2022

    D.   Policy Review Committee (PRC) Recommendations:

        1.   Bylaw 1-25/Public Complaints and Procedures

        2.   Bylaw 1-26/School Visitations

        3.   Bylaw 1-27/Service of Process

        4.   Bylaw 1-28/ Committees, Organizations and Boards – School Board Member Assignments

        5.   Bylaw 1-29/ School Board/Staff Communications/Staff Reports to School Board

        6.   Bylaw 1-30/Adoption, Amendment, Repeal or Suspension/Bylaws

        7.   Bylaw 1-31/Policy Formation

        8.   Bylaw 1-32/ Adoption, Amendment, Repeal or Suspension/Policies

        9.   Bylaw 1-33/Formulation and Approval/Revision/Regulations

        10. Bylaw 1-35/Annual Budget and Financial Decision Making/Notice Timeline for Annual Budget

        11. Bylaw 1-36/Open Meetings/Closed Meetings

        12. Bylaw 1-38/ Regular Meetings, Time and Place, Order of Business, Recessed Meetings, and Work Session/Public Hearing, and Retreats and Abridged Meeting

        13. Bylaw 1-39/Agenda Preparation and Notice

        14. Bylaw 1-40/Parliamentary Authority, Special Rules of Order, and Standing Rules

        15. Bylaw 1-41/Quorum/Call to Order/Action

        16. Bylaw 1-46/ Special Meetings

        17. Bylaw 1-47/ Public Comments at School Board Meetings

        18. Bylaw 1-48/Decorum and order-School Board Meetings

        19. Appendix A

        20. Appendix B

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

20. *Return to Administrative, Informal, Workshop or <u>Closed Session</u> matters*

21. *Adjournment*

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

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Subject: Closed Session   **Item Number: Pre-Meeting**

Section: Closed Session   **Date: December 13, 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:

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.

Namely to discuss: to conduct a hearing regarding suspension of an employee.

Background Summary:

Source:

Code of Virginia §2.2-3711, as amended.

Budget Impact:

VIRGINIA BEACH CITY PUBLIC SCHOOLS
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School Board Agenda Item

Forecast of Regular School Board Meeting Agenda Topics FY 23

Subject: Third Quarter – January, February, March 2023　　　　　　　**Item Number: 3B**

Section: Workshop　　　　　　　　　　　　　　**Date: September 27, 2022**

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

Prepared by: Donald E. Robertson, Jr., Ph.D., Chief of Staff

Presenter(s): Aaron C. Spence, Ed.D., Superintendent

Recommendation:

That the School Board receive the Administration's forecast of agenda topics to be presented at School Board meetings during the third quarter, January, February, and March, of the 2022-2023 school year.

Background Summary:

Source:

Budget Impact:

Subject: 2022 Compensation Study: Report of Findings and Recommendations   **Item Number:** 3C

Section: Workshop   **Date:** December 13, 2022

Senior Staff: Cheryl R. Woodhouse, Chief Human Resources Officer, Department of Human Resources

Prepared by: Department of Human Resources

Presenter(s): Segal (Paula Singer, PhD., Vice-President, and Michael Conway, Associate Consultant)

Recommendation:

That the School Board receive the findings, results, recommendations, and implementation plan from the compensation market study for both the Unified Experience-based Step Pay Scale and the Instructional Experience-based Step Pay Scale.

Background Summary:

In keeping with Goal 4 of VBCPS Compass to 2025 Strategic Plan, "…placing a priority on recruiting, retaining, and promoting a workforce representative of our diverse student population." and the revised Compensation Philosophy, the school division, with the full support of the School Board, worked with a consultant to conduct a comprehensive market study of the division's unified and instructional pay scales. The review includes comparisons between local and northern Virginia school divisions and recommendations for budgetary considerations for the 2023-24 school year.

Source:

Data was collected from a wide variety of sources including public and private organizations, and peer school divisions.

Budget Impact:

Salary and benefits comprise the major component of the School Board's Annual Budget. Combined, they are the largest expenditures for the division.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
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School Board Agenda Item

Subject: School Board Recognitions   **Item Number:** 9A-D

Section: Student, Employee and Public Awards and Recognitions   **Date:** Dec. 13, 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. Great Neck Middle School - Virginia Association for Health, Physical Education, Recreation and Dance Middle School Teacher of the Year
2. Plaza Middle School – John Marshall Center Middle School Teacher of the Year
3. Cox High School – VHSL Class 5 state field hockey champions
4. Multiple schools - Virginia Department of Education Purple Star Designation

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:** 12A

Section: Approval of Meeting Minutes   **Date:** December 13, 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 22, 2022 Regular School Board Meeting

Note: Supporting documentation will be provided to the School Board under separate copy and posted to the School Board website on or before 5:00 pm on Friday, December 9.

Background Summary:
N/A

Source:
Bylaw 1-40

Budget Impact:
N/A

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Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES
Tuesday, November 22, 2022

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

1. ***Administrative, Informal, and Workshop:*** Vice Chair Melnyk, standing in for Chair Rye, convened the Administrative, Informal, and Workshop session at 4:01 p.m. on the 22nd 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 VBTV Channel 47 and on Zoom.

   In addition to Superintendent Spence, the following School Board members were present in the School Board chamber: Vice Chair Melnyk, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens (arrived at 4:08 p.m.), Ms. Riggs, and Ms. Weems.

   The following School Board members attended via Zoom: Ms. Anderson (personal/out of town) and Ms. Franklin (illness/home). Chair Rye was not in attendance due to being out of town.

   A. <u>School Board Administrative Matters and Reports:</u> There were no administrative matters or reports discussed at the Administrative, Informal, and Workshop session.

   B. <u>School Board Legislative Agenda for 2023 General Assembly Session:</u> School Board member, Ms. Felton, Legislative Committee Chair provided a brief overview and introduced Mr. Joel Andrus; Mr. Andrus provided an overview of the issues that are of interest and/or concern: budget and funding – remove inflation cap for next re-benchmarking process, teacher salary increase and retention, support cap, increase behavior and mental health staff available to students to aid in early identification and support of students exhibiting mental health needs, delivering quality special education services, dedicated state funding for capital improvements; other legislative issues – school bus driver shortage eliminate or fund currently unfunded mandates, continued reform of assessment system, laboratory schools and innovative learning environments.
   The presentation continued with questions and comments regarding employee mandatory training, number of training modules; bus drivers and CDL; bus drivers leaving; unfunded mandates; submitting suggestions to the VSBA; employee shortages; school safety; and budget.

   C. <u>First Quarter Update (Fall):</u> The School Board received an update on fall academic performance of students based on beginning of the year assessments; Kipp Rogers, Ph.D., Chief Academic Officer provided a brief introduction and recap – how are we doing, data to respond to student needs, teacher focus on needs of students; reviewed learning framework model; reviewed information from September 13 meeting regarding K-12 response: further provide professional learning, enhance curriculum, observational feedback and alignment to instructional practices; literacy and PALS assessment; since 2020 all K-3 students screened; reviewed data figures - students meeting fall 2022 PALS benchmark: Grade K: 84% VBCPS compared to 77% Virginia, Grade 1: 81% VBCPS compared to 73% Virginia, Grade 2: 74% VBCPS compared to 62% Virginia, Grade 3: 72% VBCPS compared to 49% Virginia; reviewed Reading Inventory – a formative reading assessment, used in grades 2-9 that measures comprehension on the Lexile Framework for Reading; reviewed percentages of students already meeting end-of-year proficiency – fall 2022 Reading Inventory. Elementary Mathematics – Virginia Kindergarten Readiness Program (VKRP), reviewed percentage of students meeting fall benchmark: 2022 VKRP: 85%; elementary math formative assessments: first and second grade students'

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skills has increased this year, students in grades 3-5 taking VDOE growth assessments will focus on content from the current grade level.

Secondary Language Arts formative assessments: students in grades 6-8 taking VDOE growth assessments will focus on content from the current grade, high school implemented reading formative pre-assessment, students in grades 6-12 taking No Red Ink writing formative pre-assessment; writing resource to help build better writers and critical thinking; secondary math formative assessments: students in grade 6-8 taking VDOE growth assessments that focus on content from the current grade level, middle school students taking Unit 1 formative assessments, high school students taking pre-assessments in SOL-tested subject areas; Virtual Virginia update – reviewed enrollment; projected Semester 2 enrollment – ES: 135, MS: 137, HS: 138, total: 409; student progress – pass rate: ES: 98.7% , MS: 92.5%, HS: 86.1%; shared examples of support: Tier I instruction focus, Comprehensive Assessment Plan, ASAP Tutoring – comprehensive tutoring program; mentioned interdepartmental collaboration.

The presentation continued with questions and comments regarding screening of K-3 students; end-of-year Reading Inventory data; PALS benchmark data for grade 3; growth assessments from the state; pass rates for students in Virtual Virginia, grades or Pass/Fall.

D. Employee Compensation – Recruitment and Retention Incentive: Crystal Pate, Chief Financial Officer provided the School Board information regarding using ESSER funds to provide recruitment/retention incentives; Option 1: $1,000 recruitment/retention incentive for all FTE teachers (approximately $5.6 million), Option 2: $1,000 recruitment/retention incentive for all FTE employees (approximately $11.6 million); the presentation continued with questions and comments regarding Option 2; have incentive take place in January; with Option 1 use of remaining ESSER funds; no recommendation but can discuss; agreement with Option 2 for January; ESSER fund balance; funds for students and learning loss; Ms. Manning suggested $1,000 for teachers and $500 for other employees; purchasing items for learning loss; tutoring, additional coaching, instructional support around learning loss; tutoring program; clarification of instructional staff; agreement with putting funds towards students; Option 2 – to show respect for teachers and staff; need to support teachers – preference for Option 2; all employees are resources to students; how to best serve students; issues/challenges with recruitment/retention (legislative agenda); suggestion to bring back topic at next meeting, can place on Action agenda.

2. *Closed Session:* None during the Administrative, Informal, and Workshop session. See agenda item #17.

3. *School Board Recess*: Vice Chair Melnyk adjourned the Administrative, Informal, and Workshop Session at 5:26 p.m.

4. *Formal Meeting (School Board Chambers)* .... *6:00 p.m.*

5. *Call to Order and Roll Call:* Vice Chair Melnyk, standing in for Chair Rye, convened the meeting of the School Board in the School Board chamber at 6:00 p.m. on the 22nd day of November and welcomed members of the public both in person and online.

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

   The following School Board members attended via Zoom: Ms. Anderson (personal/out of town) and Ms. Franklin (illness/home – logged on at 6:16 p.m.) Chair Rye was not in attendance due to being out of town.

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: The School Board recognized Josh Haggerty, a junior at Cox High School who won a state championship in golf.
   B. Tallwood High School – Virginia Art Education Association Teacher of the Year: The School Board recognized Susan Schutte, Tallwood High School teacher who was named as the Virginia Art Education Association Secondary Art Teacher of the Year.
   C. Virginia Art Education Association – Retired Teacher of the Year: The School Board recognized Shelia Escajeda, a former Christopher Farms Elementary School teacher who was recently named as the Virginia Art Education Association Retired Teacher of the Year.
   D. Virginia Art Education Association – Distinguished Service Within the Profession Award: The School Board recognized Christopher Buhner, Art Coordinator, Office of K-12 and Gifted Programs who has been selected for the state's 2022 VAEA Distinguished Service Within the Profession Award.

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8.   ***Adoption of the Agenda:*** Vice Chair Melnyk called for any modifications to the agenda as presented. Hearing none. Vice Chair Melnyk called for a motion to approve the agenda as presented. Ms. Manning made the motion, seconded by Ms. Holtz. Without discussion, Vice Chair Melnyk called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion: Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 9-0-0.

9.   ***Superintendent's Report:*** Superintendent Spence shared the following information: 1) More than 200 parents and students attended the first-ever "Deaf Night at School" at Corporate Landing Middle School last month. The event raised awareness about Deaf and Hard of Hearing resources and encouraged students to consider careers in related fields; 2) The HUNCH program — which stands for High School Students United with NASA to Create Hardware —challenges students to solve real-client needs. NASA recently selected Landstown High School to be one of a limited number of schools participating in this program; 3) The Office of Family & Community Engagement (FACE) hosted the "Restock-n-Roll" drive-through school supply giveaway November 16, more than 300 families received support. In addition to receiving school supplies, fresh produce and nonperishable food, families stocked up on warm weather clothing from our My Friend's Closet outreach, Verizon was there to help those who qualify for free Wi-Fi access, we also provided information about our Family Voice Groups; 4) The Army Corps of Engineers recently posted on its social media about our students' ongoing restoration work at Thalia Creek, a video was shared; and 5) Students in our Environmental Studies program designed a renewable energy power station that lights a display outside the Virginia Beach Surf & Rescue Museum on 24th street and the Boardwalk.

10.   ***Approval of Meeting Minutes***
   A.   <u>November 9, 2022 Regular School Board Meeting:</u> Vice Chair Melnyk called for any modifications to the November 9, 2022 regular School Board meeting minutes as presented. Hearing none, Vice Chair Melnyk called for a motion to approve the November 22, 2022 meeting minutes as presented. Ms. Hughes made the motion, seconded by Ms. Holtz. Without discussion, Vice Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

11.   ***Public Comments (until 8:00 p.m.)***
Vice Chair Melnyk 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. Vice Chair Melnyk mentioned information regarding speaker process, decorum and order, and submitting comments via group email.
There were twenty-three (23) in person speakers (including sixteen (16) student speakers) and one (1) online speaker; topics discussed were VDOE Model Policy; transgender policy; Human Rights Act; First Amendment Rights; mental heath of students; use of preferred student name; teacher topics: time for lunch, workload, pay scales; Policy 6-11; VBCPS Core Values; Strategic Plan; parental rights; teacher compensation; and test scores.

The Public Comments ended at 7:20 p.m.

12.   ***Information***
   A.   <u>Interim Financial Statements – October 2022:</u> Daniel Hopkins, Director of Business Services, presented the following financial information to the School Board: as of October 31, overall revenue trend remains acceptable at this point in the fiscal year; September 30 enrollment came in higher that the projected ADM; federal revenues are showing an acceptable trend as of the end of October; received Impact Aid payments of approximately $5 million; other sources of revenue through the month are acceptable ta this point in the fiscal year; sales tax receipts are at an acceptable level; approximately $6.5 million higher than the same time last year; expenditures and encumbrances trend continues to remain acceptable at this point in the fiscal year; there was a brief discussion regarding the wording on a budget transfer.

   B.   <u>Achieve3000: Comprehensive Evaluation:</u> Allison Bock, Ph.D., Program Evaluation Specialist, Office of Planning, Innovation, and Accountability provided the School Board the Achieve3000: Comprehensive Evaluation Report and the administration's recommendations; provided a background of program: online literacy program, expected use at elementary (grades 3-5) and middle school (grades 6-8), five-step lesson routine: Ready, Read, Respond, Reflect, Write; evaluation process and method: comprehensive evaluation, data collection; surveys – classroom teachers (41% response rate), administrators (54% response rate), students (66% response rate) , and parents (14% response rate);

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Achieve3000 usage - percentage of students who completed 40+ activities: ES 63%, MS 30%, HS 9%; Achieve3000 activity performance – percentage of students with 75% or higher average: ES 35%, MS 47%, HS 60%; students are applying themselves, students are appropriately matched to content reading level.

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; 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; home edition: access reports, resources to supplement instruction – parents did not use this feature during the 2021-2022 school year; parents open-ended comments: providing access, providing more information about program; professional learning: at least 86% 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.

Student outcome goal: students who use Achieve3000 will improve reading skills; examined fall and spring Reading Inventory performance; 89 to 96 percent of students exceeding grade level benchmarks in the fall showed larger growth in the spring than expected; activity performance – students who completed more activities and had better performance on the activities were more likely to show growth; reading on grade level – 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 – the highest percentage of teachers at each school level, from 91 to 95 percent, agreed that the program met the needs of their on-grade level readers; Satisfaction data showed that at least 80 percent of teachers, administrators, and parents indicated they were satisfied with the Achieve3000 program; 78 percent of elementary students reporting they were satisfied with the program and from 65 to 69 percent of secondary students reporting they were satisfied; reviewed the cost of Achieve3000 literacy licenses for all school sites: total cost approximately $1.4 million.

Reviewed the following 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.

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.

Dr. Rogers shared the following 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.

C. Recovery School Update: Robert Jamison, Executive Director, Student Support Services provided the School Board information on the planning of a Recovery School; overview of previous presentations; reviewed purpose of a recovery school; mentioned 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, teaching problem solving and social emotional skills, providing a sober peer group; noted in Policy 3-74, the School Board must vote on and approve the name of any building or facility operated by VBCPS; proposed name for the recovery school, The Tides Preparatory Academy (unofficial); reviewed the next steps from the July presentation: secure a program location, finalize and submit grant applications, seek funding from the General Assembly, provide a progress update to the School Board, finalize purpose and description of the program following policy, Regulation 6-24.2; college partnership laboratory schools – purpose to stimulate the development of innovative education programs; an enactment clause amended the definition of a lab school to include public institutions of higher education; VBCPS and ODU (Old Dominion University) partnership (Darden School of Education and 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, 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; mutually supportive partnerships with organizations (Life Change Institute, Meridian Psychotherapy, Caitlyn's Halo, CHKD), will be involved in the planning, development and implementation; reviewed next steps: receive approval for the planning grant, continue collaborative efforts with

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ODU, hire academy coordinator and school counselor, secure location for Tides Preparatory Academy, submit start up grant application; reviewed considerations for the School Board: approves the partnership and planning grant with Old Dominion University (ODU), approves the proposed name of the recovery school, The Tides Preparatory Academy, approves the use of local funds to open the Tides Preparatory Academy in August 2023 should VBCPS and ODU not receive grant approval.

The presentation continued with questions and comments regarding the Opioid epidemic; enrollment numbers (cap 15-25); unofficial name; funding for program; location of academy; need for recovery school; choice for parents; staffing; legalities; what other school divisions are doing; financial responsibility (need to apply for grants every year); staff members needed for program; recovery school still in early planning stages.

D. Policy Review Committee (PRC) 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 November 10, 2022, meeting. School Board Attorney, Kamala Lannetti presented the following information:

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. There was a brief discussion regarding Ms. Manning's suggestion to the PRC committee; notification process; parent form; adding Ms. Manning's suggestions to the next PRC meeting.
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. There was a brief discussion regarding the adding of a line where the policy came from; grammar change of the word "legal sufficient" to "legally" sufficient; move the policy forward to action.
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 agrammatical amendment. There was a brief comment and clarification regarding change.
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. There was a brief comment and clarification regarding the School Board email address.
20. Appendix A: The PRC recommends scrivener's amendments.
21. Appendix B: The PRC does not recommend any amendments.

13. *Return to public comments if needed:* As noted under Agenda item #11, Public Comments ended at 7:20 p.m.

14. *Consent Agenda:* Vice Chair Melnyk read the following item below and asked for the resolution to be read.

A. Resolution: Human Rights Month: Recommendation that the School Board approve a resolution recognizing December as Human Rights Month. Ms. Owens read the following resolution:

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

MINUTES

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center   **Tuesday, November 22, 2022**
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<div align="center">

Resolution
Human Rights Month
December 2022

</div>

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.

<div align="center">

Adopted by the School Board of the City of Virginia Beach this 22nd day of November 2022.

</div>

After the resolution was read, Vice Chair Melnyk continued to read the items on the Consent Agenda.

B.   New Courses:
1.   <u>MYP Physics:</u> 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.
2.   <u>IB DP Sports, Exercise, and Health Science:</u> 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.
3.   <u>AP Physics C: Electricity and Magnetism:</u> Recommendation that the School Board approves the proposed Advanced Placement (AP) Physics C: Electricity & Magnetism course for implementation in the 2023-2024 school year.
4.   <u>Honors World History and Geography:</u> 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.
5.   <u>AP Precalculus:</u> Recommendation that the School Board approves the proposed Advanced Placement (AP) Precalculus course and corresponding standards for implementation in the 2023-2024 school year.
6.   <u>Foundations of Police Science:</u> 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.
7.   <u>Renewable Energy Technologies I & II:</u> 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.
C.   <u>Religious Exemption(s):</u> Recommendation that the School Board approve Religious Exemption Case No. RE-22-22.

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After reading the Consent Agenda items, Vice Chair Melnyk asked if there were any objections to the School Board voting on the Consent Agenda items in its entirety, Hearing none, Vice Chair Melnyk called for a motion to approve the Consent Agenda items as presented. Ms. Hughes made the motion, seconded by Ms. Holtz. Vice Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

15. *Action*
    A. <u>Personnel Report / Administrative Appointments:</u> Vice Chair Melnyk called for a motion to approve the November 22, 2022 personnel and administrative appointments. Ms. Anderson made the motion, seconded by Ms. Manning that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the November 22, 2022 personnel report along with administrative appointments as recommended by the Superintendent. Without discussion, Vice Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0. There were no administrative appointments.

16. ***Committee, Organization or Board Reports:*** Ms. Owens shared the Equity Council met on November 17 – Ms. Weems was also present, continuing work on the first goal of the equity plan; shared an update on research for a student representative for the board – Ms. Franklin also involved with the process, gathered information from VSBA, Citywide SCA, thinking about a model of a committee representation, no framework yet, possible application process including junior and seniors, looking for School Board input, provided a brief overview of next steps; Ms. Weems mentioned the Mental Health Task Force – focus on awareness for adult well-being, share what the task force is doing and what resources are available, Princess Anne HS started the Student Athletes Mental and Emotional Alliance, rapid response with the elementary students, Special Education Advisory Committee met Monday night, discussed the hybrid schedule, equity plan, mentioned the Regional SECEP Teacher of the Year – Ms. Moore, Glenwood Elementary; Ms. Franklin shared the CAC (Community Advisory Committee for Gifted Education) meeting, Kelly Arble, World Languages Coordinator gave a presentation, discussed some of the projects happening (ex. global citizenship, summer language opportunities), Star Talk Summer Academy: Vice Chair Melnyk reminded the public about the School Administration Building move to the Holland Road Annex, the next School Board meeting on December 13 will be held at the Holland Road Annex at 2323 Holland Road – corner of Nimmo Parkway and Holland Road.

17. ***Return to Administrative, Informal, Workshop or <u>Closed Session</u> matters:*** At 8:40 p.m., Ms. Riggs made a motion, seconded by Ms. Hughes 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

    There were six (6) ayes in favor of the motion to recess into Closed Session: Vice Chair Melnyk, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems. The motion passed, 6-0-0.

    Note: Ms. Anderson and Ms. Franklin did not vote nor attended the Closed Session since they were participating via Zoom. School Board members, Ms. Owens and Ms. Felton stepped out of the School Board Chamber when the vote was taken. Ms. Owens and Ms. Felton were present when the Closed Session began.

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

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A. <u>Pending litigation matters:</u> School Board members: Vice Chair Melnyk, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, School Board Attorney; Superintendent Spence; Cheryl Woodhouse, Chief Human Resources Officer; James Smith, Ed.D., Senior Executive Director, Department of School Leadership; Regina M. Toneatto, Clerk of the Board.

Note: James Smith, Ed.D., left the Closed Session at 8:50 p.m.

The School Board reconvened at 9:01 p.m.

<u>Certification of Closed Session:</u> Ms. Riggs 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. Owens. There were eight (8) ayes in favor of the motion for Certification of Closed session: Vice Chair Melnyk, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 8-0-0.

18.   ***Adjournment:*** Vice Chair Melnyk adjourned the meeting at 9:02 p.m.

Respectfully submitted:

_____
Regina M. Toneatto, Clerk of the School Board

Approved:

_____
Kimberly A. Melnyk, School Board Vice Chair

Public Hearing on Proposed School Operating Budget FY 2023/24 and

Subject: Capital Improvement Program for FY 2023/22 – FY 2028/29   **Item Number: 13**

Section: Public Hearing   **Date: December 13, 2022**

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: N/A

Presenter(s): N/A

Recommendation:

The School Board of the City of Virginia Beach is seeking public comment on the FY2023-24 Operating Budget, and FY2023-24 through FY2028-29 Capital Improvement Program (CIP) as advertised on page 2 in the Sunday, November 27, 2022, edition of the Beacon – a local publication of *The Virginian-Pilot* and duplicated below:

Background Summary:

Source:

School Board Policy 3-6: Budget: Preparation and Approval

Virginia Code §22.1-92 Estimate of moneys needed for public schools; notice of costs to be distributed

Budget Impact:

Positive Behavioral Interventions and Supports (PBIS):
Subject: <u>Year-Two Tier I Evaluation</u>   Item Number: <u>15A</u>

Section: <u>Information</u>   Date: <u>December 13, 2022</u>

Senior Staff: <u>Lisa A. Banicky, Ph.D., Executive Director</u>

Prepared by: <u>Allison M. Bock, Ph.D., Program Evaluation Specialist</u>
<u>Heidi L. Janicki, Ph.D., Director of Research and Evaluation</u>
<u>Lisa A. Banicky, Ph.D., Executive Director</u>
<u>Office of Planning, Innovation, and Accountability</u>

Presenter(s): <u>Allison M. Bock, Ph.D., Program Evaluation Specialist</u>
<u>Office of Planning, Innovation, and Accountability</u>

Recommendation:

That the School Board receive the Positive Behavioral Interventions and Supports (PBIS): Year-Two Tier I Evaluation Report and the administration's recommendations.

Background Summary:

Positive Behavioral Interventions and Supports is an implementation framework for selecting and using interventions within a tiered system of support. Tier I involves universal practices for all students across schoolwide and classroom settings. Tier II is focused on students needing additional support, which can be provided through small-group interventions, while Tier III is focused on providing personalized support to individual students. Beginning in 2017-2018, the current Virginia Beach model of implementing PBIS began, which involved embedded PBIS school-level coaching. Each school implementing PBIS is assigned a divisionwide PBIS coach. As of 2021-2022, all schools had received training and were implementing Tier I practices.

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 September 11, 2018, the School Board approved the 2018-2019 Program Evaluation Schedule, in which PBIS was recommended for an evaluation readiness report. A three-year evaluation plan was approved by the School Board on September 24, 2019. In 2019-2020, data collection efforts could not be completed for the year-one evaluation due to the COVID-19 pandemic. Therefore, the PBIS Year-One Tier I evaluation was conducted during 2020-2021, and the recommendations were approved by the School Board December 7, 2021. The PBIS Year-Two Tier I evaluation during 2021-2022 focused on the extent to which Tier I implementation goals were being met, the progress toward meeting outcome goals, and the additional cost of PBIS to the division. Recommendations were also included based on the results of the evaluation.

Source:

School Board Policy 6-26
School Board Minutes September 11, 2018
School Board Minutes September 24, 2019
School Board Minutes December 7, 2021

Budget Impact:

Positive Behavioral Interventions and Supports (PBIS):
Year-Two Tier I Evaluation

December 2022

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

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Introduction

Background

Positive Behavioral Interventions and Supports (PBIS) is an implementation framework that facilitates the selection and use of evidence-based practices and interventions within a tiered system of support.[1] Specifically, PBIS offers a framework to support students academically, socially, emotionally, and behaviorally through universal practices for all students (Tier I), targeted practices for students in need of additional support (Tier II), and indicated practices for individual students who need support beyond what is provided by both Tier I and Tier II supports (Tier III).[2] According to the National Technical Assistance Center on PBIS, the "broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools."[3] The PBIS website also indicates that "PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups."

VBCPS has employed PBIS practices in a variety of capacities since the 2012-2013 school year, although the models guiding implementation have varied and schools' participation in the various models of implementation has varied. During the 2012-2013 school year, one elementary school began participating in an initiative through the Virginia Department of Education (VDOE) called Virginia Tiered Systems of Supports (VTSS), which provides support at the division level through grant funding and technical assistance. VBCPS also participated in the Multi-Tiered System of Supports – Behavior (MTSS-B) study from 2015-2016 through 2016-2017, which provided funding for school-based coaching support and professional development for school-level coaches. Beginning in 2017-2018, the current VBCPS model of implementing PBIS began, which involved embedded PBIS school-level coaching. Every VBCPS school implementing PBIS is assigned a divisionwide PBIS coach.

Schools were assigned to cohorts based on the various models of implementation over the years as well as the schools' needs according to discipline data, school climate surveys, and input from the Department of School Leadership. Schools that were determined to be most in need were assigned to cohorts scheduled to implement PBIS Tier I practices earlier than other schools. Table 1 summarizes the number of schools in each cohort including the implementation year and the model of implementation.

Table 1: PBIS Cohorts

PBIS Cohort	Number of School Sites[4]	Implementation Year(s)	Initial Implementation Model
Cohort 1	6 elementary schools	2012-2013 through 2015-2016	MTSS-B
Cohort 2	14 schools (4 elementary, 6 middle, 4 high)		Some state support
Cohort 3	19 schools (16 elementary, 3 middle)	2017-2018	VBCPS coaching model
Cohort 4	21 schools (17 elementary, 4 middle)	2018-2019	VBCPS coaching model
Cohort 5	24 schools (13 elementary, 3 middle, 8 high)	2019-2020	VBCPS coaching model

*Cohorts 1 and 2 transitioned to the VBCPS coaching model beginning in 2017-2018.

Background and Purpose of Program Evaluation

After being selected for evaluation by the Program Evaluation Committee in summer 2018, the School Board approved PBIS for an evaluation readiness report on September 11, 2018. During the 2018-2019 school year, the evaluation plan was developed with the program managers, including the goals and objectives that would be assessed. The recommendation from the evaluation readiness report was that PBIS undergo a three-year

evaluation with a focus on Tier I PBIS implementation and outcomes in 2019-2020 and 2020-2021 and a focus on implementation and outcomes of PBIS Advanced Tiers in 2021-2022. The recommended evaluation plan was presented to the School Board September 10, 2019 and was approved September 24, 2019. The year-one evaluation of Tier I began in 2019-2020, but due to the COVID-19 pandemic and resulting school building closure in March 2020, data collection efforts could not be completed, and the year-one evaluation was postponed to 2020-2021. The other two years of the evaluation were also adjusted accordingly. A status update was provided to the School Board in December 2020 for the 2019-2020 school year. The year-one evaluation was presented to the School Board November 23, 2021. The recommendations included continuing the program with modifications; continuing to support high schools in implementing core Tier I PBIS practices, including providing professional learning on PBIS topics and ensuring students are taught expectations; ensuring schools are implementing PBIS practices and procedures consistently across classrooms; and providing protocols for and encouraging time allocation for staff to review schoolwide data to inform decision making at the secondary levels. The School Board approved these recommendations December 7, 2021.

The purpose of this year-two evaluation during 2021-2022 was to continue to assess the PBIS Tier I implementation and related outcomes. The evaluation provides information about the divisionwide implementation plan; staff familiarity with and understanding of PBIS; the components of Tier I PBIS practices, including progress toward goals related to implementation fidelity and professional learning; alignment between PBIS and other division initiatives; demographic characteristics of schools by PBIS fidelity group; progress toward PBIS outcome goals; relationship between PBIS implementation and student academic achievement, disciplinary referrals, disciplinary outcome decisions, and teacher retention; and cost to the school division. Information about steps taken regarding the recommendations from the year-one evaluation were also addressed in appropriate sections of the report.

PBIS Initiative Overview

The PBIS framework to support students includes Tier I, Tier II, and Tier III practices. The National Technical Assistance Center of PBIS has recommended several general procedures and practices that have been shown to be effective when implementing PBIS. These suggestions are provided for each tiered level of support and are the basis of PBIS fidelity measures created by the National Technical Assistance Center of PBIS, such as the Tiered Fidelity Inventory (TFI).

At the Tier I level, supports are universal (i.e., provided to all students) and form the basis for a school's PBIS framework. At this level, key practices include the following: schoolwide positive expectations and behaviors that are defined and taught, procedures for establishing classroom expectations and routines consistent with schoolwide expectations, continua of procedures for encouraging expected behavior and discouraging problem behavior, and procedures for encouraging school-family partnerships.[5]

For students who need additional support beyond what is provided at the Tier I level within PBIS, additional interventions can be provided at the Advanced Tiers (Tier II and Tier III). Tier II interventions focus on approximately 15 percent of students who need additional support beyond Tier I practices and are at risk of more serious behaviors. Tier II supports generally involve a broader range of group interventions, which can include social skills groups, self-management, and academic supports. Key components of Tier II interventions that are likely to demonstrate positive effects include continuous availability, rapid access, efforts that are not labor intensive for teachers, consistency with the schoolwide expectations, implementation by all staff within a school, intervention that is flexible based on assessment data, allocation of adequate resources, student desire to participate, and continuous monitoring of data.[6]

Tier III interventions focus on approximately 1 to 5 percent of students who need support beyond what is provided by both Tier I and Tier II supports. Tier III interventions are more intensive and highly personalized for

each student and are handled in a team approach. The foundational systems involved in providing Tier III interventions include having a multi-disciplinary team, including someone with expertise in behavior support, and collecting intervention fidelity and student outcome data.[7] Additionally, Tier III key practices include completing functional assessments, providing wraparound supports, and considering the local and school environment along with the student's personal learning histories.[8]

Rather than requiring that specific interventions be implemented, PBIS provides suggestions for elements to consider when making decisions regarding interventions and practices as well as general procedures and practices across the tiered system of support. The National Technical Assistance Center of PBIS advises that successful PBIS implementation involves the interplay of four key elements when making all decisions.[9] These key elements are data, outcomes, practices, and systems. Data must be considered so that stakeholders know what information is needed to improve decision making. Student outcomes should be considered as it relates to what students need to exhibit when they are successful academically and behaviorally. Teacher and administrator practices must be considered to determine what supports are benefiting students. Finally, the internal systems that impact the educators in their use of evidence-based practices should be considered. These systems can include such things as teacher working groups, data decision rules, professional development offered, coaching supports provided, and school leadership teams.

Program Goals and Objectives

As a result of the evaluation readiness process during 2018-2019, PBIS division goals and objectives were outlined in collaboration with program managers following a review of relevant literature. As a result of the evaluation readiness process, there was a total of 12 goals and 36 objectives for the PBIS evaluation, including 4 goals for Tier I implementation, 4 goals for Advanced Tiers implementation, and 4 goals for outcomes. The implementation goals focused on behavioral expectations for students and staff and policies and procedures, professional learning for staff, data review and usage, stakeholder involvement, and providing effective Advanced Tiers interventions and supports. The student outcome goals focused on school engagement, perceptions of safety and discipline procedures, emotion regulation, and perceptions of school climate.

Evaluation Design and Methodology

Data Collection

The evaluation included mixed methodologies to address each of the evaluation questions, including the goals and objectives. Quantitative data were gathered through the VBCPS data warehouse where needed and through closed-ended survey questions. Qualitative data were collected through discussions with the program managers, document reviews, and an open-ended survey question. The Office of Research and Evaluation evaluators used the following data collection methods:

➢ Communicated with the PBIS specialist and psychological services coordinator to gather implementation-related information.
➢ Reviewed VBCPS PBIS program documentation.
➢ Collected data from the VBCPS data warehouse related to student demographic characteristics, attendance, academic achievement (i.e., Reading Inventory, English and math SOLs), and student discipline (i.e., discipline referrals and suspensions).
➢ Administered PBIS surveys to classroom teachers, building administrators, other school instructional staff (e.g., school counselors, math and reading specialists), students in grades 4 through 12, and parents of students in kindergarten through grade 12.

- ➢ Gathered aggregate data from the student VBCPS Social-Emotional Learning (SEL) survey at the division and individual school levels.[10]
- ➢ Gathered teacher retention data from the Department of Human Resources.
- ➢ Obtained division level implementation-related data using the District Capacity Assessment (DCA) and implementation fidelity data for individual schools using the Tiered Fidelity Inventory (TFI).
- ➢ Obtained comparable school groupings from the 2021-2022 Comparable School Analyses.
- ➢ Obtained information about school goal areas for PBIS from the Department of Teaching and Learning's Office of Student Support Services.
- ➢ Gathered cost data from the departments of Teaching and Learning and Human Resources.

VBCPS Data Warehouse

Quantitative data collected from the VBCPS data warehouse included student demographic characteristics, attendance data, academic achievement data, and discipline data. For demographic characteristics and attendance, data were based on students in prekindergarten through grade 12 because all grades in schools could have potentially been impacted by schoolwide PBIS practices. Reading Inventory data were based on students in grades 3 through 9 because these are the primary grades at which the assessment is administered. English and math SOL data were based on students who took the assessment in grades 3 through 12. Discipline data included referral and suspension data for students in prekindergarten through grade 12, including average referrals and suspensions per student, percentage of enrolled students with at least one referral, and percentage of referred students with at least one suspension.

Surveys

PBIS Survey

As part of a larger survey effort of multiple initiatives, the Office of Research and Evaluation invited teachers, administrators, other school instructional staff (e.g., school counselors, math and reading specialists), students, and parents to complete survey items regarding their perceptions of PBIS. 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 teachers, administrators, and other school instructional staff invited to complete the survey, 35 percent of teachers, 55 percent of administrators, and 29 percent of other instructional staff completed the survey.[11] Of the students in grades 4 through 12, 67 percent completed the survey. Of the parents of students in kindergarten through grade 12 invited to take the survey, 13 percent completed the survey. See Table 2 for response rates by school level.

Table 2: Staff, Student, and Parent Survey Response Rates by Level

Group	Elem	Middle	High	Overall Rate	Overall Number of Respondents
Teachers	27%	47%	39%	35%	1,526
Administrators	58%	66%	45%	55%	137
Other Instructional Staff	28%	35%	27%	29%	549
Students (Grades 4-12)	69%	76%	60%	67%	30,591
Parents (Grades K-12)	13%	13%	12%	13%	8,786

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 presented in this evaluation focus on data collected in spring 2022 unless otherwise noted. There were several factors that impacted any comparison of survey results from 2021-2022 with prior years. For example, in 2020-2021, approximately 43 percent of students attended school virtually due to the COVID-19 pandemic

with most students returning for in-person instruction during 2021-2022. In addition, during 2021-2022, there was a continued impact of the pandemic especially related to staffing challenges. Due to these factors, there was an overall trend of declines in survey agreement percentages across divisionwide surveys from 2020-2021 to 2021-2022.

Student SEL Survey

Students in grades 4 through 12 were invited to participate in the spring administration of the Social-Emotional Learning (SEL) Survey in March and April 2022. This survey included items aligned with the five SEL competencies: self-awareness, self-management, relationship skills, social awareness, and responsible decision making. The survey was administered as an anonymous survey for the majority of schools, although students at 19 schools completed a student-identifiable survey. Parents of students at the schools administering the student-identifiable survey could opt their child out of completing the survey. All student data regardless of administration type were included in the analyses.[12] Overall, 72 percent of students in grades 4 through 12 completed the spring SEL Survey. Response rates were 86 percent at the elementary school level, 86 percent at the middle school level, and 54 percent at the high school level.

District Capacity Assessment (DCA)

The DCA measures the division's capacity for implementation fidelity and is completed once a year in the spring by the PBIS division implementation and leadership team members who discuss each item and come to consensus on the final score for each item. Virginia Department of Education representatives, who partner with the division on PBIS implementation through the VTSS initiative, attend the scoring session and answer any questions about the rubric. The DCA has a scoring rubric that is used to document if the division has ensured all necessary policies, procedures, and documentation are in place to support a successful implementation of PBIS. Results of the DCA are used to identify actions for the upcoming year.

Tiered Fidelity Inventory (TFI)

The TFI is the assessment used by VBCPS for assessing the extent to which schools are implementing PBIS with fidelity. The use of the TFI to measure the implementation of PBIS in VBCPS is a practice that was recommended as part of VTSS. The TFI is comprised of items related to necessary administrative processes and procedures across Tier I, Tier II, and Tier III. However, schools are only assessed on the tiers they have implemented or are currently implementing. The TFI has a total of 29 items across all tiers (15 items for Tier I, 13 items for Tier II, and 17 items for Tier III).[13] Schools are scored on items using a three-point scale of 0 (not implemented), 1 (partially implemented), or 2 (fully implemented). The TFI has been demonstrated to have strong construct validity for assessing fidelity at each tier, strong interrater and test-retest reliability, strong relationships with other PBIS fidelity measures, and high usability for action planning.[14]

The TFI specifically for Tier I: Universal Schoolwide PBIS Features includes 15 items or "features" within three subscales including the Teams Subscale (2 items), Implementation Subscale (9 items), and Evaluation Subscale (4 items). In addition to individual item scores and subscale scores, the instrument provides an overall fidelity score. Each subscale score and the overall fidelity score represent the percentage of available points earned for the applicable items.

The PBIS TFI resource from 2014 indicated that generally, a fidelity score of 80 percent is the level of implementation that will result in improved student outcomes,[15] although a later 2017 resource indicated that an overall score of 70 percent or higher for Tier I is recommended for schools to be considered at or above "adequate" implementation.[16] Based on these research sources, for the purposes of the PBIS evaluation, schools are categorized based on their overall TFI fidelity scores as shown in Table 3.

Table 3: Level of Fidelity Categorization Based on Overall TFI Score

Level of Fidelity Categorization	Overall TFI Implementation Score Percentage
High Fidelity	80%-100%
Adequate Fidelity	70%-79%
Partial Fidelity	69% or below

To confirm this categorization was valid, the average TFI subscale score percentages in 2021-2022 were examined by the schools' level of fidelity. As would be expected based on schools' overall fidelity categorization, there were differences on the Teams, Implementation, and Evaluation subscales between the two groups of schools (see Figure 1). Schools in the High Fidelity group had the highest percentages on each of the subscales, followed by schools in the Adequate Fidelity group. During the 2021-2022 school year, there were no schools determined to be in the Partial Fidelity group.

Figure 1: Average Percentage Scores on TFI Subscales and Overall by PBIS Implementation Fidelity Level

	Teams Subscale	Implementation Subscale	Evaluation Subscale	Overall Fidelity
High Fidelity	93%	90%	92%	91%
Adequate Fidelity	81%	67%	85%	74%
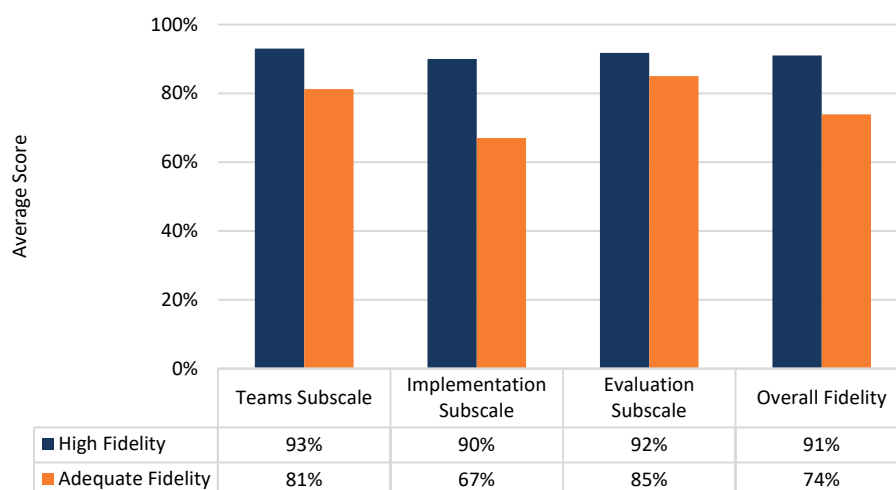
In VBCPS, the TFI is completed by a school team along with a VBCPS PBIS coach following observations of schoolwide and classroom practices and discussions regarding the TFI items. The instrument provides a description of each item that is to be rated, possible sources of data that the team may consult for determining a rating, and scoring criteria for determining the appropriate rating. This evaluation report focuses on Tier I TFI data from the 2021-2022 school year, including scores on individual feature items, subscales, and the overall aggregate. An additional analysis examined the change of Tier I TFI data from the previous year, 2020-2021, overall and by school level. Due to all schools having at least adequate fidelity in 2021-2022, there were no analyses of data by implementation fidelity group (i.e., High Fidelity and Adequate Fidelity) included in this evaluation except for data related to student characteristics.

Evaluation Design

The original longitudinal evaluation plan outlined in the PBIS Evaluation Readiness Report to examine the relationship between implementation fidelity and implementation and outcome data over time was impacted to a large extent by the COVID-19 pandemic. With the pandemic, all relevant TFI, survey, academic, and behavioral data were not available for the 2019-2020 and 2020-2021 school years. Therefore, a correlational method replaced the planned longitudinal evaluation design. Implementation-related and outcome-related data, largely from the PBIS survey items, were correlated with scores on the TFI for the 2021-2022 school year. The aim of the correlation analysis was to determine the extent to which ratings on the TFI from the schools'

PBIS team were related to perceptions from a wider group of stakeholders (i.e., staff and students) for an indication of the validity of the two measures used to assess implementation goals. The aim of the correlation analysis for outcome-related data was to assess the relationship between implementation fidelity and outcome measures. For correlations with subscale and aggregate TFI percentage scores, Pearson's correlation coefficients were used. For correlations with individual TFI feature items, Spearman's rank-order correlation coefficients were used due to the ordinal level of measurement (i.e., scores ranging from 0 to 2). All correlations noted in this report were statistically significant with $p < .05$. When correlations are noted for survey agreement percentages, results were based on the *total a*greement including "Agree" and "Strongly Agree." Other correlations with only the "*Strongly* Agree" percentages are noted where appropriate.

Two additional sets of analyses were used to evaluate the outcome-related data in 2021-2022. The first set of analyses was a matched school case study approach, which involved examining the perceptions of students and teachers from schools that had differing implementation fidelity (i.e., High Fidelity, Adequate Fidelity) but had other similarities, including their student demographic characteristics. Similar schools were selected based on a previously run comparable schools analysis.[17] The purpose of this analysis was to examine data related to the goals and objectives for comparable schools that had differing TFI fidelity.

The second set of new analyses in 2021-2022 was based on an individual school goal approach. During the 2021-2022 school year, schools were provided the opportunity to identify a PBIS-related goal or set of goals that were a focus for their school during 2021-2022. Within a Google form, schools were asked to identify their school goal/focus area, data source(s), and outcome(s). Office of Research and Evaluation staff coded the information provided in the Google form to determine which evaluation goal(s) and objective(s) aligned with the school-identified goals. Four schools had noted goals that were unable to be aligned to the goals and objectives in this evaluation. An additional ten schools did not have an identified PBIS-related goal for the 2021-2022 school year (five schools indicated they did not have a goal, five schools did not complete the Google form). Staff survey data were analyzed specifically for the items that were related to the school-specific goal. The purpose of this analysis was to examine staff survey data related to the schools' identified goal areas as a more targeted approach to assess the progress made toward meeting division PBIS goals. In addition, the individual school goal approach was also used to investigate the relationship between PBIS implementation and student academic achievement, disciplinary referrals, disciplinary outcome decisions, and teacher retention.

Evaluation Questions

The evaluation questions for this report were developed by evaluators in consultation with program managers during the evaluation readiness process. The evaluation questions established for the year-two Tier I evaluation were as follows:

1. What is the divisionwide implementation plan (e.g., cohorts and tiered implementation) and what progress has been made on the Virginia Tiered Systems of Supports District Capacity Assessment (DCA)?
2. What was staff members' familiarity with PBIS and do staff have a shared understanding of the PBIS framework?
3. What are the components of Tier I PBIS practices and what progress was made toward meeting related goals and objectives?
    a. PBIS Team Composition and Meetings
    b. Schoolwide Expectations, Procedures, and Classroom Practices
    c. Professional Learning Opportunities to Support PBIS Implementation
    d. Data Review and Use
    e. Student, Family, Community, and Staff Involvement

f. Summary of PBIS Implementation Fidelity by School Level and Change in Fidelity
4. What is the alignment between PBIS and other related division initiatives (i.e., Student Response Team [SRT], Social-Emotional Learning [SEL], and Culturally Responsive Practices [CRP])?
5. What are the demographic characteristics of the students who are served based on schools' PBIS implementation fidelity?
6. What progress was made toward meeting the outcome goals and objectives of PBIS?
7. What was the relationship between PBIS implementation and student academic achievement, disciplinary referrals (including by student groups), disciplinary outcome decisions (including by student groups), and teacher retention?
8. What was the additional annual direct cost to VBCPS for implementing PBIS?

Evaluation Results and Discussion

Divisionwide Implementation

The first evaluation question focused on the divisionwide implementation plan, including the progress made on the Virginia Tiered Systems of Supports DCA. The implementation of PBIS is overseen by the Office of Student Support Services. A division implementation and leadership team consists of staff from Student Support Services, Professional Growth and Innovation, Student Leadership, School Counseling Services, Programs for Exceptional Children, Teaching and Learning, and Research and Evaluation. The implementation team meets monthly to coordinate efforts, ensure supports are in place, and review data.

PBIS Implementation Plan and Status

Table 4 below displays the PBIS cohorts, the initial implementation model when the schools in the cohort began implementing PBIS, and the division's implementation progress as of 2021-2022. During the 2017-2018 school year, VBCPS began to implement the VBCPS model for PBIS, which involved embedded school-level coaching. For the purposes of the evaluation, cohorts 1 and 2 are combined due to their initial implementation models preceding the VBCPS coaching model.

Table 4: PBIS Cohorts and Implementation Progress

PBIS Cohort	Number of School Sites[18]	Implementation Year(s)	Initial Implementation Model	Implementation Progress as of 2021-2022
Cohorts 1 and 2	20 schools (10 elementary, 6 middle, 4 high)	2012-2013 through 2015-2016	MTSS-B and some state support	Received Tier I and Tier II training
Cohort 3	19 schools (16 elementary, 3 middle)	2017-2018	VBCPS coaching model	Received Tier I and Tier II training
Cohort 4	21 schools (17 elementary, 4 middle)	2018-2019	VBCPS coaching model	Received Tier I and Tier II training
Cohort 5	24 schools (13 elementary, 3 middle, 8 high)	2019-2020	VBCPS coaching model	Received Tier I training

Note: For Cohort 2, Renaissance Academy middle school and Renaissance Academy high school are considered as two separate sites because they each received their own TFI scores. Green Run High School and Green Run Collegiate are considered one site because the campus as a whole received one TFI score. For Cohort 5, Old Donation School is considered as two separate sites at the elementary school and middle school levels because they each received their own TFI scores.

Each school that implements PBIS is assigned one of the five divisionwide PBIS coaching staff. The coaches work across multiple schools to support school leadership teams and teachers with their PBIS implementation. Each school receives professional development related to the appropriate PBIS tier being implemented, beginning with Tier I, and works with a divisionwide PBIS coach to ensure fidelity of implementation.

As of 2021-2022, all schools had received training for and were implementing PBIS Tier I practices, which is the focus of this Tier I evaluation. Once schools have begun implementing Tier I practices, the fidelity of the Tier I implementation is evaluated using the TFI. After reaching and sustaining fidelity at Tier I for one year (i.e., 80% on the TFI), schools begin to focus on implementing Tier II practices the following year. In VBCPS, it is the expectation that elementary schools reach fidelity for each tier within two years and that schools at the secondary level reach fidelity within three to five years.[19] Due to the pandemic, the initial timeline for schools to reach fidelity was adjusted forward one year with the expectation that all schools will reach fidelity on Tier I implementation by spring 2023.[20]

As of the 2021-2022 school year, schools in Cohorts 1, 2, 3, and 4 had received training for PBIS Advanced Tiers and had begun implementation of Tier II practices.[21] It is the expectation that all schools reach Tier II fidelity (i.e., 80% on the Tier II TFI) by spring 2025. It is the expectation that baseline data for Tier III fidelity will begin to be collected in spring 2023 for schools that have enhanced their Tier III supports, and all schools will have baseline Tier III fidelity data collected by spring 2025.

Progress on the District Capacity Assessment (DCA)

As the implementation of PBIS has progressed, VBCPS has used the DCA to assess the extent to which conditions in the school division were optimal for building capacity to effectively implement PBIS. The 2022 overall score on the DCA was 98 percent, suggesting that nearly all conditions are in place within the division for building capacity to effectively implement PBIS. This was consistent with the 2021 overall score of 98 percent, which was an improvement from the 2020 DCA overall score of 81 percent and the 2019 DCA overall score of 73 percent. Consistent with the 2021 scoring, the only area for improvement in 2022 was the division having a written process for selecting Effective Innovations, including collaborating with other departments on the process and consistently using the process. This Effective Innovations category on the DCA includes an analysis of the need for the practice, fit and alignment with other practices, resources needed to fully implement, and the capacity within the division to successfully use the practice.,

Staff Familiarity and Understanding of PBIS

The second evaluation question focused on the extent to which staff was familiar with PBIS and had a shared understanding of the PBIS framework. Staff were asked a general survey item about their familiarity with PBIS. Overall, 97 percent of teachers, 99 percent of administrators, and 96 percent of other instructional staff indicated they were either very familiar or somewhat familiar with their school's PBIS implementation. Comparisons by school level showed that at least 90 percent of staff in each group and school level were familiar (see Table 5). These results were similar to the percentages of staff indicating familiarity during the 2020-2021 school year.

Table 5: Percentages of Staff Who Indicated They Were Very Familiar or Somewhat Familiar With School's PBIS Implementation

Survey Group	Elem	Middle	High	Total
Teachers	98%	98%	95%	97%
Administrators	99%	100%	100%	99%
Other Instructional Staff	99%	94%	90%	96%

Correlation results showed that the percentage of staff overall who were very familiar with their school's PBIS implementation was significantly correlated with the TFI Teams ($r = .36$) and Implementation subscale scores ($r = .46$) as well as the overall Aggregate TFI score ($r = .47$). Schools with higher TFI percentages also had higher percentages of staff who reported being very familiar with the school's PBIS implementation.

Administrators were asked additional survey items related to staff understanding of PBIS at their school. Administrators were surveyed about their staff having a shared understanding of the PBIS framework, and overall, 97 percent of administrators agreed with this item. Comparisons by level showed that all elementary school administrators and most middle school (97%) and high school (90%) administrators agreed that their staff had a shared understanding of the PBIS framework (see Table 6). In comparison to perceptions from 2020-2021, there were improvements in the percentages of middle school (from 93% to 97%) and high school administrators (from 81% to 90%) who agreed that their staff had a shared understanding of the PBIS framework.

Table 6: Administrator Agreement Percentages Regarding Staff Having Shared Understanding of PBIS

Survey Item	Elem	Middle	High	Total
My staff has a shared understanding of the PBIS framework.	100%	97%	90%	97%

Administrators were also asked an open-ended question regarding how their school describes PBIS when communicating with stakeholders. Most administrators who responded to the question emphasized that PBIS is a framework for reinforcing positive behaviors and teaching students these expectations. Several administrators described their school's unique PBIS motto (e.g., The Dolphin Way; Castle Code; ROFO Ready) and/or their school's PBIS expectations (e.g., Respectful, Responsible, and Ready to Learn). Some administrators identified the type of method used to communicate with their stakeholders (e.g., parent newsletters, schoolwide events, student assemblies). A few administrators commented primarily about the school culture, consistency of the practices of PBIS, or providing support for student growth or success.

Tier I PBIS Practices and Related Goals and Objectives

The third evaluation question focused on the components of Tier I PBIS practices as well as progress toward meeting related implementation goals and objectives. As previously mentioned, at the Tier I level, supports are provided to all students and are the basis for a school's PBIS framework. At this level, key components include a few positively framed expectations for staff and students, procedures for teaching expectations, continua of procedures for reinforcing behaviors consistent with expectations and discouraging behaviors inconsistent with expectations, and procedures for regularly monitoring and evaluating effectiveness. Each school has a Tier I PBIS team that establishes the systems and practices and monitors data to evaluate effectiveness.

During the evaluation planning phase, goals and objectives related to the implementation of PBIS were developed. The TFI provides an overall assessment of the extent to which school personnel are applying core features of schoolwide PBIS and implementing the initiative with fidelity. For this section of the report, information and results about Tier I practices are organized around key aspects of implementation and the goals and objectives that were developed for PBIS at the division level. The Tier I features that will be discussed include the following:

- Aspects of the school leadership team such as team composition and meetings;
- Implementation of practices, including schoolwide expectations, procedures, and classroom practices;
- Professional learning opportunities that were provided to support PBIS implementation;
- Data review and use; and
- Student, family, community, and staff involvement.

PBIS Team Composition and Meetings

A foundational component of PBIS is having a PBIS Tier I leadership team at each school that establishes the systems and practices for Tier I support and is responsible for monitoring schoolwide data, ensuring students

receive equitable access to these supports, and evaluating the initiative's effectiveness.[22] According to guidance from the VBCPS PBIS division coaching team posted on SharePoint, every school PBIS leadership team should be representative of the school community, consist of 6-8 members in total, and include the following: an administrator, general education teachers, special education teachers, specialists (e.g., reading, math, Title I, gifted), behavioral experts (e.g., counselors, psychologists, social workers, student support specialists), classified staff, and team members who may provide a family perspective.[23]

On the 2021-2022 survey, staff were asked whether they were a member of their school's PBIS leadership team. Overall, 13 percent of teachers, 81 percent of administrators, and 16 percent of other instructional staff who responded to the survey indicated they were on their school's PBIS leadership team. As shown in Table 7, most elementary school administrators (94%) and the majority of middle school (71%) and high school (64%) administrators indicated they were a PBIS team member at their school. For teachers, higher percentages indicated they were a member at the elementary school (17%) and middle school levels (14%) than at the high school level (7%). From 14 to 20 percent of other instructional staff depending on level indicated they were a PBIS team member (see Table 7).

Table 7: Percentages of Staff Who Indicated They Were PBIS Tier I Team Members

Survey Group	Elem	Middle	High	Total
Teachers	17%	14%	7%	13%
Administrators	94%	71%	64%	81%
Other Instructional Staff	16%	20%	14%	16%

Based on the Team Composition feature on the TFI, a school's Tier I leadership team must include a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide the following: applied behavioral expertise, coaching expertise, knowledge of student academic and behavior patterns, knowledge about the operations of the school across grade levels and programs, and student representation at the high school level only. In addition, the Team Operating Procedures TFI feature stipulates that Tier I teams are expected to meet at least monthly with a regular meeting format/agenda, minutes, defined meeting roles, and a current action plan.

As shown in Figure 2, overall, schools had slightly higher average fidelity scores for the Team Composition item than the Team Operating Procedures item. Team Composition and Team Operating Procedures TFI data by school level showed that the average fidelity scores were slightly higher at the elementary school level than at the secondary levels (see Figure 2).

Figure 2: Average TFI Team Item Scores by School Level

	1.1 Team Composition	1.2 Team Operating Procedures
■ Elementary	1.93	1.82
■ Middle	1.81	1.63
■ High	1.83	1.67
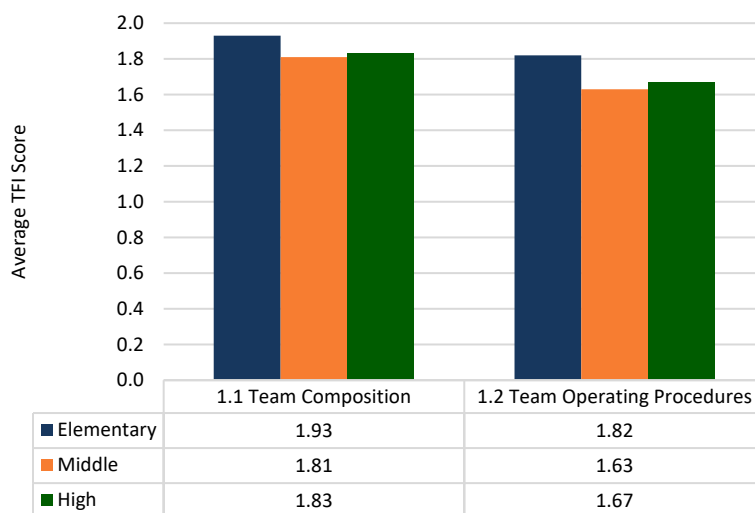
Schoolwide Expectations, Procedures, and Classroom Practices

An essential PBIS practice at the Tier I level includes establishing a set of schoolwide behaviors and expectations. Each school should create a shared vision and approach to responding to student behavior through their school mission or vision statement and three to five positively-stated expectations that should be defined for each school routine and setting.[24] Through SharePoint and each school's shared PBIS Google drive, the PBIS division coaching team provided school PBIS teams with a blank matrix to outline their schoolwide expectations.[25] The rows of the matrix should include the three to five positively-stated expectations (e.g., be respectful, responsible) and the columns should include the various settings/locations (e.g., hallway, restroom). Within the cells of the matrix, schools should provide explicit descriptions of the expected behavior (e.g., "walk on the right" for Being Safe in the hallway and "use resources wisely" for Being Responsible in the restroom). In addition, the PBIS division coaching team provided staff with VBCPS bus expectations that included the expectations of "Be Respectful, Be Responsible, and Stay Safe."[26] The descriptions of student behaviors in each of these areas were provided for entering the bus (e.g., "be patient" and "take turns" for Be Respectful), riding the bus (e.g., "use a quiet voice" for Be Responsible), and exiting the bus (e.g., "walk" for Stay Safe). It is expected that students are explicitly taught these behavioral expectations. Through SharePoint, the PBIS division coaching team provided staff with examples of ways these expectations could be taught (e.g., reviewing each and brainstorming examples at the elementary level; discussing and role playing at the high school level).[27]

Schools must also establish schoolwide procedures for acknowledging students for positive behaviors and for discouraging students from behaviors that interfere with academic and social success (i.e., consequences). Through a PowerPoint presentation, the PBIS division coaching team provided school PBIS teams with detailed examples regarding acknowledgements, including the various ways to acknowledge students for positive behaviors (i.e., immediate/high frequency, intermittent, and long-term schoolwide celebrations), various types of reinforcers (e.g., natural, material, and social), and examples of acknowledgement systems across the division.[28] Regarding providing consequences, the VBCPS division coaching team provided school PBIS teams with examples of behaviors that may be managed within the classroom (e.g., throwing things without intent to cause harm and mocking others) and behaviors that may result in referral to the principal's office (e.g., verbal altercation and profanity or threats).[29] In addition, they provided an example flowchart of the types of interventions that may be used for classroom management and the steps needed when referring students to the office.[30]

All schoolwide behaviors and expectations should be applied consistently at the classroom level with classroom expectations and routines. On the VBCPS PBIS Resources Google Site, the PBIS division coaching team provided guidance to school PBIS teams on the eight PBIS Classroom Practices, including: expectations and agreements, procedures and routines, behavior feedback – acknowledgement, behavior feedback – error correction, active supervision, physical arrangement, opportunities to respond, and positive behavior game (group contingencies).[31] Resources were made available to school PBIS teams for each of these practices that included a detailed definition or description of the practice, the components and/or how it may be utilized in the classroom, the research behind the practice, and how to assess use of the practice.[32] In addition, a one-page handout was created describing each of the eight practices with direct links to the eight handouts for more details (see Appendix A).[33]

PBIS Goal and Objectives Related to Expectations and Procedures

The goal related to PBIS expectations and procedures is **"Schools have clearly defined behavioral expectations for students and staff and established procedures for staff to implement PBIS consistently within their schools and classrooms."** Objectives for this goal focused on (1) schoolwide behavioral expectations and classroom procedures, (2) student knowledge of expectations, and (3) consequences and acknowledgement.

Behavioral Expectations and Classroom Procedures. The *behavioral expectations and classroom procedures objective* for the PBIS expectations and procedures goal is **"Schools have positively framed student and staff behavioral expectations, classroom procedures are aligned with these expectations, and these expectations are explicitly taught to students as measured by scores of 2 on relevant TFI features (e.g., 1.3, 1.8, and 1.4) and staff and student survey responses."**

Overall, across the division, at least 87 percent of teachers, administrators, and other instructional staff agreed that their school had established positively framed expectations for student behavior, at least 71 percent of each staff group agreed that the expectations for students and staff at their school were implemented across the classrooms, and at least 76 percent of each staff group agreed that behavioral expectations were explicitly taught to students (see tables 8 and 9). Comparisons by school level showed that agreement percentages regarding these items were generally lowest at the high school level, with the areas of lowest agreement being teacher and other instructional staff agreement that expectations for students and staff are implemented across the classrooms (59%-63%) and that behavioral expectations were explicitly taught to students (62%-63%). Middle school results for teachers and other instructional staff were also notably lower than elementary school results for these items (66%-74%).

Table 8: Teacher Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items

Survey Item	Elem	Middle	High	Total
My school has established positively framed expectations for student behavior.	94%	85%	81%	87%
The expectations for students and staff at this school are implemented across the classrooms.	82%	66%	63%	71%
The behavioral expectations are explicitly taught to students.	90%	74%	62%	76%

Table 9: Administrator and Other Instructional Staff Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items

Survey Item	Administrators				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
My school has established positively framed expectations for student behavior.	100%	100%	97%	99%	93%	93%	84%	92%
The expectations for students and staff at this school are implemented across the classrooms.	100%	91%	82%	93%	81%	67%	59%	74%
The behavioral expectations are explicitly taught to students.	97%	88%	91%	93%	86%	73%	63%	79%

Overall, high percentages of students (at least 86%) agreed that their school had established expectations for student behavior, that the expectations for their behavior were consistent across classrooms, and that the expectations for their behavior were taught to them (see Table 10). Comparisons by school level showed that at least 83 percent of students at each level agreed with these items.

Table 10: Student Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items

Survey Item	Elem	Middle	High	Total
My school has established expectations for student behavior.	96%	93%	91%	93%
The expectations for my behavior are consistent across the classrooms.	91%	86%	83%	86%
The expectations for my behavior are taught to me.	93%	90%	86%	89%

The three TFI items related to expectations and procedures are: Behavioral Expectations, Teaching Expectations, and Classroom Procedures. Behavioral Expectations is focused on schools having positively stated behavioral expectations with examples, while Teaching Expectations is focused on directly teaching all students the expected academic and social behavior. Classroom Procedures is focused on Tier I features being implemented within classrooms and consistency with schoolwide systems. As shown in Figure 3, overall, schools had higher average fidelity scores for the Behavioral Expectations and Teaching Expectations items than the Classroom Procedures item. Average TFI scores were also higher at elementary schools and middle schools compared to high schools, consistent with survey results.

Figure 3: Average TFI Item Scores on Behavior Expectations, Teaching Expectations, and Classroom Procedures by School Level

	1.3 Behavioral Expectations	1.4 Teaching Expectations	1.8 Classroom Procedures
■ Elementary	2.00	1.96	1.66
■ Middle	1.94	1.88	1.44
■ High	1.75	1.67	1.17
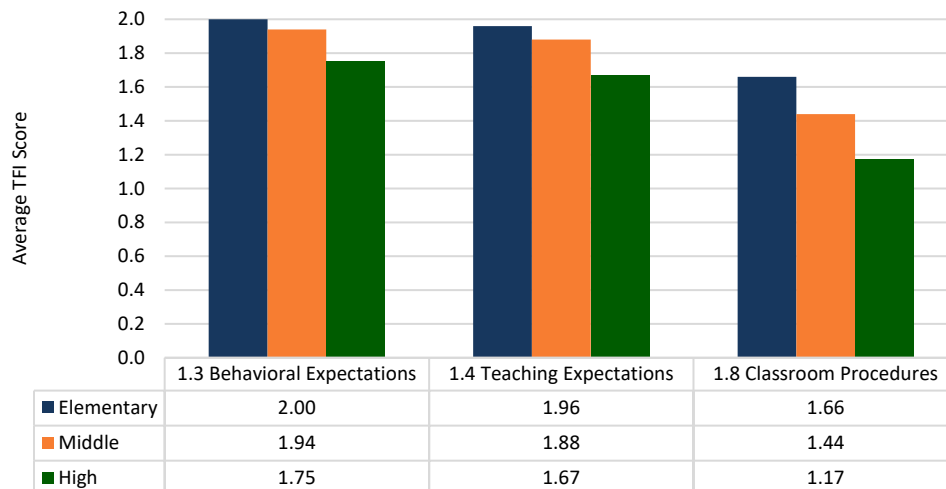
When correlating schools' TFI scores with agreement percentages on related survey items, several significant relationships were found. For the Behavioral Expectations TFI item, there were statistically significant relationships such that schools with higher TFI scores also had higher staff agreement regarding their school having established positively framed expectations for student behavior (r_s = .30) and higher percentages of students agreeing that their school had established expectations for student behavior (r_s = .30). For the Teaching Expectations TFI item, there were significant relationships such that schools with higher TFI scores also had higher staff agreement regarding student behavioral expectations being explicitly taught (r_s = .26) and higher percentages of students agreeing that expectations for behavior were taught to them (r_s = .36). For Classroom Procedures, schools with higher TFI scores also had higher percentages of staff agreeing that the expectations for students and staff were being implemented across classrooms (r_s = .35) and higher percentages of students agreeing that the expectations for behavior are consistent across classrooms (r_s = .32). These statistically significant correlations between TFI scores and staff and student perceptions, although not particularly strong, suggest some degree of validity and reliability of the TFI and stakeholder perception data for measuring the level of PBIS implementation fidelity.

One recommendation from the year-one 2020-2021 evaluation focused on ensuring schools were implementing PBIS practices and procedures consistently across classrooms. The PBIS specialist indicated that actions taken regarding this recommendation during 2021-2022 included sharing the one-page handout with details about PBIS classroom practices with all school teams. In addition, as part of optional professional learning series modules created in November 2021, a video was created that described the classroom procedures portion of the TFI and the eight classroom practices in detail.[34] A copy of the presentation slides with links to all resources referenced in the video was also provided on the VBCPS PBIS Fundamentals: Learning Series Google Site. The learning intentions for the video included reviewing the PBIS classroom practices and creating a plan to utilize PBIS classroom practices in the learning environment. In addition, the classroom observation form that measures the fidelity of the eight classroom practices was provided to all school teams in Spring 2022. A video module was created to support the use of this tool and provided on the VBCPS PBIS Fundamentals: Learning Series Google Site.[35]

When teachers were surveyed about implementing routines and expectations that are consistent with the schoolwide behaviors and expectations at their school, overall, 98 percent of teachers agreed. There was little variation by school level (from 97% to over 99%). In addition, as shown in Figure 4, in comparison to 2020-2021, the average TFI item scores improved in 2021-2022 at all school levels. However, as previously

noted, in 2021-2022, relatively low percentages of teachers and other staff agreed that expectations for students and staff are implemented across the classrooms, especially at the secondary levels (59%-67%).

Figure 4: Average TFI Item Scores on Classroom Procedures by School Level for 2020-2021 and 2021-2022

	2020-2021	2021-2022
Elementary	1.30	1.66
Middle	1.06	1.44
High	0.92	1.17
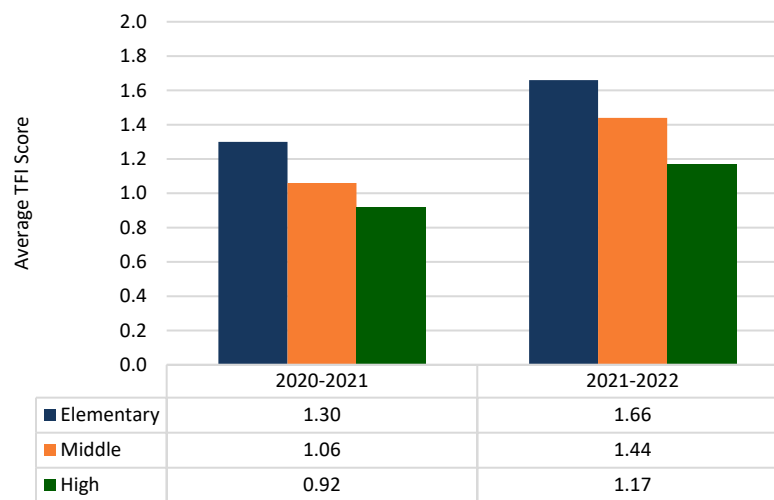
Student Knowledge of Expectations. The *student knowledge of expectations objective* for the PBIS expectations and procedures goal is **"Students know what behavior is expected of them as measured by student and teacher survey responses."** As shown in Table 11, overall, 95 percent of students agreed that they knew what behavior was expected of them at their school with at least 93 percent of students agreeing at all school levels. In addition, 84 percent of teachers overall agreed that students knew what behavior was expected of them at their school, with lower agreement percentages from middle school (82%) and high school teachers (77%) compared to elementary school teachers (93%).

Table 11: Student and Teacher Agreement Percentages Regarding Students Knowing Behavior Expectations

Survey Group and Item	Elem	Middle	High	Total
Students - I know what behavior is expected of me at this school.	97%	95%	93%	95%
Teachers - Students know what behavior is expected of them at this school.	93%	82%	77%	84%

Correlations were also examined between survey items regarding student knowledge of expected behaviors and related TFI items (i.e., Behavior Expectations, Teaching Expectations, and Classroom Procedures), with several statistically significant relationships found. Schools with higher Behavior Expectations TFI scores had higher percentages of teachers agreeing that students know what behavior is expected of them (r_s = .24) and had higher percentages of students who agreed that they knew what behavior is expected of them at school (r_s = .31). In addition, schools with higher Teaching Expectations TFI scores had higher percentages of teachers agreeing that students know what behavior is expected of them (r_s = .29) and had higher percentages of students who agreed that they knew what behavior is expected of them at school (r_s = .38). Schools with higher Classroom Procedures TFI scores also had higher percentages of teachers agreeing that students know what behavior is expected of them (r_s = .32) and students agreeing (r_s = .40) that they knew what behavior is expected of them.

Consequences and Acknowledgements. The *consequences and acknowledgements objective* for the PBIS expectations and procedures goal is **"Schools have clearly defined student behaviors that interfere with academic and social success and outlined staff procedures to respond to student behaviors (e.g., manage, acknowledge) across classrooms as measured by TFI scores of 2 on relevant TFI features**

(e.g., 1.5, 1.6, and 1.9) and staff and student survey responses." As shown in tables 12 and 13, overall, at least 77 percent of teachers, administrators, and other instructional staff agreed that their school had determined the student behaviors that interfered with academic and social success. In addition, at least 74 percent of teachers, administrators, and other instructional staff agreed that their school had outlined procedures for staff to respond to student behaviors. The general pattern of results for these items showed lower agreement percentages at the high school level for each group, although agreement was at least 71 percent for both items at all levels.

Table 12: Teacher Agreement Percentages Regarding Consequences and Acknowledgements Items

Survey Item	Elem	Middle	High	Total
My school has determined the student behaviors that interfere with academic and social success.	81%	76%	74%	77%
My school has outlined procedures for staff to respond to student behaviors.	75%	77%	71%	74%

Table 13: Administrator and Other Instructional Staff Agreement Percentages Regarding Consequences and Acknowledgements Items

Survey Item	Administrators				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
My school has determined the student behaviors that interfere with academic and social success.	100%	97%	94%	98%	81%	82%	86%	82%
My school has outlined procedures for staff to respond to student behaviors.	100%	97%	97%	99%	78%	83%	76%	79%

Student survey results showed that 94 percent agreed that they knew which behaviors could prevent them from being successful in school with little variation by school level (see Table 14).

Table 14: Student Agreement Percentages Regarding Knowing Which Behaviors Could Prevent Them From Being Successful in School

Survey Item	Elem	Middle	High	Total
I know which behaviors could prevent me from being successful in school.	95%	94%	93%	94%

The three TFI items related to consequences and acknowledgements are: Problem Behavior Definitions, Discipline Policies, and Feedback and Acknowledgement. Problem Behavior Definitions is focused on schools having clear definitions for behaviors that interfere with academic and social success with a clear policy/procedure to address problems, while Discipline Policies is focused on policies and procedures that describe and emphasize proactive, instructive, and/or restorative approaches to student behavior. Feedback and Acknowledgement is focused on having a set of procedures for behavior feedback that is linked with schoolwide expectations and used across settings and in classrooms. As shown in Figure 5, at the elementary school level, schools had higher average fidelity scores for the Discipline Policies and Feedback and Acknowledgement item than the Problem Behavior Definitions item. At the secondary levels, schools had higher average fidelity scores for the Discipline Policies item, followed by the Problem Behavior Definitions item, and the Feedback and Acknowledgement item. There was limited variability by level in the average score for the Discipline Policies item, while middle schools and high schools had notably lower average TFI scores relative to the elementary schools for the Feedback and Acknowledgement item (see Figure 5).

Figure 5: Average TFI Item Scores on Problem Behavior Definitions, Discipline Policies, and Feedback and Acknowledgement by School Level

	1.5 Problem Behavior Definitions	1.6 Discipline Policies	1.9 Feedback and Acknowledgement
■ Elementary	1.77	1.96	1.95
■ Middle	1.69	1.94	1.38
■ High	1.58	1.92	1.08
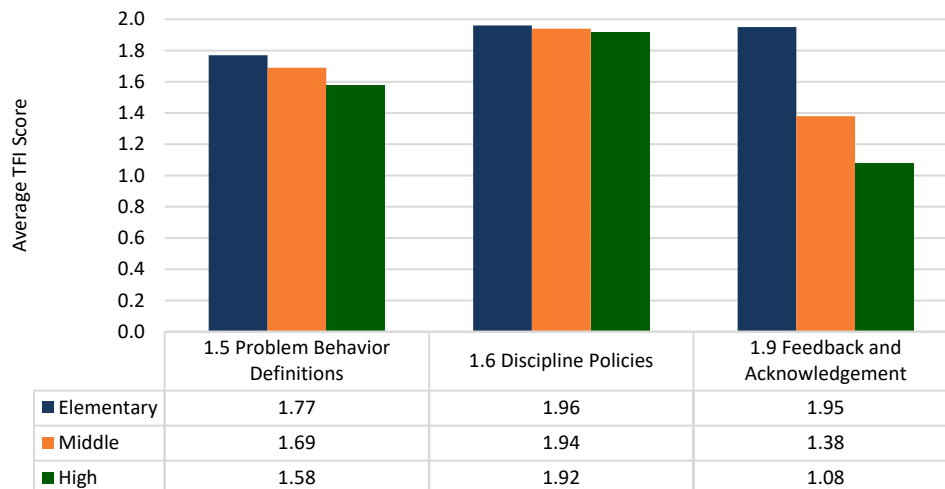
When correlating TFI scores for Feedback and Acknowledgement with survey agreement percentages on related items, results showed that schools that had higher TFI scores on the Feedback and Acknowledgement item had higher percentages of all staff *strongly* agreeing (r_s = .28) that their school had outlined procedures for staff to respond to student behavior and that their school had determined the behaviors that interfere with academic and social success (r_s = .29). In addition, schools that had higher TFI scores on the Feedback and Acknowledgement item had higher percentages of students agreeing that they know which behaviors could prevent them from being successful in school (r_s = .24). There were no significant correlations (i.e., relationship) between scores for the Problem Behavior Definitions and Discipline Policies TFI items and survey results.

Professional Learning

Professional learning is another key feature of PBIS implementation. In previous years, in-person two-day trainings have been provided to each cohort. However, due to the pandemic, this was not feasible in 2020-2021.[36] In addition, during the 2021-2022 school year, all professional learning sessions were placed on hold due to staffing challenges related to the pandemic; therefore, there were no required professional learning sessions offered to staff. Instead, the PBIS division coaching team created a series of video modules to provide staff optional lessons through the PBIS Fundamentals: A Learning Series Google site.[37] On the Google website, video modules were provided for the following Tier I-related topics: PBIS team composition and functioning; creating and teaching school-wide expectations; getting started with PBIS; overview of the classroom practices; behavior definitions; discipline procedures; school-wide acknowledgement systems; faculty involvement; students, family, and community involvement; data-informed decision making; staff professional learning; and fidelity and evaluation of PBIS. In addition, video modules were provided for the following Tier II-related topics: Tier II overview; Tier II teaming; screening and request for assistance; options for interventions, practices matched to student need, and access to Tier I universal supports; Tier II critical features; Tier II professional development; level of use and student performance data; and Tier II fidelity and evaluation. Additional resource videos included cultural responsiveness within the PBIS framework and a guide for response to discipline disproportionality. In addition, in December 2021, March 2022, and June 2022, the PBIS division coaching team provided issues of an electronic newsletter to staff, called the "PBIS Coaching Connection." The newsletter provides staff with resources and highlights schools that are "PBIS champions," as examples of those schools who are doing outstanding PBIS-related work.[38]

PBIS Goal and Objectives Related to Professional Learning

The PBIS goal related to professional learning is **"Professional learning opportunities provide staff with effective support and information to successfully implement PBIS Tier I within their schools and classrooms."** Objectives for this goal focused on (1) core practices, (2) classroom management, and (3) teacher confidence.

Core Practices. The *core practices objective* for the professional learning goal is **"Professional learning is provided for staff on how to teach schoolwide expectations, acknowledge appropriate behavior, correct errors, and request assistance as measured by TFI scores of 2 on TFI feature 1.7 and staff survey responses."** Overall, at least 76 percent of teachers, 96 percent of administrators, and 77 percent of other instructional staff agreed that they received professional learning on various PBIS-related topics (i.e., teaching schoolwide expectations for behavior, acknowledging appropriate behavior, correcting errors in behavior, requesting assistance for behavior issues). Comparisons by school level showed that the highest agreement percentages were at the elementary school level and the lowest agreement percentages were at the high school level for all staff groups across each area (see tables 15 and 16). Compared to teachers and other instructional staff at the elementary school and middle school levels, lower percentages of high school teachers and other instructional staff agreed that they received professional learning about the PBIS topics (from 58% to 74% for all areas except acknowledging appropriate behaviors). This finding would be expected given that most high schools and several middle schools were first implementing PBIS in 2019-2020 when the COVID-19 pandemic began and professional learning was impacted as the pandemic continued.

Table 15: Teacher Agreement Percentages Regarding Receiving PBIS-Related Professional Learning

Survey Item	Elem	Middle	High	Total
Teach schoolwide expectations for behavior	91%	78%	67%	79%
Acknowledge appropriate behavior	94%	87%	82%	88%
Correct errors in behavior	85%	75%	71%	77%
Request assistance for behavior issues	81%	72%	74%	76%

Table 16: Administrator and Other Instructional Staff Agreement Percentages Regarding Receiving PBIS-Related Professional Learning

Survey Item	Administrators				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
Teach schoolwide expectations for behavior	100%	94%	88%	96%	86%	78%	58%	80%
Acknowledge appropriate behavior	100%	97%	94%	98%	95%	89%	75%	90%
Correct errors in behavior	100%	94%	91%	96%	80%	81%	62%	77%
Request assistance for behavior issues	100%	97%	94%	98%	82%	86%	73%	81%

The TFI item, Professional Development, is focused on having a written process for orienting all staff on the PBIS practices: teaching expectations, acknowledgement of appropriate behavior, correcting errors, and requesting assistance. Average fidelity scores by school level in Figure 6 show that elementary schools had a higher average fidelity score followed by middle schools and then high schools, which was consistent with the pattern of staff survey results. There were no significant correlations between TFI scores for Professional Development and the related survey data. This finding suggests that staff agreement percentages regarding receiving professional learning were not related to schools having higher TFI scores on Professional Development, which is not surprising given that required professional learning was placed on hold for all schools during the 2021-2022 school year.

Figure 6: Average TFI Professional Development Item Scores by School Level

	1.7 Professional Development
■ Elementary	1.75
■ Middle	1.69
■ High	1.58
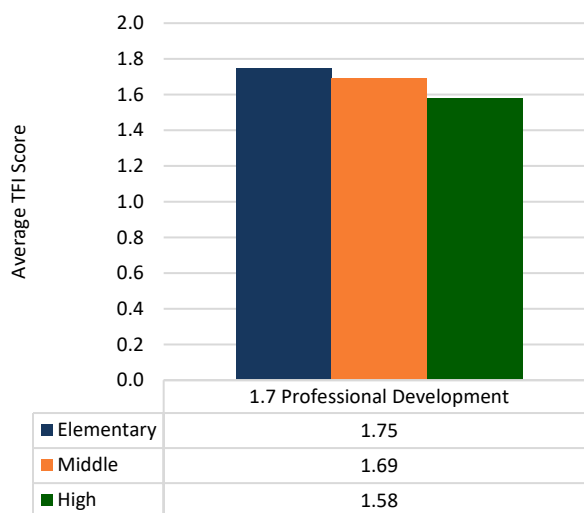
Classroom Management. The *classroom management objective* for the professional learning goal is **"Professional learning is provided that ensures teachers have knowledge of classroom practices to manage and respond to student behavior as measured by teacher survey responses."** Overall, 82 percent of teachers who indicated they received professional learning in this area agreed that the professional learning they received provided them with knowledge of classroom practices to manage and respond to student behavior. Comparisons by school level showed a higher agreement percentage at the elementary school level (86%) followed by middle school (81%) and high school (79%) (see Table 17). There were no significant correlations between TFI scores for Professional Development and the related survey data.

Table 17: Teacher Agreement Percentages Regarding Professional Learning Providing Knowledge of Classroom Management

Survey Item	Elem	Middle	High	Total
The professional learning I have received has provided me with knowledge of classroom practices to manage and respond to student behavior.	86%	81%	79%	82%

Note: Percentages exclude teachers who indicated they did not receive professional learning in this area.

Teacher Confidence. The *teacher confidence objective* for the professional learning goal is **"Teachers are confident in applying instructional practices related to student behavior and perceive they are capable of managing and responding to student behavior as measured by teacher survey responses."** Overall, 91 percent of teachers agreed that they were confident in applying instructional practices to address student behavior when needed, and 95 percent agreed that they could manage and respond to student behavior concerns when needed. Comparisons by school level showed high agreement at all school levels (at least 88%) (see Table 18). There were no significant correlations between TFI scores for Professional Development and the related survey data.

Table 18: Teacher Agreement Percentages Regarding Professional Learning Providing Confidence in Applying Practices and Responding to Behavior Concerns

Survey Item	Elem	Middle	High	Total
I am confident in applying instructional practices to address student behavior when needed.	95%	90%	88%	91%
I can manage and respond to student behavior concerns when needed.	96%	95%	95%	95%

Data Review and Use

Another key component of PBIS at all three tiers is the collection and regular use of data to screen, monitor, and assess student progress.[39] At the Tier I level, it is expected that PBIS leadership teams review schoolwide discipline and academic data to guide decision making and review fidelity data to evaluate implementation.[40] In addition, school personnel should view schoolwide data and provide input on Tier I practices.

Synergy is the data system used by all schools across the division. In previous school years, some VBCPS schools also used a Schoolwide Information System (SWIS) product to collect and monitor student discipline data to inform decision making. However, during 2021-2022, there were statewide changes in the types of discipline-related data collected for Virginia's Student Behavior and Administrative Response (SBAR) data collection, which did not align with the types of data entered into the SWIS system. Therefore, the SWIS product was not used by any VBCPS school in 2021-2022. During the 2021-2022 school year, schools were encouraged to use their own methods for collecting and monitoring data for decision making. Through SharePoint, the PBIS division coaching team provided school PBIS teams a problem-solving worksheet to help support staff using data for decision making.[41] In particular, on the worksheet, staff were asked to provide the target problem and answer the following questions: What does the data say? (e.g., what is the problem behavior, when does it occur, where does it occur), What is the SMART goal?, What will we do to support student behavior? (i.e., Prevent, Teach, Reinforce, Extinguish, Error Correction, Safety), and What will we do to support staff?. In addition, during the 2021-2022 school year, one school piloted the use of the software system PBIS Rewards, which is a platform that assists schools in their PBIS implementation, including allowing staff to recognize students for meeting behavior expectations and track referrals.[42]

Additionally, during the 2021-2022 school year, a data analytics platform, Unified Insights, was purchased for the school division. In collaboration with Department of Technology staff, Office of Student Support Services staff have been preparing for the platform to be used by school staff to guide decision making for PBIS.[43] School administrators were provided with initial information about the platform during the 2021-2022 school year. For the 2022-2023 school year, school staff will have access to data within the Unified Insights platform and school PBIS teams will be encouraged to use the platform for monitoring PBIS-related data.

PBIS Goal and Objectives Related to Data Review and Use

The goal related to data review and use is **"Data are reviewed and used regularly to inform PBIS Tier I practices."** Objectives for this goal focused on (1) a discipline data system, (2) schoolwide data, and (3) fidelity data.

Discipline Data System. The *discipline data system objective* for the data review and use goal is **"School Tier I PBIS teams have a discipline data system that graphs student problem behavior as measured by TFI scores of 2 on TFI feature 1.12 and staff survey responses."** Overall, 91 percent of the Tier I team members agreed that their team had access to student problem behavior data through a discipline data system. Comparisons by school level showed little variation in agreement percentages (see Table 19).

Table 19: PBIS Tier I Team Member Agreement Percentages Regarding Having Discipline Data System

Survey Item	Elem	Middle	High	Total
The PBIS Tier I team at my school has access to student problem behavior data through a discipline data system.	92%	91%	91%	91%

Note: Data include any staff member who indicated they were a PBIS Tier I team member, including teachers, administrators, and other instructional staff.

The related TFI item, Discipline Data, is focused on the Tier I team having access to graphed reports summarizing discipline data. Comparisons by level showed that there was little variation in the average fidelity scores, which is consistent with the survey data (see Figure 7).

Figure 7: Average TFI Discipline Data Item Scores by School Level

	1.12 Discipline Data
■ Elementary	1.61
■ Middle	1.69
■ High	1.58
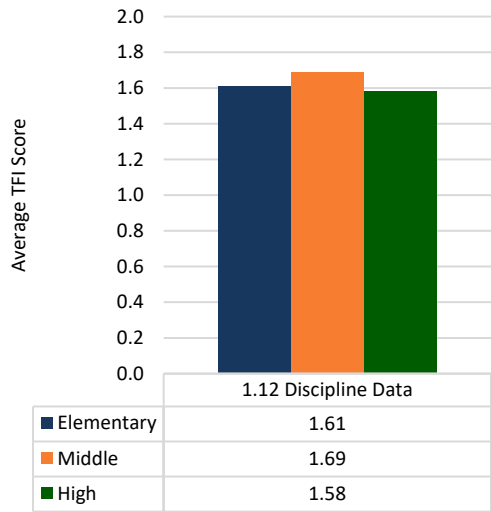
When correlating scores for the Discipline Data TFI item with agreement percentages on the related survey item, results showed a statistically significant correlation such that schools with higher TFI scores had higher percentages of team members who *strongly* agreed that their school's Tier I team had access to student problem behavior data through a discipline data system (r_s = .34).

Schoolwide Data. The *schoolwide data objective* for the data review and use goal is **"Schoolwide data are reviewed regularly by teachers (i.e., at least four times per year) and members of the school PBIS Tier I teams (i.e., at least monthly) to inform decision making regarding schoolwide practices as measured by TFI scores of 2 on relevant TFI features (e.g., 1.10 and 1.13) and staff survey responses."** Overall, 83 percent of Tier I PBIS team members agreed that their team reviewed schoolwide data at least monthly to inform decision making about schoolwide practices. Team members at the elementary school and middle school levels had higher agreement than team members at the high school level (see Table 20).

Table 20: Tier I Team Member Agreement Percentages Regarding Team Reviewing Schoolwide Data

Survey Item	Elem	Middle	High	Total
The PBIS Tier I team at my school reviews schoolwide data at least monthly to inform decision making about schoolwide practices.	85%	85%	77%	83%

Note: Data include any staff member who indicated they were a PBIS Tier I team member, including teachers, administrators, and other instructional staff.

In addition, overall, 66 percent of teachers, 87 percent of administrators, and 75 percent of other instructional staff agreed that teachers reviewed schoolwide data at least four times per year to inform decision making about schoolwide practices. Results varied widely by school level. Lower percentages of staff at the high school level agreed that teachers reviewed schoolwide data throughout the school year to inform decision making compared to staff at the elementary school and middle school levels (see tables 21 and 22). These lower percentages on this survey item could be related to the time available for school staff to meet and review information given the staffing challenges experienced during 2021-2022 as a result of the pandemic.

Table 21: Teacher Agreement Percentages Regarding Teachers Reviewing Schoolwide Data

Survey Item	Elem	Middle	High	Total
Teachers review schoolwide data at least four times per year to inform decision making about schoolwide practices.	77%	65%	54%	66%

Table 22: Administrator and Other Instructional Staff Agreement Percentages Regarding Teachers Reviewing Schoolwide Data

Survey Item	Administrators				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
Teachers review schoolwide data at least four times per year to inform decision making about schoolwide practices.	91%	86%	78%	87%	81%	76%	55%	75%

The TFI items related to reviewing data are Faculty Involvement and Data-Based Decision Making. Faculty Involvement is focused on staff being shown schoolwide data and providing input on Tier I practices, while Data-Based Decision Making is focused on Tier I teams reviewing and using discipline and academic outcome data for decision making. High schools had the highest average fidelity score for Faculty Involvement and middle schools had the highest average fidelity score for Data-Based Decision Making (see Figure 8).

Figure 8: Average TFI Item Scores on Faculty Involvement and Data-Based Decision Making by School Level

	1.10 Faculty Involvement	1.13 Data-Based Decision Making
Elementary	1.63	1.66
Middle	1.56	1.81
High	1.75	1.75
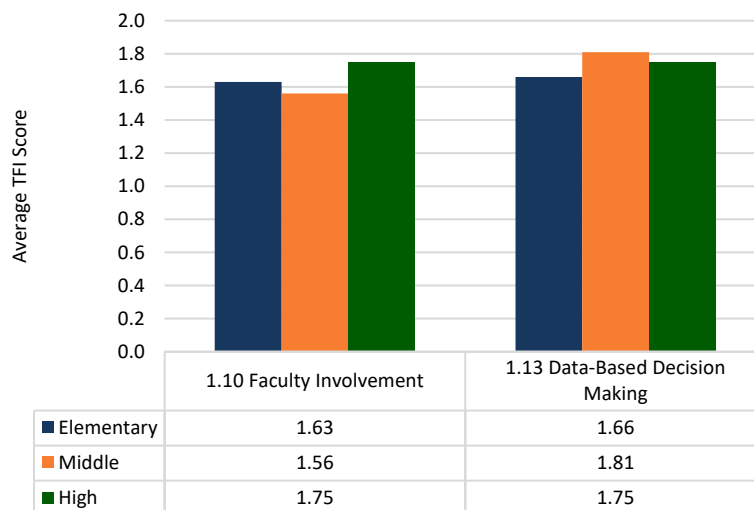
When correlating TFI scores for Data-Based Decision Making with agreement percentages on the related survey item, results showed that schools with higher TFI scores had higher *strong* agreement from team members that their school's Tier I team reviewed schoolwide data at least monthly to inform decision making (r_s = .29). There were no statistically significant correlations between TFI scores for Faculty Involvement and survey data.

Fidelity Data. The *fidelity data objective* for the data review and use goal is **"School PBIS Tier I teams review and use Tier I fidelity data yearly to inform decision making regarding schoolwide practices as measured by TFI scores of 2 on TFI feature 1.14 and staff survey responses."** Overall, 91 percent of Tier I PBIS team members agreed that their team reviewed and used Tier I fidelity data yearly to inform decision making about schoolwide practices. Agreement percentages at each school level were relatively high (at least 82%) (see Table 23).

Table 23: Tier I Team Member Agreement Percentages Regarding Team Reviewing Tier I Fidelity Data

Survey Item	Elem	Middle	High	Total
The PBIS Tier I team at my school reviews and uses Tier I fidelity data yearly to inform decision making about schoolwide practices.	95%	89%	82%	91%

Note: Data include any staff member who indicated they were a PBIS Tier I team member, including teachers, administrators, and other instructional staff.

The TFI items related to reviewing fidelity data are Fidelity Data and Annual Evaluation. Fidelity Data is focused on Tier I teams reviewing and using PBIS fidelity data, while Annual Evaluation is focused on Tier I teams documenting fidelity and effectiveness of Tier I practices and sharing with stakeholders. Annual Evaluation TFI scores were not formally included as a measure of the objective, but are shown in Figure 9 for reference. Regarding Fidelity Data, the average score was a 2 (the maximum score) for all school levels (see Figure 9). There were no significant correlations between scores for Fidelity Data and the related survey data. For Annual Evaluation, there was limited variability by school level in the average scores.

Figure 9: Average TFI Item Scores on Fidelity Data and Annual Evaluation by School Level

	1.14 Fidelity Data	1.15 Annual Evaluation
Elementary	2.00	1.96
Middle	2.00	1.94
High	2.00	1.92
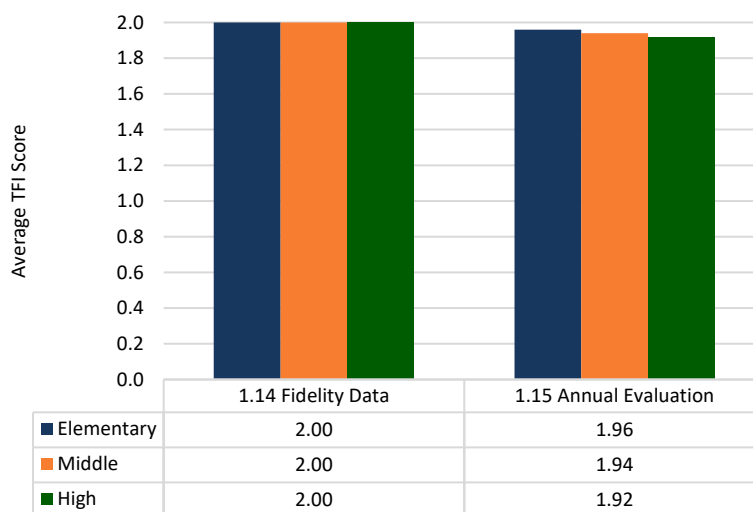
One recommendation from the 2020-2021 evaluation focused on providing protocols for and encouraging time allocation for staff to review schoolwide data to inform decision making at the secondary levels. The PBIS specialist indicated that actions taken regarding this recommendation during 2021-2022 included, as part of the fundamental learning series modules, creating and sharing videos in December 2021 with details about the following related Tier I areas: team composition and functioning; data informed decision making; and staff professional learning. In February 2022, additional videos were created and shared with details about Tier II screening/level of use and student performance data. Throughout the 2021-2022 school year, Office of Student Support Services staff were in collaboration with Department of Technology staff in preparation for the launch of the Unified Insights data platform. In addition, on a monthly basis throughout the year, Student Support Services staff members worked to support secondary schools in cohorts 2, 3, and 4 to identify data sources, determine needs, and action plan for the Tier II process. Additionally, in May 2022, support was provided to high school principals in the use of the Team-Initiated Problem Solving (TIPS) decision making process, which involves foundations needed to run effective meetings; process for using data to identify school needs and goals for change as well as for planning practical and effective solutions; and a process for using, monitoring, and adapting solutions.[44]

In comparison to 2020-2021, there were increases in the Data-Based Decision Making TFI item average scores at the secondary levels (from 1.38 to 1.81 at middle school, from 0.92 to 1.75 at high school). However, the

percentages of middle school and high school teachers and other instructional staff who agreed that teachers reviewed schoolwide data at least four times per year to inform decision making about schoolwide practices remained low in 2021-2022 (54%-65% of secondary teachers and 55%-76% of secondary other instructional staff in 2021-2022), which as mentioned previously, could have been related to the continued impacts of the pandemic on school operations.

Student, Family, Community, and Staff Involvement

A final key practice for Tier I PBIS involves establishing procedures for encouraging school-family partnerships.[45] In particular, schools should seek feedback from students, families, the community, and staff regarding school Tier I foundations. According to the PBIS website, "this input ensures Tier I is culturally responsive and reflects the values of the local community."[46] On SharePoint, the PBIS division coaching team provided staff with a handout that could be sent to families that describes what PBIS is with examples of PBIS expectations from a school within the division.[47] In addition, in partnership with the Office of Family and Community Engagement, a PBIS Stakeholder Voice Handbook was created to support staff in gathering feedback from students and families to inform procedures and behavioral supports at their schools.[48] In collaboration with the Office of Communications and Community Engagement, the PBIS division coaching team has worked to develop a PBIS website on VBSchools.com that provides details about the initiative for the community.

In fall 2019, a PBIS Student Summit was held to gather feedback from students regarding PBIS practices, and in March 2021, another Student Summit was held virtually to again gather feedback from high school students.[49] For the 2021-2022 school year, the PBIS division coaching team encouraged school administrators to gather student feedback regarding their individual school PBIS practices as appropriate through the use of established student groups at the individual school level.[50]

PBIS Goal and Objectives Related to Stakeholder Involvement

The goal related to student, family, community, and staff involvement is **"Schools involve students, families, community, and staff during the schoolwide PBIS Tier I implementation."** Objectives for this goal focused on (1) student, family, and community input, (2) awareness of practices and expectations, and (3) school staff support.

Student, Family, and Community Input. The *student, family, and community input objective* for the stakeholder involvement goal is **"Schools receive yearly input from students, families, and community members regarding schoolwide expectations, consequences, and acknowledgements as measured by TFI scores of 2 on TFI feature 1.11."** The Student/Family/Community Involvement TFI item is focused on stakeholders (students, families, and community members) providing input on Tier I practices (e.g., expectations, consequences, and acknowledgements) at least annually. Elementary schools and high schools had higher average fidelity scores than middle schools regarding stakeholder involvement (see Figure 10).

	1.11 Student/Family/Community Involvement
■ Elementary	1.70
■ Middle	1.50
■ High	1.67
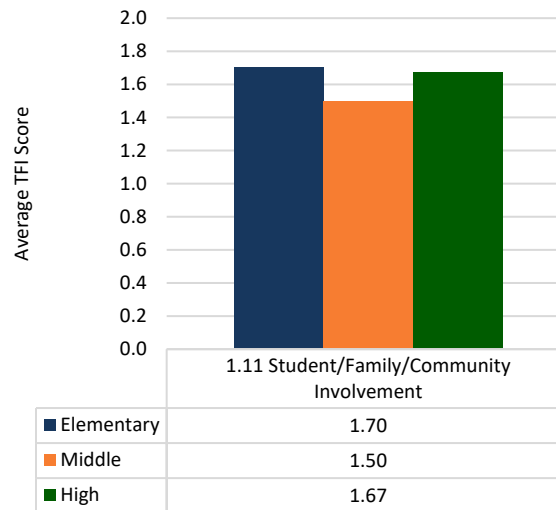
Awareness of Practices and Expectations. The *awareness of practices and expectations objective* for the stakeholder involvement goal is **"Students and families are aware of practices and expectations that are part of PBIS implementation as measured by student and parent survey responses."** Overall, 82 percent of students agreed that their school had a system to positively recognize student behavior. Results by school level showed that higher percentages of elementary school students agreed than middle school and high school students (see Table 24).

Table 24: Student Agreement Percentages Regarding Their School Having a System to Positively Recognize Behavior

Survey Item	Elem	Middle	High	Total
My school has a system to positively recognize student behavior.	91%	83%	77%	82%

Overall, 97 percent of parents agreed that they were aware of the student behavior expectations at their child's school and 85 percent agreed that their child's school has a system to positively recognize student behavior. While there was little variation in agreement percentages by school level regarding awareness of behavior expectations (from 96% to 97%), parent agreement was higher at the elementary school level than at the middle school and high school levels regarding having a system to positively recognize behavior (93% vs. 75%-77%) (see Table 25).

Table 25: Parent Agreement Percentages Regarding Awareness of PBIS Practices

Survey Item	Elem	Middle	High	Total
I am aware of the student behavior expectations at my child's school.	97%	96%	96%	97%
My child's school has a system to positively recognize student behavior.	93%	76%	77%	85%

Support From School Staff. The *school staff support objective* for the stakeholder involvement goal is **"School staff support the PBIS Tier I implementation at their school as measured by staff survey responses."** Overall, relatively high percentages of staff agreed that they supported the PBIS implementation at their school (85% of teachers, 99% of administrators, and 90% of other instructional staff). At least 80 percent of staff in each group at each school level expressed support (see Table 26).

Table 26: Staff Agreement Percentages Regarding Supporting Their School's PBIS Implementation

Survey Group	Elem	Middle	High	Total
Teachers	88%	88%	80%	85%
Administrators	100%	97%	97%	99%
Other Instructional Staff	92%	86%	88%	90%

When correlating TFI scores for Student/Family/Community Involvement with agreement percentages on related survey items, results showed that schools with higher TFI scores also had higher percentages of parents agreeing that their child's school had a system to positively recognize student behavior (r_s = .22).

Summary of PBIS Implementation Fidelity by School Level and Change in Fidelity During Pandemic

Implementation Fidelity by School Level

Based on the TFI data collected during 2021-2022 and the fidelity categories that were established based on the research literature, overall, 89 percent of schools (N=75) were in the "High Fidelity" group with an aggregate TFI percentage from 80 to 100. Additionally, 11 percent (N=9) of schools were in the "Adequate Fidelity" group with an aggregate TFI percentage from 70 to 79. No schools were in the "Partial Fidelity" group with an aggregate TFI percentage of 69 or below. Therefore, all school sites had reached high or adequate fidelity in their Tier I PBIS implementation in 2021-2022, which is the recommendation for schools to be considered at or above "adequate" implementation.[51] Table 27 shows the number and percentage of sites at each school level within the fidelity groups.

Table 27: Sites by Implementation Fidelity Category and School Level

School Level of Site	High (N=75: 89%)	Adequate (N=9: 11%)	Partial (N=0: 0%)	Total (N=84)
Elementary	53 (95%)	3 (5%)	0 (0%)	56
Middle	13 (81%)	3 (19%)	0 (0%)	16
High	9 (75%)	3 (25%)	0 (0%)	12

Figure 11 displays the average percentages that schools had on each TFI subscale, as well as the overall aggregate fidelity percentage by school level. On the Evaluation subscale, there was little variation among the school levels (from 90% to 93% average percentages). For the Teams and Implementation subscales as well as overall fidelity, elementary schools had higher average fidelity scores compared to the middle schools and high schools, although schools had at least an average of 79 percent on these subscales and overall at all levels (see Figure 11).

Figure 11: Average Percentage Scores on TFI Subscales and Overall by School Level

	Teams Subscale	Implementation Subscale	Evaluation Subscale	Overall Fidelity
Elementary	94%	91%	90%	91%
Middle	86%	83%	93%	86%
High	88%	79%	91%	83%
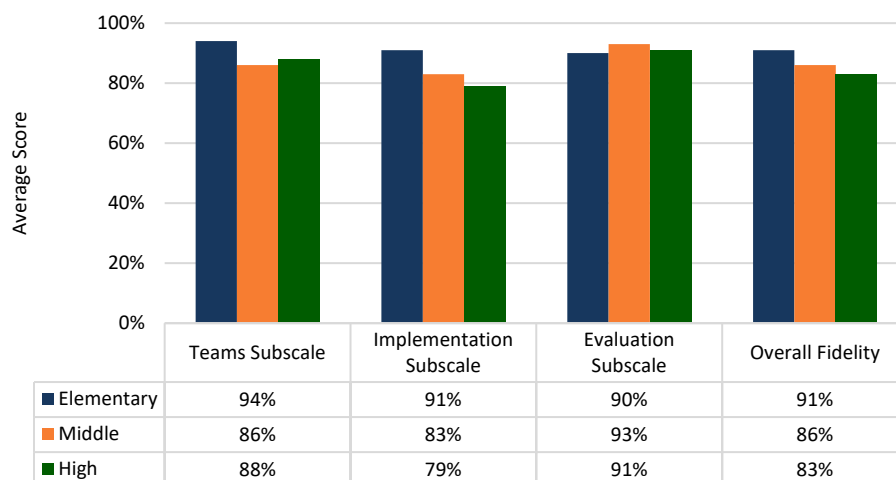
For the individual TFI features, overall, elementary schools had the highest average scores compared to secondary schools, with the exception of the Faculty Involvement, Discipline Data, and Data-Based Decision Making items (see Figure 12). The items with the largest discrepancies by school level were the Classroom Procedures and Feedback and Acknowledgement items. The items with the lowest average score varied by school level. At the elementary school level, the item with the lowest scores were the Discipline Data (1.61) and Faculty Involvement (1.63). At the secondary levels, the items with the lowest scores were Feedback and Acknowledgement (MS: 1.38; HS: 1.08) and Classroom Procedures (MS: 1.44; HS: 1.17).

Figure 12: TFI Average Item Scores by School Level
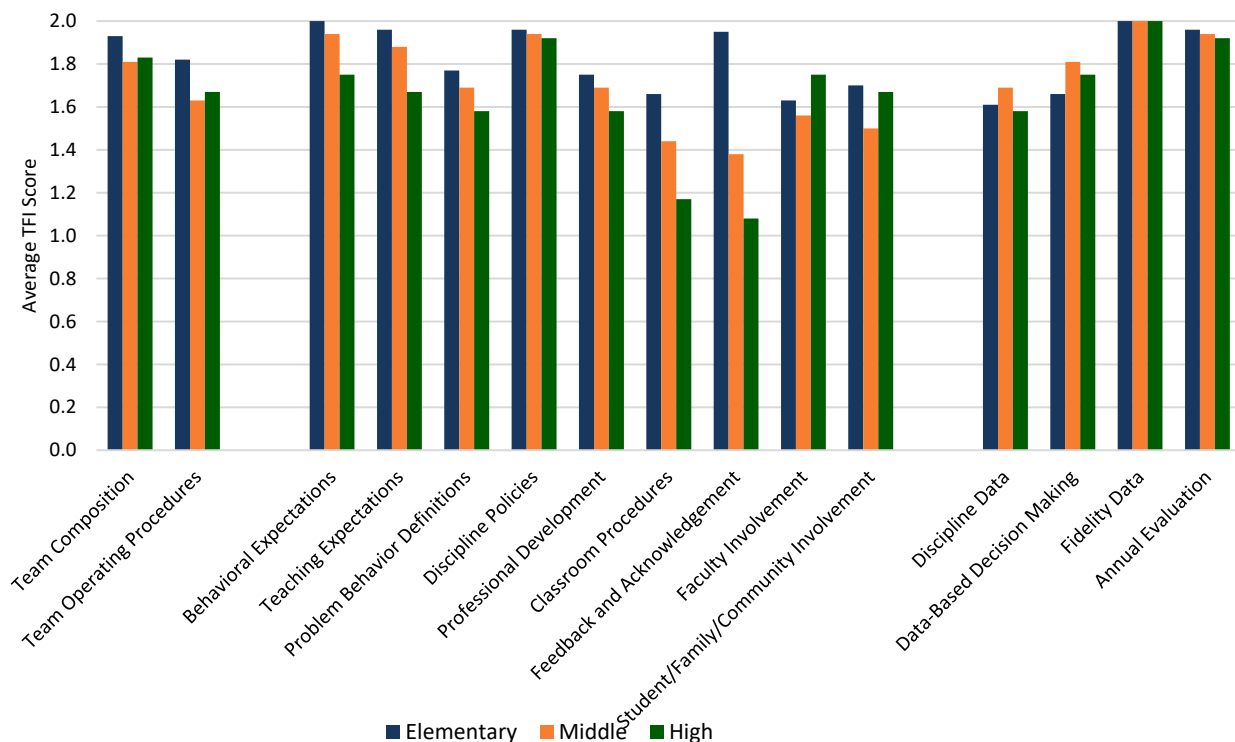
Change in Fidelity of Tier I Practices by the TFI and Continued Impact of the Pandemic

Of all 84 sites, 67 percent (N=56) demonstrated an increase in their overall TFI fidelity score while continuing to implement PBIS during the pandemic in 2021-2022. In addition, 21 percent of schools (N=18) had a decrease in their overall TFI fidelity score and 12 percent of schools (N=10) had no change (although three of these schools remained at 100 percent). On the TFI subscales, overall, data showed improvement in all three subscales and in the overall TFI score (see Figure 13).

Figure 13: Change of Average Percentage Scores on TFI Subscales and Overall

	Teams Subscale	Implementation Subscale	Evaluation Subscale	Overall Fidelity
2020-2021	84%	81%	86%	83%
2021-2022	91%	88%	91%	89%
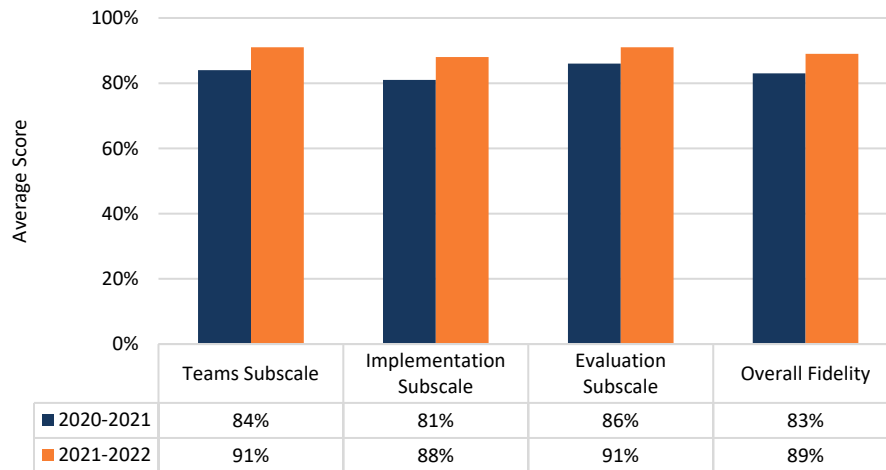
Comparisons by school level showed that there was improvement in all three subscales and in the overall TFI score at all levels, with the exception of the Implementation subscale at the middle school level, which had a decrease of one percentage point from 2020-2021 to 2021-2022 (see Appendix B). There were notable increases at the high school level with increases of 17 to 20 percentage points for the Implementation and Evaluation subscales (see Appendix B).

For the individual TFI features, data demonstrated that schools showed improvements in their PBIS implementation fidelity on twelve of the fifteen features from 2020-2021 to 2021-2022 (see Figure 14). There was no change in the average item score for Team Composition and Fidelity Data (although this was maintained at the maximum score), while there was a decline in the average item score for Discipline Data. This decrease may have been related to the discontinued use of the SWIS product due to lack of alignment with the adjusted statewide coding of discipline data.[52]

Figure 14: Change of TFI Average Item Scores
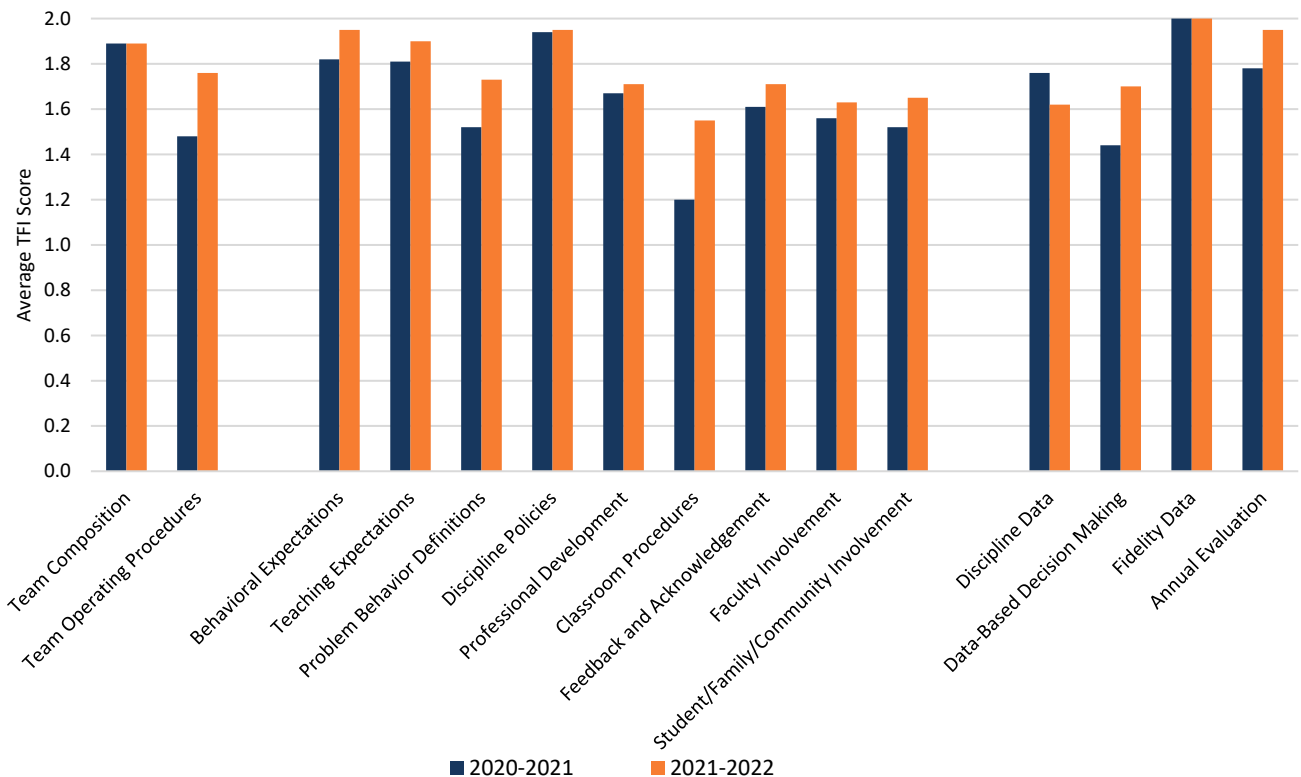
Comparisons by school level showed a similar pattern of results at the elementary school level, with improvements in twelve of the fifteen items, no change in one (although this was maintained at the maximum score), and a decrease in the Discipline Data and Professional Development items (see Appendix B). At the high school level, there were improvements in thirteen items, most of which were notable, and no change in the Feedback and Acknowledgement item and Fidelity Data item (although this was maintained at the maximum score). In contrast, at the middle school level, there were improvements in five of the fifteen items, decreases in seven of the items, and no change for three items. Decreases at the middle school level were found for the following items: Team Composition, Teaching Expectations, Problem Behavior Definitions, Discipline Policies, Feedback and Acknowledgement, Faculty Involvement, and Discipline Data. The most notable decreases were found for Feedback and Acknowledgement (from 1.69 to 1.38) and Discipline Data (from 1.88 to 1.69).

High School Implementation

One recommendation from the 2020-2021 evaluation focused on continuing to support high schools in implementing core Tier I PBIS practices, including providing professional learning on PBIS topics and ensuring students are taught expectations. The PBIS specialist indicated that actions taken regarding this recommendation during 2021-2022 initially involved planning a high school specific PBIS training; however, due to professional learning being placed on hold, this training was cancelled. As a result of this cancellation, the PBIS division coaching staff developed on-demand modules with resources for all TFI features, which covered the elements of the professional learning session that had been cancelled. The modules were provided through the PBIS Fundamentals: A Learning Series Google site. The website was shared with all high school PBIS teams in October through December 2021. In addition, high school PBIS school team members were invited to attend California Technical Assistance (Cal-TAC) professional development sessions in December 2021 and March 2022. In December 2021, March 2022, and May 2022, the Coaching Connection

newsletter was shared with school teams. In January through April 2022, during the TFI walkthroughs, PBIS division coaching staff attempted to build capacity by having PBIS school team members join when conducting classroom observations, encouraged team members to conduct their own classroom observations, and provided feedback and guidance to team members regarding areas to focus on. Throughout the 2021-2022 school year, the PBIS division coaching staff provided ongoing support as needed, which included sharing additional resources, such as the classroom observation tutorial video, classroom practices handout, and the stakeholder voice handbook. Also, coaching staff provided support through regularly attending monthly meetings and providing resources and consultation as needed. Specific guidance was offered throughout the year on the teaching of expectations, which included encouraging high school teams to do the following: leverage their student group to create videos to teach the expectations, provide a formal written schedule to teach the expectations, and have an "accountability" system for teaching the expectations.

Overall, in comparison to 2020-2021, there was an increase in the percentage of high schools that were implementing PBIS with the highest degree of fidelity (from 25 percent of high schools in 2020-2021 to 75 percent of high schools in 2021-2022). In addition, the average Implementation subscale score on the TFI for high schools increased from 62 percent in 2020-2021 to 79 percent in 2021-2022. As noted above, there were also increases in thirteen of the fifteen TFI items at the high school level. The Teaching Expectations TFI item, which showed the largest discrepancy across levels in 2020-2021, had an increase in the average score for high schools (from 1.17 in 2020-2021 to 1.67 in 2021-2022). However, when teachers and other instructional staff were surveyed about behavioral expectations being explicitly taught to students, 62 to 63 percent of high school teachers and other instructional staff agreed in 2021-2022, which were decreases in comparison to 2020-2021 when 72 to 78 percent of high school teachers and other instructional staff agreed. Regarding professional learning, from 58 to 73 percent of high school teachers and other instructional staff agreed that they received professional learning about teaching schoolwide expectations for behavior, correcting errors in behavior, and requesting assistance for behavior issues in 2021-2022. These were decreases in comparison to 2020-2021 when from 69 to 76 percent agreed. Slightly higher percentages of high school teachers and other instructional staff agreed that they received professional learning about acknowledging appropriate behavior (from 75% to 82%).

Alignment Between PBIS and Division Initiatives

The fourth evaluation question focused on the alignment between PBIS and other related division initiatives (i.e., Student Response Team [SRT], Social-Emotional Learning [SEL], and Culturally Responsive Practices [CRP]). Under *Compass to 2025*, the VBCPS strategic framework, the school division has been working purposefully to align PBIS with SRT, SEL, and CRP.

PBIS and Student Response Teams (SRT)

The VBCPS Student Response Teams (SRT) process involves developing, implementing, and monitoring interventions for students in need of support to promote improvement in students' behavior, attendance, or academic performance.[53] The SRT process is embedded within a multi-tiered system and begins when students' needs are not met at the Tier I level. In spring 2021, SRT 2.0, which is part of an integrated system of support for students, was communicated throughout the division. The integrated system of support details tiered systems of support that include PBIS and SRT. When students require PBIS support at the Tier III level, they will receive these supports through their schools' SRT.

PBIS and Social-Emotional Learning (SEL)

In VBCPS, social-emotional learning (SEL) is defined as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set

and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."[54] SEL has five key competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. According to a guide published by the National Technical Assistance Center on PBIS, SEL competencies can be taught within the PBIS framework.[55] This guide has been offered as a resource for division staff through the PBIS SharePoint site.

On the VBCPS PBIS Resources Google Site, information about student well-being and social emotional learning is provided. On this site, it is noted that "students need to feel safe and have supportive relationships for their social, emotional, and academic learning to be optimized. Multi-tiered Systems of Supports (MTSS), such as PBIS, are ideal frameworks for implementing strategies to support students coming back to school and to prevent and address further challenges."[56] In addition, through the PBIS Resources Google Site, the PBIS division coaching team provides examples of how SEL can be supported using classroom practices, including through classroom expectations and rules, procedures and routines, behavior feedback – acknowledgement, and behavior feedback – error correction.

PBIS and Culturally Responsive Practices (CRP)

Culturally responsive practices (CRP) in VBCPS "bridge the gap between learning and lived culture by focusing on authentic relationships, student experiences, and pedagogy as a way to strengthen student engagement and build a culture that values both individuality and inclusivity."[57] A field guide published by the National Technical Assistance Center on PBIS provides a framework for aligning culturally responsive practices to the components of PBIS.[58] This field guide was provided to every school in fall 2020 and made available as a resource for division staff through the PBIS SharePoint site.

In partnership with the Office for Diversity, Equity, and Inclusion, an essential webinar offered initially in August 2020 to school PBIS teams provided details on culturally responsive PBIS in VBCPS.[59] A video of the webinar as well as the PowerPoint slides with links to referenced resources are available on the VBCPS PBIS Fundamentals: A Learning Series Google Site. The webinar included understanding cultural responsiveness within the PBIS framework and the five key components of culturally responsive Tier I PBIS implementation. The primary goal of cultural responsiveness within a PBIS framework is to use PBIS principles to change school cultures and systems to enhance educational equity. Three principles guide work for culturally responsive PBIS: holding high expectations for all students, using students' cultures and experiences to enhance their learning, and providing all students with access to effective instruction and adequate resources for learning. The webinar detailed examples of ways to address the five components of culturally responsive PBIS: identity, voice, supportive environment, situational appropriateness, and data for equity.

Student Demographic Characteristics in PBIS Schools

The fifth evaluation question focused on the demographic characteristics of the students who are served by PBIS based on schools' implementation fidelity as measured by the 2021-2022 TFI implementation data. Differences of 5 percentage points or larger will be noted.

As shown in Table 28, schools that implemented PBIS with high fidelity in 2021-2022 had higher percentages of economically disadvantaged students, lower percentages of White students, and lower percentages of gifted students compared to the groups of schools that implemented PBIS with adequate fidelity.

Table 28: Student Characteristics by Fidelity Group

Student Characteristics	High Fidelity N=56,013 75 sites (53 ES, 13 MS, 9 HS)	Adequate Fidelity N=7,990 9 sites (3 ES, 3 MS, 3 HS)
Gender		
Female	49%	47%
Male	51%	53%
Ethnicity		
American Indian	< 1%	< 1%
Asian	6%	8%
Black	23%	19%
Hispanic	13%	11%
Native Hawaiian/Pacific Islander	1%	1%
Multiracial	11%	10%
White	46%	51%
Economically Disadvantaged	44%	34%
Students with Disabilities	12%	10%
English Learner Students	7%	5%
Identified Gifted	14%	31%

Note: Based on September 30, 2021 data.

Progress Toward Meeting Outcome Goals and Objectives

The sixth evaluation question focused on progress made toward meeting the outcome goals and objectives following the implementation of PBIS with fidelity. Due to all school sites scoring at least 70 percent or higher on the TFI, showing that schools were implementing PBIS with the recommended level of implementation fidelity based on research literature,[60] the focus of the results in this section is to examine outcomes for each objective by school level. Additional correlation analyses were conducted between the outcome measures and the schools' TFI subscale percentage scores (i.e., Teams, Implementation, and Evaluation) and the overall TFI aggregate percentage score to provide information about the relationship between survey data and individual school TFI scores. Given the interruption of longitudinal data collection for key outcome measures due to the pandemic and the impact of the pandemic itself on outcome measures, it is not possible at this time to link PBIS implementation with outcomes, given the manner in which PBIS has been implemented in VBCPS (e.g., schools with higher need implemented sooner, relatively large number of high schools recently began implementation in 2019-2020).

Goal 1: When PBIS is implemented with fidelity, students are engaged at school.

Objective 1: Students demonstrate school engagement as measured by student attendance and student and teacher survey responses.

As shown in Table 29, students' overall attendance rate was 94 percent. Results by school level showed a slightly higher attendance rate at the elementary school and middle school levels compared to the high school level.

Table 29: Attendance Rates by School Level

Elem	Middle	High	Total
94.0%	93.9%	92.4%	93.5%

Students and teachers were surveyed about student engagement in school. Overall, 90 percent of students agreed that they were engaged in their learning by participating and working hard in school. Additionally, 76 percent of teachers agreed that students at their school were engaged in their learning by participating and working hard in school. Survey agreement percentages by school level are shown in Table 30. Students and teachers at elementary schools had the highest agreement percentages regarding student school engagement, followed by middle schools and high schools.

Table 30: Student and Teacher Agreement Regarding School Engagement by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - I am engaged in my learning by participating and working hard in school.	95%	90%	86%	90%
Teachers - Students at this school are engaged in their learning by participating and working hard in school.	92%	70%	66%	76%

The relationship between school engagement survey results and TFI subscale and overall Aggregate percentages were analyzed using correlations. Statistically significant correlations for total agreement are shown in Table 31. Schools that had higher TFI scores also had higher percentages of students and teachers agreeing that students were engaged in school. The strength of the correlations was moderate.

Table 31: Correlations Between Student School Engagement Survey Data and TFI Scores

Group	Agreement	Survey Item	Subscale or Aggregate	Correlation Value	Description[61]
Student	Total Agreement	I am engaged in my learning by participating and working hard in school.	Implementation Aggregate	.436 .376	Moderate Moderate
Teacher	Total Agreement	Students at this school are engaged in their learning by participating and working hard in school.	Implementation Aggregate	.371 .304	Moderate Moderate

Objective 2: Students demonstrate academic engagement in the classroom as measured by student and teacher survey responses.

Students and teachers were surveyed about student engagement in the classroom. Overall, 88 percent of students agreed that they were engaged in classroom lessons, and 83 percent of teachers agreed that students were engaged in classroom lessons. Agreement percentages by school level showed that higher percentages of elementary school students and teachers agreed with these items regarding student academic engagement than secondary students and teachers (see Table 32).

Table 32: Student and Teacher Agreement Percentages Regarding Academic Engagement by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - I am engaged in classroom lessons.	93%	88%	85%	88%
Teachers - Students are engaged in classroom lessons.	96%	78%	74%	83%

The relationship between academic engagement survey results and TFI subscale and overall Aggregate percentages were analyzed using correlations. Statistically significant correlations for total agreement are shown in Table 33. Schools that had higher TFI scores also had higher percentages of students and teachers agreeing that students were engaged in classroom lessons. For students, the strength of the correlations was moderate.

Table 33: Correlations Between Student Academic Engagement Survey Data and TFI Scores

Group	Agreement	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Total Agreement	I am engaged in classroom lessons.	Implementation Aggregate	.458 .436	Moderate Moderate
Teacher	Total Agreement	Students are engaged in classroom lessons.	Implementation Aggregate	.359 .290	Moderate Weak

Perceptions of PBIS Effectiveness on Student Engagement

Teachers, administrators, and other instructional staff were also surveyed about the effectiveness of PBIS on improving student attendance and student engagement. Regarding student attendance, overall, 68 percent of administrators indicated PBIS practices improved attendance to a large or moderate extent, while 52 percent of other staff and 40 percent of teachers indicated PBIS improved attendance to this extent. Results by school level showed that higher percentages of elementary school staff indicated that PBIS practices improved attendance to a large or moderate extent compared to secondary staff (see Table 34).

Table 34: Percentages of Staff Indicating PBIS Practices Improve Student Attendance

PBIS practices improve student attendance to a large or moderate extent	Elem	Middle	High	Total
Teachers	46%	36%	39%	40%
Administrators	80%	64%	48%	68%
Other Instructional Staff	56%	48%	38%	52%

Note: Other response options included Small Extent and Not At All.
Don't Know responses were excluded from analyses in the table. The percentages of staff indicating they did not know ranged from 19 to 23 percent of teachers, 6 to 12 percent of administrators, and 23 to 32 percent of other instructional staff. The highest percentage of staff indicating they did not know was at the high school level for all groups.

Regarding student engagement, overall, 81 percent of administrators indicated PBIS practices improved student engagement at school to a large or moderate extent, while 63 percent of other staff and 51 percent of teachers indicated PBIS improved student engagement at school to this extent. Results by school level showed that higher percentages of elementary school staff indicated that PBIS practices improved student engagement to a large or moderate extent compared to secondary staff (see Table 35).

Table 35: Percentages of Staff Indicating PBIS Practices Improve Student Engagement

PBIS practices improve student engagement at school to a large or moderate extent	Elem	Middle	High	Total
Teachers	64%	46%	40%	51%
Administrators	97%	77%	50%	81%
Other Instructional Staff	70%	55%	41%	63%

Note: Other response options included Small Extent and Not At All.
Don't Know responses were excluded from analyses in the table. The percentages of staff indicating they did not know ranged from 5 to 19 percent of teachers, 0 to 3 percent of administrators, and 11 to 32 percent of other instructional staff. The highest percentage of staff indicating they did not know was at the high school level for teachers and other instructional staff and at the elementary school level for administrators.

The relationship between staff survey results on the effectiveness of PBIS on student engagement and TFI subscale and overall Aggregate percentages were analyzed using correlations. Statistically significant correlations for percentages of staff indicating PBIS improves engagement to a large or moderate extent are shown in Table 36. Schools that had higher TFI scores also had higher percentages of staff indicating that PBIS improves student attendance and student engagement at school to a large or moderate extent. The strength of the correlations was moderate.

Table 36: Correlations Between Staff PBIS Effectiveness Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Staff	Large or moderate	PBIS practices improve attendance to a large or moderate extent.	Implementation Aggregate	.316 .308	Moderate Moderate
Staff	Large or moderate	PBIS practices improve student engagement at school to a large or moderate extent.	Implementation Aggregate	.385 .374	Moderate Moderate

Goal 2: When PBIS is implemented with fidelity, students and teachers have positive perceptions of school safety and discipline procedures.

Objective 1: The school is a safe and orderly place to learn as measured by student and teacher survey responses.

Students and teachers were surveyed about their perceptions of school safety. Overall, 91 percent of students and 89 percent of teachers agreed that their school provides a safe and orderly place to learn. Results by school level showed elementary school students had higher agreement percentages than secondary students, while high school and elementary school teachers had higher agreement percentages than middle school teachers (see Table 37).

Table 37: Student and Teacher Agreement Percentages Regarding School Safety by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - My school provides a safe and orderly place for me to learn.	96%	90%	89%	91%
Teachers - This school provides a safe and orderly place for students to learn.	91%	82%	94%	89%

The relationship between school safety survey results and TFI subscale and overall Aggregate percentages were analyzed using correlations. Statistically significant correlations for total and strong agreement are shown in Table 38. Schools that had higher TFI scores also had higher percentages of students agreeing that their school provided a safe and orderly place for them to learn. Schools that had higher TFI scores also had higher percentages of teachers *strongly* agreeing that their school was a safe and orderly place for students to learn. For students, the strength of the correlations was moderate.

Table 38: Correlations Between Student School Safety Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Total Agreement	My school provides a safe and orderly place for me to learn.	Implementation Aggregate	.439 .373	Moderate Moderate
Teacher	*Strong* Agreement	My school provides a safe and orderly place for students to learn.	Implementation Evaluation Aggregate	.236 .244 .245	Weak Weak Weak

Objective 2: Bullying is not perceived to be a problem at the school as measured by student and teacher survey responses.

Students and teachers were surveyed about their perceptions of bullying at their school. Overall, 45 percent of students indicated they were not sure if bullying was a problem at their school, while similar percentages of students indicated bullying **was** (27%) and **was not** a problem (28%) (see Table 39). Consistent with the results overall, the highest percentage of students at all levels indicated that they were not sure if bullying was a problem at their school (from 42% to 48%). At the high school level, 31 percent of high school students

indicated that bullying **was not** a problem compared to 21% indicating it **was** a problem. In contrast, a slightly higher percentage of middle school students indicated bullying **was** a problem (32%) compared to those who indicated bullying **was not** a problem (25%). Relatively similar percentages of elementary school students indicated bullying **was** (30%) and **was not** a problem (28%).

Overall, slightly higher percentages of teachers indicated that bullying **was not** a problem (35%) or that they were not sure (36%) compared to teachers who indicated that bullying **was** a problem (29%). Teacher responses varied by school level (see Table 39). Nearly half of elementary school teachers indicated that bullying **was not** a problem (46%), while nearly half of middle school teachers indicated bullying **was** a problem (47%). In contrast, nearly half of high school teachers indicated they were not sure whether bullying was a problem (45%).

Table 39: Student and Teacher Agreement Percentages Regarding Bullying by School Level

Response Option	Students				Teachers			
	Elem	Middle	High	Total	Elem	Middle	High	Total
Yes, a Problem	30%	32%	21%	27%	23%	47%	20%	29%
Not a Problem	28%	25%	31%	28%	46%	20%	35%	35%
Not Sure	42%	43%	48%	45%	31%	33%	45%	36%

Teacher and student responses regarding this item were not significantly correlated (i.e., related) with TFI subscale or aggregate scores.

Objective 3: There are high expectations for student behavior at the school as measured by student and teacher survey responses.

Students and teachers were surveyed about their perceptions of expectations for student behavior. Overall, 88 percent of students and 77 percent of teachers agreed that there were high expectations for student behavior at their school. Agreement percentages by school level showed higher percentages of elementary school students and teachers agreed than secondary students and teachers (see Table 40).

Table 40: Student and Teacher Agreement Percentages Regarding Expectations for Student Behavior by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - There are high expectations for student behavior at this school.	93%	89%	84%	88%
Teachers - There are high expectations for student behavior at this school.	87%	73%	72%	77%

The relationship between survey results about high expectations and TFI subscale and overall Aggregate percentages were analyzed using correlations. Statistically significant correlations for total agreement are shown in Table 41. Schools that had higher TFI scores also had higher percentages of students and teachers agreeing that there were high expectations for student behavior at their school. The strength of the correlations was moderate.

Table 41: Correlations Between Student Expectations for Behavior Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Total Agreement	There are high expectations for student behavior at this school.	Implementation	.372	Moderate
			Aggregate	.321	Moderate
Teacher	Total Agreement	There are high expectations for student behavior at this school.	Implementation	.394	Moderate
			Aggregate	.347	Moderate

Objective 4: Students know the consequences of misbehaving at their school as measured by student and teacher survey responses.

Students and teachers were surveyed about their perceptions of student awareness of consequences for misbehaving. Overall, 92 percent of students agreed that they knew the consequences for misbehaving at their school, while 67 percent of teachers agreed that students knew the consequences for misbehaving at their school. Slightly higher percentages of elementary school (93%) and middle school students (93%) agreed than high school students (90%), whereas a higher percentage of high school teachers agreed (69%), followed by middle school teachers (67%), and elementary school teachers (65%) (see Table 42).

Table 42: Student and Teacher Agreement Percentages Regarding Student Awareness of Consequences by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - I know the consequences for misbehaving at this school.	93%	93%	90%	92%
Teachers - Students know the consequences for misbehaving at this school.	65%	67%	69%	67%

The relationship between survey results about student awareness of consequences for misbehaving and TFI subscale and overall Aggregate percentages were analyzed using correlations. Schools that had higher TFI scores also had higher percentages of students who agreed that they were aware of consequences for misbehaving, with the relationships being moderate in strength (see Table 43). Teacher agreement for this item was not significantly correlated with TFI subscale or aggregate scores.

Table 43: Correlations Between Student Awareness of Consequences Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Total Agreement	I know the consequences for misbehaving at this school.	Implementation Aggregate	.317 .304	Moderate Moderate

Objective 5: Teachers indicate that the rules for student behavior are effective as measured by teacher survey responses.

Teachers were surveyed about the effectiveness of the rules for student behavior. Overall, 61 percent of teachers agreed that the rules for student behavior are effective at their school. Agreement percentages by school level showed that elementary school teachers had higher agreement percentages than secondary teachers (see Table 44).

Table 44: Teacher Agreement Percentages Regarding Rules for Student Behavior Being Effective by School Level

Survey Item	Elem	Middle	High	Total
The rules for student behavior are effective at this school.	69%	55%	58%	61%

The relationship between survey results about effectiveness of rules for student behavior and TFI subscale and overall Aggregate percentages were analyzed using correlations. Schools that had higher TFI scores also had higher percentages of teachers who agreed that the rules for student behavior are effective, with the relationships being weak in strength (see Table 45).

Table 45: Correlations Between Teacher Behavior Rule Effectiveness Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Teacher	Total Agreement	The rules for student behavior are effective at this school.	Implementation Aggregate	.281 .258	Weak Weak

Perceptions of PBIS Effectiveness on School Safety and Discipline Procedures

Teachers, administrators, and other instructional staff were surveyed about the effectiveness of PBIS on improving school safety and the consistency of discipline procedures. Regarding school safety, overall, 86 percent of administrators indicated PBIS practices improved school safety to a large or moderate extent, while 65 percent of other staff and 57 percent of teachers indicated PBIS improved school safety to this extent. Results by school level showed that higher percentages of elementary school staff indicated that PBIS practices improved school safety to a large or moderate extent compared to secondary staff (see Table 46).

Table 46: Percentages of Staff Indicating PBIS Practices Improve School Safety

PBIS practices improve school safety to a large or moderate extent	Elem	Middle	High	Total
Teachers	67%	51%	51%	57%
Administrators	99%	83%	63%	86%
Other Instructional Staff	72%	55%	46%	65%

Note: Other response options included Small Extent and Not At All.
Don't Know responses were excluded from analyses in the table. The percentages of staff indicating they did not know ranged from 6 to 20 percent of teachers, 0 to 3 percent of administrators, and 10 to 32 percent of other instructional staff. The highest percentage of staff indicating they did not know was at the high school level for all groups.

Regarding the consistency of discipline practices, overall, 90 percent of administrators indicated PBIS practices improved discipline practice consistency to a large or moderate extent, while 61 percent of other staff and 50 percent of teachers indicated PBIS improved discipline practice consistency to this extent. Results by school level showed that higher percentages of elementary school staff indicated that PBIS practices improved discipline practice consistency to a large or moderate extent compared to secondary staff (see Table 47).

Table 47: Percentages of Staff Indicating PBIS Practices Improve Consistency of Discipline Procedures

PBIS practices improve consistency of discipline procedures to a large or moderate extent	Elem	Middle	High	Total
Teachers	59%	45%	43%	50%
Administrators	99%	83%	77%	90%
Other Instructional Staff	67%	51%	46%	61%

Note: Other response options included Small Extent and Not At All.
Don't Know responses were excluded from analyses in the table. The percentages of staff indicating they did not know ranged from 6 to 19 percent of teachers, 0 to 6 percent of administrators, and 10 to 35 percent of other instructional staff. The highest percentage of staff indicating they did not know was at the high school level for all groups.

The relationship between staff survey results about the effectiveness of PBIS on school safety and discipline practices and TFI subscale and overall Aggregate percentages were analyzed using correlations. Schools that had higher TFI scores also had higher percentages of staff who indicated PBIS practices improve school safety and consistency of discipline practices to a large or moderate extent (see Table 48). Most correlations were moderate in strength.

Table 48: Correlations Between Staff PBIS Effectiveness Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Staff	Large or moderate	PBIS practices improve school safety to a large or moderate extent.	Implementation Evaluation Aggregate	.339 .238 .342	Moderate Weak Moderate
Staff	Large or moderate	PBIS practices improve consistency of discipline practices to a large or moderate extent.	Implementation Aggregate	.340 .327	Moderate Moderate

Goal 3: When PBIS is implemented with fidelity, students learn to regulate their emotions and demonstrate social-emotional competence.

Objective 1: Students successfully regulate their emotions as measured by student self-management aggregate ratings on the student VBCPS Social-Emotional Learning (SEL) survey.

Overall, 79 percent of the student responses to the self-management items were agreement responses on the VBCPS SEL survey. As shown in Table 49, comparisons by school level showed a higher percentage of student agreement responses to the self-management items at the high school level compared to the elementary school and middle school levels.

Table 49: Percentages of Self-Management Item Responses With Agreement by School Level

SEL Competency	Elem	Middle	High	Total
Self-management	78%	77%	82%	79%

Objective 2: Students demonstrate social-emotional competence as measured by student SEL aggregate ratings in self-awareness, social awareness, relationship skills, and responsible decision making on the student VBCPS SEL survey.

Overall, 89 percent of the student responses to the self-awareness items, 91 percent of the social awareness items, 85 percent of the relationship skills items, and 85 percent of the responsible decision-making items were agreement responses on the VBCPS SEL survey. Aggregated ratings for the SEL competencies are shown in Table 50 by school level. For each of the competencies, there was little variability in the percentage of responses that were agreement responses on the self-awareness items. For social awareness and relationship skills, a higher percentage of responses were agreement responses at the elementary school level than the middle school and high school levels, although the difference was slight for social awareness. For responsible decision making, a higher percentage of responses were agreement responses at the high school level than the elementary school and middle school levels (see Table 50).

Table 50: Percentages of SEL Item Responses With Agreement by School Level

SEL Competency	Elem	Middle	High	Total
Self-awareness	89%	89%	90%	89%
Social awareness	93%	91%	91%	91%
Relationship skills	88%	84%	85%	85%
Responsible decision making	84%	84%	88%	85%

The correlations between agreement percentages on SEL competency items and TFI subscale and overall Aggregate TFI scores were analyzed. Schools that had higher TFI scores also had higher student agreement percentages on social awareness and relationship skill items (see Table 51). The correlations were moderate in strength. Student agreement on the other social-emotional competencies was not significantly correlated with TFI subscale or aggregate scores.

Table 51: Correlations Between SEL Survey Data and TFI Scores

SEL Competency	Subscale or Aggregate	Correlation Value	Description
Social awareness	Implementation	.362	Moderate
	Aggregate	.313	Moderate
Relationship skills	Implementation	.376	Moderate
	Aggregate	.326	Moderate

Perceptions of PBIS Effectiveness on Student Social-Emotional Competence

Teachers, administrators, and other instructional staff were also surveyed about the effectiveness of PBIS on improving students' emotion regulation skills and social-emotional competence. Regarding students' emotion regulation skills, overall, 83 percent of administrators indicated PBIS practices improved emotion regulation skills to a large or moderate extent, while 60 percent of other staff and 48 percent of teachers indicated PBIS improved students' emotion regulation skills to this extent. Results by school level showed that higher percentages of elementary school staff indicated that PBIS practices improved students' emotion regulation skills to a large or moderate extent compared to secondary staff (see Table 52).

Table 52: Percentages of Staff Indicating PBIS Practices Improve Student Emotion Regulation

PBIS practices improve students' emotion regulation skills to a large or moderate extent	Elem	Middle	High	Total
Teachers	58%	42%	40%	48%
Administrators	97%	79%	56%	83%
Other Instructional Staff	65%	55%	42%	60%

Note: Other response options included Small Extent and Not At All.
Don't Know responses were excluded from analyses in the table. The percentages of staff indicating they did not know ranged from 5 to 22 percent of teachers, 1 to 3 percent of administrators, and 11 to 33 percent of other instructional staff. The highest percentage of staff indicating they did not know was at the high school level for all groups.

Regarding students' social emotional competence, overall, 84 percent of administrators indicated PBIS practices improved students' social emotional competence to a large or moderate extent, while 62 percent of other staff and 50 percent of teachers indicated PBIS improved students' social emotional competence to this extent. Results by school level showed that higher percentages of elementary school staff indicated that PBIS practices improved students' social emotional competence to a large or moderate extent compared to secondary staff (see Table 53).

Table 53: Percentages of Staff Indicating PBIS Practices Improve Student Social-Emotional Competence

PBIS practices improve students' social-emotional competence to a large or moderate extent	Elem	Middle	High	Total
Teachers	60%	44%	42%	50%
Administrators	97%	82%	56%	84%
Other Instructional Staff	68%	55%	45%	62%

Note: Other response options included Small Extent and Not At All.
Don't Know responses were excluded from analyses in the table. The percentages of staff indicating they did not know ranged from 5 to 21 percent of teachers, 1 to 3 percent of administrators, and 11 to 34 percent of other instructional staff. The highest percentage of staff indicating they did not know was at the high school level for all groups.

The relationship between staff survey results about the effectiveness of PBIS on student emotion regulation and social-emotional competence and TFI subscale and overall Aggregate percentages were analyzed using correlations. Schools that had higher TFI scores also had higher percentages of staff who indicated PBIS practices improve student emotion regulation and social-emotional competence to a large or moderate extent (see Table 54). Most correlations were moderate in strength.

Table 54: Correlations Between Staff PBIS Effectiveness Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Staff	Large or moderate	PBIS practices improve students' emotion regulation to a large or moderate extent.	Implementation Evaluation Aggregate	.385 .240 .371	Moderate Weak Moderate
Staff	Large or moderate	PBIS practices improve students' social-emotional competence to a large or moderate extent.	Implementation Evaluation Aggregate	.388 .231 .375	Moderate Weak Moderate

Goal 4: When PBIS is implemented with fidelity, students and teachers have positive perceptions of school climate.

Objective 1: Students have positive relationships with peers as measured by student survey responses.

Students were surveyed about their perceptions of having positive relationships with other students. Overall, 88 percent of students agreed that they had positive relationships with other students at their school with little variation by school level (see Table 55).

Table 55: Student Agreement Percentages Regarding Having Positive Relationships With Other Students by School Level

Survey Item	Elem	Middle	High	Total
I have positive relationships with other students at this school.	89%	87%	89%	88%

The relationship between survey results about positive relationships with students and TFI subscale and overall Aggregate percentages were analyzed using correlations. Schools that had higher TFI scores also had higher percentages of students who agreed that they had positive relationships with other students, although the relationships were weak in strength (see Table 56).

Table 56: Correlations Between Student Positive Relationships Survey Data and TFI Scores

Group	Agreement	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Total Agreement	I have positive relationships with other students at this school.	Implementation Evaluation Aggregate	.276 .253 .270	Weak Weak Weak

Objective 2: Teachers are treated with respect by students and supported by school administrators as measured by teacher survey responses.

Teachers were surveyed about their perceptions of being treated with respect by students and supported by administrators. Overall, 85 percent of teachers agreed that students at their school treated them with respect and 79 percent agreed that they felt supported by school administrators at their school. Agreement percentages by school level showed higher percentages of elementary school and high school teachers agreed students treated them with respect and felt supported by school administrators compared to middle school teachers (see Table 57).

Table 57: Teacher Agreement Percentages Regarding Being Treated With Respect and Supported by Implementation Fidelity Group

Survey Item	Elem	Middle	High	Total
Students at this school treat me with respect.	88%	78%	89%	85%
I feel supported by school administrators at this school.	79%	75%	83%	79%

The relationship between survey results about teachers being treated with respect and TFI subscale and overall Aggregate percentages were analyzed using correlations. There were no statistically significant correlations for total agreement, but one for the percentage of teachers who strongly agreed with the survey item (see Table 58). Schools that had higher TFI scores also had higher percentages of teachers who strongly agreed that students treat them with respect, although this relationship was weak in strength. Teacher agreement regarding feeling supported by school administrators was not significantly correlated with TFI subscale or Aggregate scores.

Table 58: Correlations Between Staff PBIS Effectiveness Survey Data and TFI Scores

Group	Agreement	Survey Item	Subscale or Aggregate	Correlation Value	Description
Teacher	*Strong* Agreement	Students at this school treat me with respect.	Implementation	.224	Weak

Objective 3: Teachers and other adults support one another to meet the needs of all students as measured by teacher survey responses.

Teachers were surveyed about their perceptions of teachers supporting one another to meet students' needs. Overall, 88 percent of teachers agreed that teachers and other adults at their school supported one another to meet the needs of all students. Agreement percentages by school level showed that highest agreement was at the elementary school level, while lowest agreement was at the middle school level (see Table 59). Teacher agreement regarding this item was not significantly correlated with TFI subscale or Aggregate scores.

Table 59: Teacher Agreement Percentages Regarding Teachers Supporting One Another to Meet Student Needs by School Level

Survey Item	Elem	Middle	High	Total
Teachers and other adults at my school support one another to meet the needs of all students.	91%	84%	88%	88%

Perceptions of PBIS Effectiveness on School Climate

Teachers, administrators, and other instructional staff were also surveyed about the effectiveness of PBIS on improving school climate and student and teacher relationships. Regarding school climate, overall, 84 percent of administrators indicated PBIS practices improved school climate to a large or moderate extent, while 63 percent of other staff and 52 percent of teachers indicated PBIS improved school climate to this extent. Results by school level showed that higher percentages of elementary school staff indicated that PBIS practices improved school climate to a large or moderate extent compared to secondary staff (see Table 60).

Table 60: Percentages of Staff Indicating PBIS Practices Improve School Climate

PBIS practices improve school climate to a large or moderate extent	Elem	Middle	High	Total
Teachers	61%	48%	44%	52%
Administrators	97%	83%	56%	84%
Other Instructional Staff	70%	52%	43%	63%

Note: Other response options included Small Extent and Not At All.
Don't Know responses were excluded from analyses in the table. The percentages of staff indicating they did not know ranged from 4 to 17 percent of teachers, 0 to 3 percent of administrators, and 7 to 30 percent of other instructional staff. The highest percentage of staff indicating they did not know was at the high school level for all groups.

Regarding student and teacher relationships, overall, 86 percent of administrators indicated PBIS practices improved student and teacher relationships to a large or moderate extent, while 67 percent of other staff and

58 percent of teachers indicated PBIS improved student and teacher relationships to this extent. Results by school level showed that higher percentages of elementary school staff indicated that PBIS practices improved student and teacher relationships to a large or moderate extent compared to secondary staff (see Table 61).

Table 61: Percentages of Staff Indicating PBIS Practices Improve Student and Teacher Relationships

PBIS practices improve student and teacher relationships to a large or moderate extent	Elem	Middle	High	Total
Teachers	69%	55%	49%	58%
Administrators	97%	83%	66%	86%
Other Instructional Staff	72%	61%	49%	67%

Note: Other response options included Small Extent and Not At All.

Don't Know responses were excluded from analyses in the table. The percentages of staff indicating they did not know ranged from 4 to 17 percent of teachers, 0 to 3 percent of administrators, and 10 to 33 percent of other instructional staff. The highest percentage of staff indicating they did not know was at the high school level for all groups.

The relationship between staff survey results on the effectiveness of PBIS on school climate and TFI subscale and overall Aggregate percentages were analyzed using correlations. Schools that had higher TFI scores also had higher percentages of staff who indicated PBIS practices improve school climate and student and teacher relationships to a large or moderate extent (see Table 62). Most correlations were moderate in strength.

Table 62: Correlations Between Staff PBIS Effectiveness Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Staff	Large or moderate	PBIS practices improve school climate to a large or moderate extent.	Implementation Aggregate	.367 .365	Moderate Moderate
Staff	Large or moderate	PBIS practices improve student and teacher relationships to a large or moderate extent.	Implementation Evaluation Aggregate	.433 .239 .442	Moderate Weak Moderate

Additional Analyses Related to Goals and Objectives

Matched School Case Study Approach

The matched school case study approach involved examining the perceptions of students and teachers from schools that had differing implementation fidelity (i.e., High Fidelity, Adequate Fidelity) but had other similarities, including their student demographic characteristics. Similar schools were selected based on a previously run comparable schools analysis.[62] The purpose of this analysis was to examine data related to the goals and objectives for comparable schools that had differing TFI fidelity.

Overall, the results of the matched school case study analyses showed that there was not a consistent pattern across all school levels suggesting that schools with High Fidelity had higher teacher and student agreement percentages than schools with Adequate Fidelity on survey items related to the outcome goals and objectives. However, there was a pattern across two school levels showing schools with High Fidelity had higher teacher agreement on two teacher survey items. For the teacher survey items regarding students knowing the consequences for misbehaving and the rules for student behavior being effective, schools with High Fidelity had higher teacher agreement percentages than schools with Adequate Fidelity at two of the three school levels, elementary school and high school. There were notably large differences in agreement percentages at the elementary school level in favor of the elementary school that was in the High Fidelity PBIS implementation category.

Although there was not a consistent pattern across all school levels suggesting that schools implementing PBIS with High Fidelity had more positive perceptions about student engagement, student social-emotional

competence, school safety and discipline, and school climate, perceptions about the effectiveness of rules and student awareness of rules may be linked to PBIS implementation fidelity at certain levels. It is important to note that although the schools included in the analyses had similar student characteristics and differ in their TFI fidelity, it is possible that there are other factors beyond TFI fidelity accounting for the differences across the schools in teacher and student perceptions in these areas. In addition, these findings could be related to the research literature showing that PBIS fidelity levels of 80 percent or higher, as well as PBIS fidelity levels of 70 to 79 percent, are both adequate to foster positive results.

School Goal Analyses Related to Division PBIS Goals

During the 2021-2022 school year, schools were provided the opportunity to identify a PBIS-related goal or set of goals that were a focus for their school during 2021-2022. Within a Google form, schools were asked to identify their school goal/focus area, data source(s), and outcome(s). Office of Research and Evaluation staff coded the information provided in the Google form to determine which evaluation goal(s) and objective(s) aligned with the school-identified goals. Four schools had noted goals that were unable to be aligned to the goals and objectives in this evaluation. An additional ten schools did not have an identified PBIS-related goal for the 2021-2022 school year (five schools indicated they did not have a goal, five schools did not complete the Google form). Staff survey data were analyzed specifically for the items that were related to the school-specific goal. The purpose of this analysis was to examine staff survey data related to the schools' identified goal areas as a more targeted approach to assess the progress made toward meeting division PBIS goals.

Overall, 6 schools had a goal related to student engagement, 38 schools had a goal related to safety procedures and school climate, and 22 schools had a goal related to social-emotional competence. Numbers and percentages of schools that identified each goal area are shown by school level in Table 63. For the student engagement goal, schools primarily identified their goal to be specific to improving student attendance. For the safety procedures and school climate goal, schools were assessed on perceptions related to both the safety and discipline procedures and school climate division PBIS evaluation goals.

Table 63: Numbers and Percentages of Schools By School Goal Area Related to PBIS Division Goals

School Level of Site	Student Engagement Goal (Goal 1)	School Safety and Climate Goal (Goals 2 and 4)	Social-Emotional Competence Goal (Goal 3)	Total Schools
Elementary	3 (5%)	23 (41%)	14 (25%)	56
Middle	1 (6%)	5 (31%)	4 (25%)	16
High	2 (17%)	10 (83%)	4 (33%)	12
Total	6 (7%)	38 (45%)	22 (26%)	84

Table 64 provides a summary of the pattern of results for the school goal analyses related to the division PBIS goals. See Appendix C for detailed results by goal area and school level. For student engagement/attendance, there was some evidence at the elementary school and middle school levels that schools with a goal in this area had more positive perceptions that PBIS was effective in improving this area compared to all schools, but this was more consistent at the elementary school level. Similarly, for school safety and climate, there was evidence at the elementary school and middle school levels that schools with a goal in this area had more positive perceptions that PBIS was effective in improving this area compared to all schools, but this pattern was most consistent at the middle school level. For social-emotional competence, there was some evidence at each level that schools with a goal in this area had more positive perceptions that PBIS was effective in improving this area, but this was more consistent at the secondary levels. Overall, the results suggest that staff at schools with a school goal focused on specific areas had more positive perceptions of PBIS impacting these

goal areas, especially at the elementary and middle school levels. At the high school level, this pattern was only found for the goal focused on students' social-emotional competence.

Table 64: Summary of Results for School Goal Analyses Related to Division PBIS Goals

Measure: Schools with goal had higher percentages than division	Elem	Middle	High
Student Engagement/Attendance Goal			
Perception PBIS practices improve attendance	✓	✓	✗
Perception PBIS practices improve student engagement	✓	✗	✗
School Safety and Climate Goal			
Perception PBIS practices improve school safety	✗	✓	✗
Perception PBIS practices improve consistency of discipline procedures	✓	✓	✗
Perception PBIS practices improve school climate	✓	✓	✗
Perception PBIS practices improve student and teacher relationships	✓	✓	✗
Social-Emotional Competence Goal			
Perception PBIS practices improve emotion regulation	✓	✓	✓
Perception PBIS practices improve social-emotional competence	✗	✓	✓

PBIS and Student Academic Achievement, Student Behavior, and Teacher Retention

Although student achievement, student behavior, and teacher retention data are often used as indicators for evaluating PBIS, based on input from the VBCPS PBIS Evaluation Readiness Committee, discipline and academic achievement measures, as well as teacher retention measures, were not specifically considered as outcome goals of PBIS implementation in VBCPS. Instead, outcome goals focused on other frequently noted outcomes such as student engagement, social and emotional learning outcomes, and student and teacher perceptions of school safety and climate. However, the evaluation plan included an examination of the relationship between PBIS implementation and academic achievement, student behavior, and teacher retention data as part of an evaluation question.

Overall perceptions of staff from all schools are provided regarding the effectiveness of PBIS on improving student academic achievement and student behavior and reducing discipline referrals. Additional correlation analyses were conducted between perceptions of the impact of PBIS effectiveness on these areas and the schools' TFI subscale percentage scores (i.e., Teams, Implementation, and Evaluation) and the overall TFI Aggregate percentage score to provide information about the relationship between survey data and individual school TFI scores.

In addition, to further examine the relationship between PBIS implementation and student academic achievement, disciplinary referrals, and disciplinary outcome decisions, student academic and discipline data and staff perceptions were analyzed only for schools that had an identified goal in these areas. Although schools were not specifically asked to indicate a goal related to teacher retention, schools with a safety procedures and school climate goal were assessed on teacher retention due to the potential relationship between teacher retention and these areas. As shown in Table 65, 6 schools identified a school goal related to academic achievement, while 40 schools identified a school goal related to discipline. An additional 5 schools specifically indicated that they had a goal related to discipline disproportionality. In addition, as previously noted, 38 schools identified a school goal related to safety procedures and school climate.

Table 65: Numbers and Percentages of Schools by School Goal Area Related to Academics, Discipline, and Climate

School Level of Site	Academic Achievement Goal	Discipline Goal	Discipline Disproportionality Goal	School Safety and Climate Goal	Total Schools
Elementary	2 (4%)	32 (57%)	4 (7%)	23 (41%)	56
Middle	2 (13%)	5 (31%)	1 (6%)	5 (31%)	16
High	2 (17%)	3 (25%)	0 (0%)	10 (83%)	12
Total	6 (7%)	40 (48%)	5 (6%)	38 (45%)	84

Student academic achievement was assessed through performance on the Reading Inventory (RI) and the English and math Standards of Learning (SOL) assessments. Student disciplinary referral data included the percent of enrolled students with at least one referral and average number of referrals per referred student, and student suspension data were used to examine disciplinary outcomes, including the percent of referred students with at least one suspension and average number of suspensions per suspended student. To assess discipline disproportionality, student referral and suspension ratios were examined for select student groups. Discipline ratios provide a broad measure of discipline disparity where referrals and suspensions are compared for two student groups. Finally, the percentage of teachers who remained in the school division during the school year was used to examine teacher retention.

Perceptions of PBIS Effectiveness and Correlations with TFI

Academic Achievement

Teachers, administrators, and other instructional staff were surveyed about the effectiveness of PBIS on improving student academic achievement. Regarding student academic achievement, overall, 79 percent of administrators indicated PBIS practices improved student academic achievement to a large or moderate extent, while 61 percent of other staff and 50 percent of teachers indicated PBIS improved student academic achievement to this extent. Results by school level showed that higher percentages of elementary school staff indicated that PBIS practices improved student academic achievement to a large or moderate extent compared to secondary staff (see Table 66).

Table 66: Percentages of Staff Indicating PBIS Practices Improve Student Academic Achievement

PBIS practices improve student academic achievement to a large or moderate extent	Elem	Middle	High	Total
Teachers	60%	43%	44%	50%
Administrators	94%	71%	58%	79%
Other Instructional Staff	66%	52%	49%	61%

Note: Other response options included Small Extent and Not At All.
Don't Know responses were excluded from analyses in the table. The percentages of staff indicating they did not know ranged from 8 to 21 percent of teachers, 3 to 6 percent of administrators, and 16 to 32 percent of other instructional staff. The highest percentage of staff indicating they did not know was at the high school level for all groups.

The relationship between staff survey results on the effectiveness of PBIS on academic achievement and TFI subscale and overall Aggregate percentages were analyzed using correlations. Schools that had higher TFI scores also had higher percentages of staff who indicated PBIS practices improved academic achievement to a large or moderate extent (see Table 67). Most correlations were moderate in strength.

Table 67: Correlations Between Staff PBIS Effectiveness Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Staff	Large or moderate	PBIS practices improve academic achievement to a large or moderate extent.	Implementation Evaluation Aggregate	.368 .229 .377	Moderate Weak Moderate

Discipline

Teachers, administrators, and other instructional staff were surveyed about the effectiveness of PBIS on improving student behavior and reducing discipline referrals. Regarding student behavior, overall, 88 percent of administrators indicated PBIS practices improved student behavior to a large or moderate extent, while 63 percent of other staff and 54 percent of teachers indicated PBIS improved student behavior to this extent. Results by school level showed that higher percentages of elementary school staff indicated that PBIS practices improved student behavior to a large or moderate extent compared to secondary staff (see Table 68).

Table 68: Percentages of Staff Indicating PBIS Practices Improve Student Behavior

PBIS practices improve student behavior to a large or moderate extent	Elem	Middle	High	Total
Teachers	64%	50%	46%	54%
Administrators	99%	86%	69%	88%
Other Instructional Staff	69%	53%	46%	63%

Note: Other response options included Small Extent and Not At All.
Don't Know responses were excluded from analyses in the table. The percentages of staff indicating they did not know ranged from 4 to 18 percent of teachers, 0 to 3 percent of administrators, and 8 to 26 percent of other instructional staff. The highest percentage of staff indicating they did not know was at the high school level for all groups.

Regarding discipline referrals, overall, 78 percent of administrators indicated PBIS practices reduced discipline referrals to a large or moderate extent, while 60 percent of other staff and 50 percent of teachers indicated PBIS reduced discipline referrals to this extent. Results by school level showed that higher percentages of elementary school staff indicated that PBIS practices reduced discipline referrals to a large or moderate extent compared to secondary staff (see Table 69).

Table 69: Percentages of Staff Indicating PBIS Practices Reduce Discipline Referrals

PBIS practices reduce discipline referrals to a large or moderate extent	Elem	Middle	High	Total
Teachers	58%	43%	48%	50%
Administrators	96%	69%	52%	78%
Other Instructional Staff	63%	57%	48%	60%

Note: Other response options included Small Extent and Not At All.
Don't Know responses were excluded from analyses in the table. The percentages of staff indicating they did not know ranged from 11 to 23 percent of teachers, 0 to 6 percent of administrators, and 13 to 34 percent of other instructional staff. The highest percentage of staff indicating they did not know was at the high school level for all groups.

The relationship between survey results about PBIS's impact on student behavior and reducing discipline referrals and TFI subscale and overall Aggregate percentages were analyzed using correlations. Schools that had higher TFI scores also had higher percentages of staff who indicated PBIS practices improved student behavior and reduced discipline referrals to a large or moderate extent (see Table 70). Most correlations were moderate in strength.

Table 70: Correlations Between Staff PBIS Effectiveness Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Staff	Large or moderate	PBIS practices improve student behavior to a large or moderate extent.	Implementation	.481	Moderate
			Evaluation	.274	Weak
			Aggregate	.468	Moderate
Staff	Large or moderate	PBIS practices reduce discipline referrals to a large or moderate extent.	Implementation	.352	Moderate
			Evaluation	.275	Weak
			Aggregate	.370	Moderate

Summary of School Goal Analyses Related to Academic Achievement, Student Behavior, and Teacher Retention

Table 71 provides a summary of the pattern of results for the school goal analyses related to academic achievement, discipline, and teacher retention. In addition, Table 72 provides a summary of the pattern of results for the school goal analyses related to discipline disproportionality. See Appendix D for detailed results by goal area and school level.

For student academic achievement, there was some evidence at each level that schools with a goal in this area had more positive student academic outcomes and perceptions that PBIS was effective in improving academic achievement compared to all schools, but this pattern was most consistent at the middle school level. For student discipline, there was some evidence at the elementary school level that schools with a goal in this area had more positive perceptions that PBIS was effective in this area compared to all schools, and at the high school level, schools with a goal in this area had more positive student discipline outcomes compared to all schools. As shown in Table 72, additional analyses for student discipline disproportionality showed some evidence at the elementary school and middle school levels that schools with a goal in this area had lower referral and suspension ratios for some student groups, but this pattern was most consistent for referral ratios at the middle school level. For teacher retention, there was evidence only at the middle school level that schools with a school safety and climate goal had a higher teacher retention rate compared to all middle schools. Overall, the results suggest a mixed pattern of results by school goal area and school level. Elementary schools with a school PBIS goal focused on academic achievement had more positive SOL results and more positive perceptions of PBIS impacting academics than all elementary schools. Middle schools with a school goal focused on these areas, with the exception of discipline in general, had more positive student outcomes overall and perceptions of PBIS impacting academics than all middle schools. High schools with a school goal focused on student discipline had more positive student discipline outcomes than all high schools.

Table 71: Summary of Results for School Goal Analyses Related to Academics, Discipline, and Teacher Retention

Measure: Schools with goal had more positive outcomes	Elem	Middle	High
Academic Achievement			
Percentage of students reading on grade level	✘	✓	✘
Percentage of students passing the English SOL	✓	✓	✓
Percentage of students passing the math SOL	✓	✓	✓
Perception PBIS practices improve academic achievement	✓	✓	✘
Student Behavior			
Percentage of students referred*	✘	✘	✓
Average referrals*	✘	✘	✓
Percentage of referred students suspended*	✘	✘	✓
Average suspensions*	✘	✘	✓
Perception PBIS practices improve student behavior	✓	✘	✘
Perception PBIS practices reduce discipline referrals	✘	✘	✘
Teacher Retention			
Percentage of teachers who remained in division	✘	✓	✘

Note: *For student discipline measures, a check mark indicates that schools with a discipline goal had lower rates and lower average referrals and suspensions compared to the division. For all other measures, a check mark indicates that schools with a goal in that area had higher percentages than the division.

Table 72: Summary of Results for School Goal Analyses Related to Discipline Disproportionality

Measure: Schools with discipline disproportionality goal had lower ratios	Elem	Middle
Referral Ratios		
Black/White	✘	✓
Hispanic/White	✘	✓
Multiracial/White	✘	✓
Male/Female	✘	✘
Economically Disadvantaged/Not Economically Disadvantaged	✘	✓
Students With Disabilities/Not Students With Disabilities	✓	✘
English Learners/Not English Learners	✓	✓
Suspension Ratios		
Black/White	✓	✘
Hispanic/White	✘	✓
Multiracial/White	✓	✘
Male/Female	✓	✘
Economically Disadvantaged/Not Economically Disadvantaged	✘	✘
Students With Disabilities/Not Students With Disabilities	✘	✓
English Learners/Not English Learners	✘	✘

Additional Cost

The final evaluation question focused on the cost to VBCPS for PBIS during 2021-2022. Cost data were collected from the departments of Teaching and Learning and Human Resources for the following areas: PBIS-specific resources or materials, technology, professional learning, staffing, and local travel. Table 73 summarizes the costs.

Table 73: PBIS Costs for 2021-2022

Category	2020-2021 Cost
Resources or Materials	$3,754.19
Technology	$2,598.45
Professional Learning	$20,830.41
Staffing	$464,076.04
Local Travel	$557.85
Total	**$491,816.94**
Grant Funds (i.e., resources/materials, technology, some professional learning)	$27,740.90
Total to VBCPS	**$464,076.04**

For the 2021-2022 school year, PBIS-specific resources or materials totaled $3,754 and were covered by grant funds. Technology costs totaled $2,598, which covered PBIS Rewards, a software system being piloted by one school in the division. The technology costs were also covered by grant funds. Professional learning costs totaled $20,830, all of which were covered by grant funds. Local travel due to coaches traveling to schools totaled $558 and were also covered by grant funds.

Nearly all of the cost for the initiative was related to staffing, which included salaries and benefits for four PBIS coaches and the PBIS specialist. Salaries for the PBIS specialist and PBIS coaches totaled $332,235, and benefits totaled $89,106 for fringe benefits and $42,735 for health insurance. The staffing costs totaled approximately $464,076.

Overall, the total cost of the initiative during 2021-2022 was approximately $491,817. Taking into account the grant funding that covered expenses of $27,741, the total cost to the school division was approximately $464,076.

Summary

PBIS offers a framework to support students academically, socially, emotionally, and behaviorally through universal practices for all students (Tier I), targeted practices for students in need of additional support (Tier II), and indicated practices for individual students who are not fully supported by Tier I or Tier II supports (Tier III). The purpose of this year-two evaluation during 2021-2022 was to assess the PBIS Tier I implementation and related outcomes.

Beginning in 2017-2018, the current VBCPS model of implementing PBIS began, which involved embedded PBIS school-level coaching. As of 2021-2022, schools in all cohorts had received training for and begun implementing PBIS Tier I practices. As the implementation of PBIS has progressed, VBCPS has used the District Capacity Assessment (DCA) to assess the extent to which conditions in the school division were optimal for building capacity to effectively implement PBIS. The 2021 overall score on the DCA was 98 percent, suggesting that nearly all conditions are in place within the division for building capacity to effectively implement PBIS. The division has used the Tiered Fidelity Inventory (TFI) to assess the extent to which schools are implementing PBIS with fidelity. Schools were categorized based on their overall Tier I TFI fidelity scores from 2021-2022, with 75 schools in the "High Fidelity" group (i.e., score of 80% or above), 9 schools in the "Adequate Fidelity" group (i.e., score of 70% to 79%), and no schools in the "Partial Fidelity" group (i.e., score of 69% or below).

When staff were asked a general survey item about their familiarity with PBIS, 97 percent of teachers, 99 percent of administrators, and 96 percent of other instructional staff indicated they were either very familiar or somewhat familiar with their school's PBIS implementation. Overall, 97 percent of administrators who responded to the survey agreed their staff had a shared understanding of the PBIS framework.

At the Tier I level, supports are provided to all students and are the basis for a school's PBIS framework. A foundational component of PBIS is having a PBIS Tier I leadership team at each school that establishes the systems and practices for Tier I support. When schools were assessed on the composition of their team and their team operating procedures on the TFI, there were relatively high average scores on related items at all school levels (scoring at least 1.63 out of 2).

Tier I PBIS implementation goals included schools having defined behavioral expectations and established procedures to implement PBIS consistently within schools and classrooms; effective professional learning; regular review and use of data to inform decision making; and student, family, community, and staff involvement. Regarding school behavioral expectations and procedures, at least 87 percent of teachers, administrators, and other instructional staff agreed that their school established positively framed expectations for behavior, at least 71 percent agreed that expectations for students and staff were implemented across classrooms, and at least 76 percent agreed that behavioral expectations were explicitly taught to students. Comparisons by school level showed that agreement percentages regarding these items were lowest at the high school level for each staff group, with the area of lowest agreement being teachers' agreement that expectations are implemented across the classrooms (63%) and that behavioral expectations were explicitly taught to students (62%). Scores on related items on the TFI showed that schools had higher average scores on items related to establishing positive expectations and teaching the expectations than implementing PBIS consistently across classrooms. Comparisons by level showed that high schools had lower average scores on these TFI items than elementary schools and middle schools.

Regarding defining behaviors and procedures, at least 74 percent of teachers, administrators, and other instructional staff agreed that their school had determined behaviors that interfered with success and that their school had outlined procedures for staff to respond to student behavior. The general pattern was again lowest agreement percentages at the high school level for each group, although agreement was at least 71 percent at all levels. Scores on related items on the TFI showed that elementary schools had high average

scores on all items related to clearly defining behaviors for success and setting policies and procedures for student behavior that are used schoolwide. While secondary schools also had high scores on items related to clearly defining behaviors and setting policies and procedures for student behavior, secondary schools had notably lower scores on the item related to having a set of procedures for behavior feedback that is linked with schoolwide expectations and used across settings.

Regarding professional learning, at least 76 percent of teachers, administrators, and other instructional staff agreed that they received professional learning on various PBIS-related topics, including teaching schoolwide expectations for behavior, acknowledging appropriate behavior, correcting errors in behavior, and requesting assistance for behavior issues. Comparisons by school level showed that the lowest agreement percentages were at the high school level for all staff groups across each professional learning topic area, with the exception of requesting assistance for behavior issues for teachers, which was lowest at middle school. This pattern could be due to most high schools starting PBIS implementation during the COVID-19 pandemic, which impacted the extent to which professional learning was able to be carried out across the division. Regarding the data review and use goal, overall, 91 percent of PBIS Tier I team members who responded to the survey agreed that their team had access to student problem behavior data through a data system, and 83 percent agreed that their team reviewed schoolwide data at least monthly to inform decision making. However, the one TFI item that had a decrease in the average score in comparison to 2020-2021 was Discipline Data, which focuses on the Tier I team having access to graphed reports summarizing discipline data. This decrease may have been related to the discontinued use of the SWIS product due to lack of alignment with the adjusted statewide coding of discipline data in 2021-2022.

Data related to the stakeholder involvement goal showed that students and parents had awareness of PBIS practices at their school with 82 percent of students and 85 percent of parents agreeing that their school had a system to positively recognize student behavior. In addition, overall, at least 90 percent of teachers, administrators, and other instructional staff agreed that they supported their school's PBIS implementation.

When examining school TFI scores overall, elementary schools had the highest average scores compared to secondary schools. The items with the largest discrepancies by school level were the Classroom Procedures and Feedback and Acknowledgement items, which were the items with the lowest scores at the secondary levels. Overall, 67 percent of schools demonstrated an increase in their overall TFI fidelity score from 2020-2021 to 2021-2022. At the elementary school and high school levels, there were improvements in most TFI items, with notable improvements at the high school level. In contrast, at the middle school level, there were improvements for five items, decreases in seven, and no change for three. It is important to highlight that much improvement appears to have been made, especially at the elementary school and high school levels, despite the challenges that occurred due to the continued impact of the pandemic.

Outcome goals for the PBIS initiative included the following when PBIS is implemented with fidelity: students are engaged in school, students and teachers have positive perceptions of school safety and discipline procedures, students learn to regulate their emotions and demonstrate social-emotional competence, and students and teachers have positive perceptions of school climate. Due to all school sites scoring at least 70 percent or higher on the TFI, showing that all schools were implementing PBIS with the recommended level of implementation based on research literature, the focus of the results was to examine outcomes for each objective by school level. Additional correlation analyses were conducted to provide information about the relationship between survey data and individual school TFI scores. Data related to the goals and objectives showed that schools that had higher TFI scores also had higher percentages of students and teachers agreeing with several survey items related to student engagement, school safety and discipline procedures, social-emotional competency, and school climate. In addition, when surveyed about the impact of PBIS practices on improving these areas, from 48 to 58 percent of teachers, 81 to 90 percent of administrators, and 60 to 67 percent of other instructional staff indicated that PBIS practices improved aspects of these areas to a

large or moderate extent, with the exception of attendance, which had lower percentages for all staff groups. Additional analyses focused exclusively on schools that had identified goals in these areas. Overall, the results suggest that staff at schools with school goals focused on specific areas had more positive perceptions of PBIS impacting these goal areas, especially at the elementary and middle school levels.

The relationship between PBIS implementation and academic achievement, student behavior, and teacher retention was also examined. Overall, from 50 to 54 percent of teachers, 78 to 88 percent of administrators, and 60 to 63 percent of other staff indicated that PBIS practices improved academic achievement and student behavior and reduced discipline referrals. Additional analyses focused exclusively on schools that had identified their school goal to include improving academic achievement or student behavior. Overall, the results suggest a mixed pattern by goal area and school level. Elementary schools with a school PBIS goal focused on academic achievement had more positive SOL results and more positive perceptions of PBIS impacting academics than all elementary schools. Middle schools with a school goal focused on these areas, with the exception of discipline in general, had more positive student outcomes overall and perceptions of PBIS impacting academics than all middle schools. High schools with a school goal focused on student discipline had more positive student discipline outcomes than all high schools.

The final evaluation question focused on the additional cost to VBCPS for divisionwide PBIS during 2021-2022. Costs were related to the following areas: PBIS-specific resources or materials, technology, professional learning, staffing, and local travel. A portion of costs for professional learning were paid by grant funds. The total cost of the initiative to VBCPS during 2021-2022 was approximately $464,076.

Recommendations and Rationale

Recommendation #1: Continue PBIS with modifications noted in recommendations 2 and 3. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The first recommendation is to continue PBIS 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 initiative without modifications, continue the initiative with modifications, expand the initiative, or discontinue the initiative.

Recommendation #2: Investigate and implement strategies suggested in research literature for establishing procedures for behavior feedback and consistency of PBIS practices and procedures across classrooms at the secondary levels. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The second recommendation is to investigate and implement strategies suggested in research literature for establishing procedures for behavior feedback and consistency of practices and procedures across classrooms at the secondary levels. At the secondary levels, the TFI items with the lowest scores in 2021-2022 were Feedback and Acknowledgement (MS: 1.38; HS: 1.08) and Classroom Procedures (MS: 1.44; HS: 1.17). The Feedback and Acknowledgement TFI item is focused on having a set of procedures for behavior feedback that is linked with schoolwide expectations and used across settings and in classrooms, while Classroom Procedures is focused on Tier I features being implemented within classrooms and consistency with schoolwide systems. These two items also showed the largest discrepancies by school level. In comparison to 2020-2021, at the high school level, there was no change in the Feedback and Acknowledgement item average score (remaining at 1.08), while there was a notable decrease at the middle school level (from 1.69 to 1.38). When staff were surveyed about expectations for students and staff being implemented across classrooms, from 66 to 67 percent of middle school teachers and other instructional staff and from 59 to 63 percent of high school teachers and other instructional staff agreed. In addition, from 73 to 74 percent of middle school teachers and other instructional staff and from 62 to 63 percent of high school teachers and other instructional staff agreed that behavioral expectations were explicitly taught to students. From 67 to 69 percent of secondary teachers agreed that students knew the consequences for misbehaving and from 55 to 58 percent of secondary teachers agreed that the rules for student behavior were effective.

Recommendation #3: Continue to support school staff in their procedures related to reviewing schoolwide data to inform decision making through the use of Unified Insights. *(Responsible Group: Department of Teaching and Learning, Department of Technology)*

Rationale: The third recommendation is to continue to support school staff in their procedures related to reviewing schoolwide data to inform decision making. Overall, the only TFI item with a decrease in the average score from 2020-2021 to 2021-2022 at the division level was for Discipline Data. In addition, the Discipline Data item had the lowest score at the elementary school level (1.61 out of 2). The TFI Discipline Data item is focused on the Tier I team having access to graphed reports summarizing discipline data. This decrease may have been related to the discontinued use of the SWIS product due to lack of alignment with the adjusted statewide coding of discipline data in 2021-2022. During the 2021-2022 school year, schools were encouraged to use their own methods for collecting and monitoring data for decision making. Additionally, during the 2021-2022 school year, a data analytics platform, Unified Insights, was purchased for the school division. Staff in the Department of Technology and Office of Student Support Services have been preparing for the platform to be used by school staff to guide decision making for PBIS. Therefore, it is recommended that Department of

Teaching and Learning staff continue to partner with Department of Technology staff in the launch of the Unified Insights data analytics platform to support school staff in their procedures related to reviewing PBIS-related data.

Appendices

Appendix A

CLASS EXPECTATIONS & AGREEMENTS

Expectations are outcomes. Agreements provide clear meaning of what expectations look like in the classroom. A dependable system of expectations and agreements provides structure for students and helps them to be engaged with instructional tasks. It can create a sense of belonging and ownership. Plan for active teaching and reteaching of these expectations and agreements initially, and provide reinforcement consistently

Critical Foundation: Classroom expectations should be a collaborative contract created and agreed upon by each member of the classroom. Ensure that your agreements benefit <u>all</u> students and not one group more than another. Consider and discuss differences between home, neighborhood and school expectations.

PROCEDURES & ROUTINES

Procedures and routines are an established way of doing something in the classroom and school environment that becomes a sequence of actions regularly followed. Procedures and routines create predictability, safety and structure in the classroom and a productive learning environment which can create a sense of belonging. Consider what students need to know to move throughout their school day efficiently to develop routines. Use a variety of attention or transition signals. Involve students in the development of these procedures and routines. *Examples to consider:*
- How do we participate in discussions?
- Where do we place our belongings?
- How do we transition within the classroom?

BEHAVIOR SPECIFIC FEEDBACK: ACKNOWLEDGEMENT

Behavior specific acknowledgment is verbal/written feedback that is *descriptive*, *specific*, delivered *contingent* upon student/s demonstration of expected behavior, and it is delivered frequently (goal is a 4:1 ratio of acknowledgement to error correction). Behavior specific acknowledgement provides increased opportunities for building positive relationships with students and reinforcement of critical academic and social emotional skills. **Critical Foundation:** Connect acknowledgement to class agreements and values which are meaningful to the student/s. Recognize strengths and interests and provide brief and specific feedback. Establish relationships with students to determine and support the most effective feedback method.

BEHAVIOR SPECIFIC FEEDBACK: ERROR CORRECTION

Error Correction is an informative statement to student by teacher following occurence of undesired behavior. Effective responses to inappropriate behavior are *calm, consistent, brief, immediate and respectful*. Error correction identifies the undesired behavior and is used as an opportunity to teach replacement behavior. Error correction is a part of the continuum of responses to inappropriate behavior. The continuum can include redirection, reteaching, choice and private conferencing. **Critical Foundation:** Corrective feedback involves several key actions:

1. Validate students. Ask them to share their experiences and listen non-judgmentally.
2. State the positive intent of students' behaviors when teaching situational appropriateness, and hold high expectations for each student.
3. Provide specific instructions regarding why student behaviors are necessary in certain school settings.
4. Provide encouraging, skill-based, non-judgmental correction when needed.

OPPORTUNITIES TO RESPOND

Opportunities to respond are specific and instructionally deliberate invitations to individual students or groups of students to provide a verbal, written, or gestural response to a prompt. High rates of opportunities to respond during instruction increases the likelihood that students will be engaged in the given task and demonstrate appropriate and on-task behaviors. Responses can be individual, unison or mixed. **Critical Foundation:** Consider students' developmental level, cultural background, and learning styles as you increase opportunities for responding.

PHYSICAL ARRANGEMENT

The physical arrangement of the classroom is a preventative practice that positively impacts student performance in the classroom. Consider student voice when planning classroom arrangement, and ensure that all students in the class can see their lives, histories, cultures, and home languages incorporated into the classroom environment. This practice involves 3 key actions:
Define Traffic Patterns: Traffic patterns are clearly defined and allow movement without disrupting others.
Arrange Desks and Furniture: Desks and furniture arrangements are built around the types of instructional activities and are arranged for maximum student and teacher visibility and access.
Organize Materials: Materials are clearly labeled, easily accessible, and organized for ease of use. When designing lessons, consider student groupings, location, and activity level.

ACTIVE SUPERVISION

Active Supervision allows teachers to monitor student learning, identify students needing additional support, and promotes increased on-task student behavior during instructional activities. This practice involves 3 key actions:
Move: Your movement should be: constant, random, proximal, and target predictable problem areas in your room.
Scan: Scan the room looking for appropriate and inappropriate behaviors, making eye contact frequently.
Interact: Provide frequent positive feedback and interactions to encourage, reinforce, and correct behaviors. Identify opportunities to pre-correct and provide additional instruction on appropriate behaviors.

POSITIVE BEHAVIOR GAME
(GROUP CONTINGENCIES)

The Positive Behavior Game (PBG) is a quick (about 10 minutes) game lead by the teacher that reminds and reinforces students for using school-wide expectations, and routines in the classroom. The PBG encourages appropriate behaviors by specifically acknowledging students engaged in desired behaviors. This is an opportunity for a win-win situation for teachers and students which offers students the time for targeted practice and offers teachers the opportunity for increased reinforcement.

Appendix B

Change in Fidelity From 2020-2021 to 2021-2022 By School Level

Change in Fidelity for Elementary Schools

	Teams Subscale	Implementation Subscale	Evaluation Subscale	Overall Fidelity
2020-2021	85%	85%	89%	86%
2021-2022	94%	91%	90%	91%
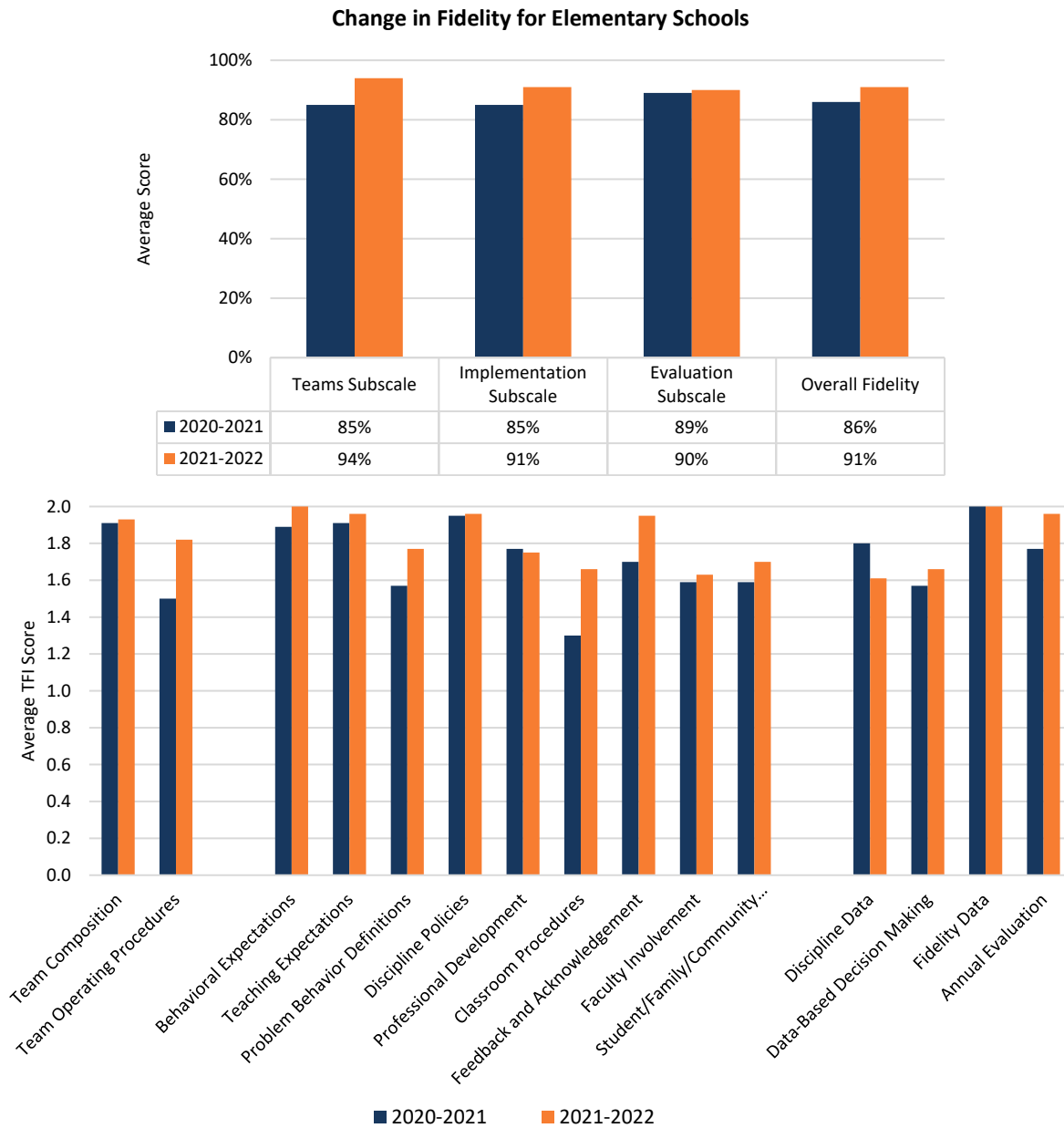
Change in Fidelity for Middle Schools

	Teams Subscale	Implementation Subscale	Evaluation Subscale	Overall Fidelity
2020-2021	81%	84%	87%	85%
2021-2022	86%	83%	93%	86%

Legend: ■ 2020-2021 ■ 2021-2022
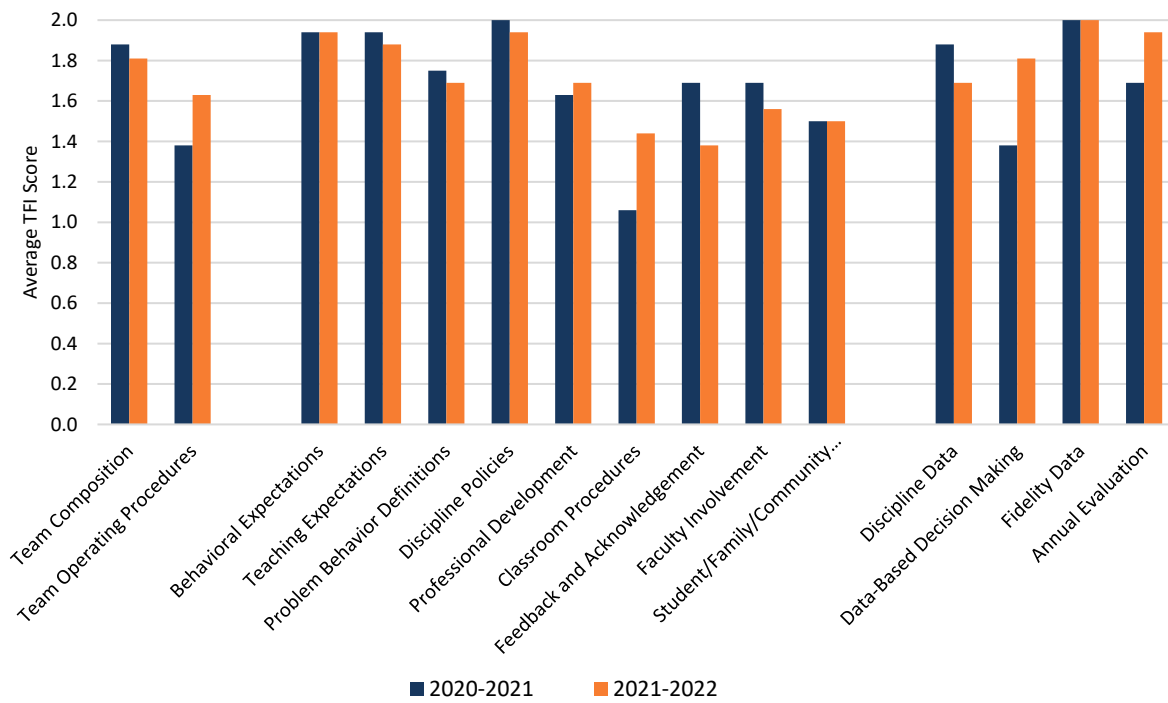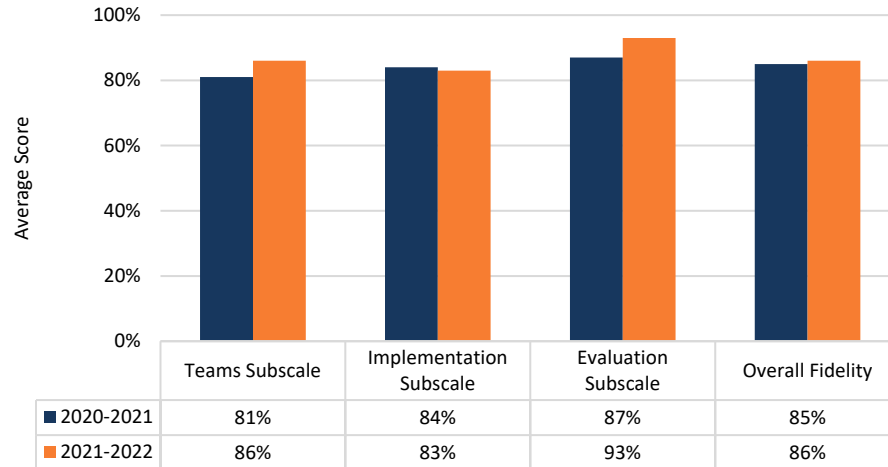
Change in Fidelity for High Schools

	Teams Subscale	Implementation Subscale	Evaluation Subscale	Overall Fidelity
2020-2021	83%	62%	71%	67%
2021-2022	88%	79%	91%	83%

Legend: 2020-2021, 2021-2022
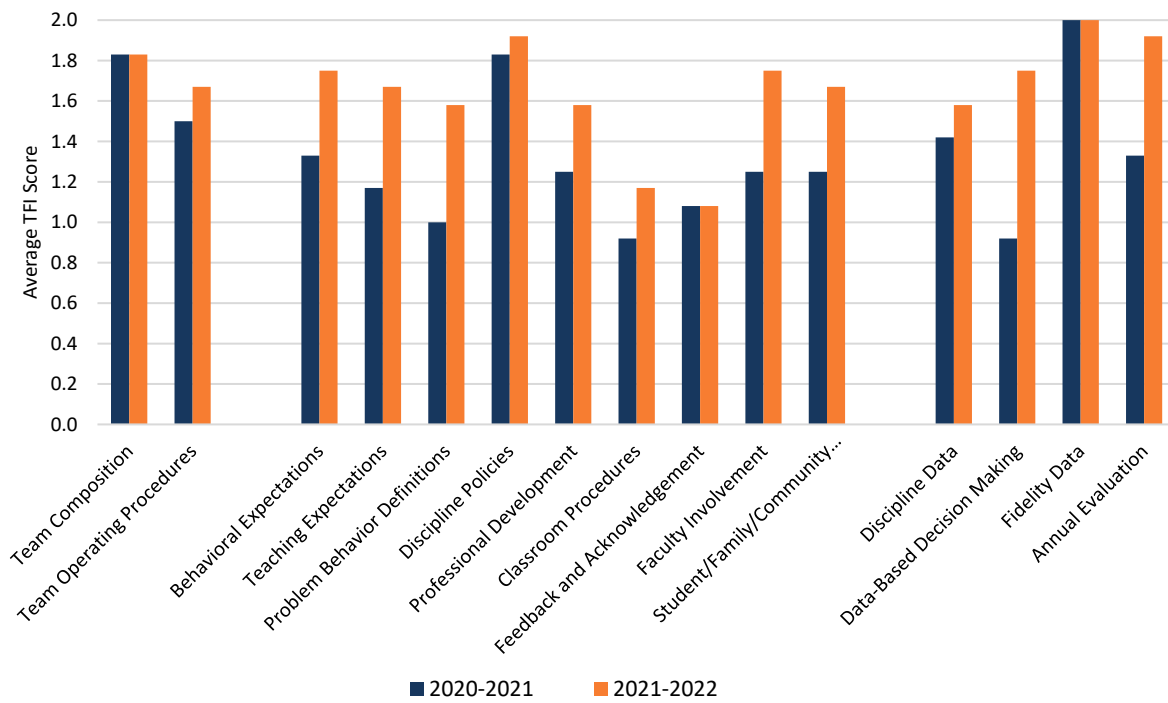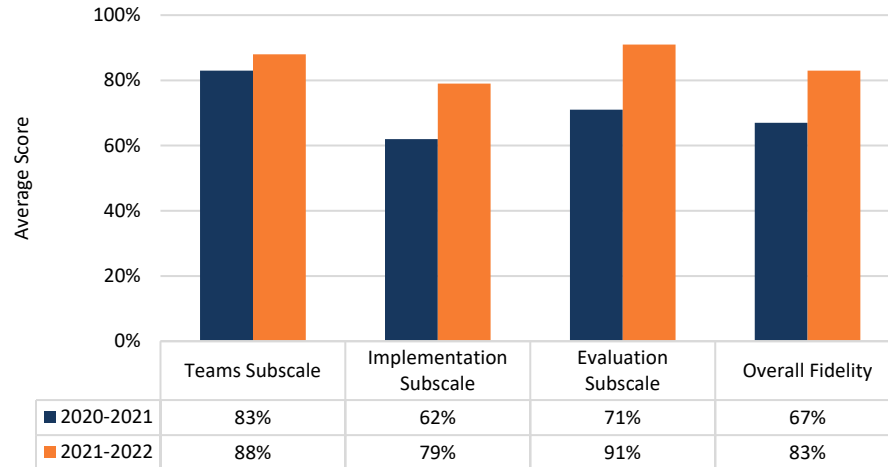
Detailed Results for School Goal Analyses Related to Division PBIS Goals

Student Engagement/Attendance

Schools that identified their goal as related to student engagement/attendance were evaluated on perceptions of PBIS improving student attendance and student engagement. Overall, a higher percentage of staff at schools with an identified goal related to student engagement/attendance indicated that PBIS practices improved student attendance to a large or moderate extent compared to all schools across the division. Comparisons by level showed notably higher percentages at the elementary school and middle school levels.

In addition, overall, a higher percentage of staff at schools with an identified goal related to student engagement/attendance indicated that PBIS practices improved student engagement at school to a large or moderate extent compared to all schools across the division. Comparisons by level showed a notable difference in perceptions at the elementary school level, with higher percentages of staff at schools with an identified goal related to student engagement/attendance indicating that PBIS practices improved student engagement. In contrast, while there was a notable difference between the schools with a goal in this area and the division at the high school level in percentages of staff who indicated PBIS practices improved student engagement at school, the pattern was reversed with higher percentages at the division level. Similar percentages were found at the middle school level.

Staff Agreement Regarding PBIS Practices Improving Attendance and Engagement for Schools With Student Engagement Goal

Survey Item	Schools with Student Engagement Goal				Division			
	Elem N=3	Middle N=1	High N=2	Total N=6	Elem N=56	Middle N=16	High N=12	Total N=84
PBIS practices improve student attendance to a large or moderate extent.	58%	47%	38%	49%	52%	40%	39%	45%
PBIS practices improve student engagement at school to a large or moderate extent.	77%	48%	35%	59%	68%	49%	41%	56%

School Safety and Climate

Schools that identified their goal as improvement of perceptions of safety and/or school environment were evaluated on perceptions of PBIS improving school safety and discipline procedures as well as perceptions of school climate. Overall, a similar percentage of staff at schools with an identified goal related to school safety and climate indicated that PBIS practices improved school safety and the consistency of discipline procedures to a large or moderate extent compared to all schools across the division. Comparisons by level showed that at the middle school level, a higher percentage of staff at middle schools with an identified goal related to school safety and climate indicated that PBIS practices improved school safety to a large or moderate extent compared to all middle schools across the division. Similar percentages were found at the elementary school and high school levels.

A similar pattern was found overall and by school level for the other survey items related to school safety and climate, including PBIS practices improving the consistency of discipline procedures, school climate, and student and teacher relationships. For all items, relatively similar percentages of staff at schools with an identified goal related to school safety and climate indicated that PBIS practices improved these areas to a large or moderate extent compared to all schools across the division. At the elementary school and middle

school levels, higher percentages of staff at middle schools with an identified goal related to school safety and climate indicated that PBIS practices improved these areas to a large or moderate extent compared to all middle schools across the division, although the differences were notably larger at the middle school level (from 7 to 11 percentage points difference). Similar percentages were found at the high school level.

Staff Agreement Regarding PBIS Practices Improving Safety and Climate for Schools With Safety and Climate Goal

Survey Item	Schools with School Safety and Climate Goal				Division			
	Elem N=23	Middle N=5	High N=10	Total N=38	Elem N=56	Middle N=16	High N=12	Total N=84
PBIS practices improve school safety to a large or moderate extent.	70%	61%	49%	60%	71%	53%	51%	61%
PBIS practices improve consistency of discipline procedures to a large or moderate extent.	66%	56%	46%	56%	64%	49%	46%	55%
PBIS practices improve school climate to a large or moderate extent.	68%	59%	44%	56%	67%	50%	45%	57%
PBIS practices improve student and teacher relationships to a large or moderate extent.	73%	69%	49%	62%	72%	58%	50%	62%

Social-Emotional Competence

Schools that identified their goal as student social-emotional competence were evaluated on perceptions of PBIS improving students' emotion regulation and social-emotional competence. Overall, a slightly higher percentage of staff at schools with an identified goal related to social-emotional competence indicated that PBIS practices improved emotion regulation to a large or moderate extent compared to all schools across the division. Comparisons by level showed slightly higher percentages of staff indicating PBIS practices improved emotion regulation for schools with this as their goal at all levels, although the difference was slight at the high school level (44% vs. 42%).

Overall, a higher percentage of staff at schools with an identified goal related to social-emotional competence indicated that PBIS practices improved social-emotional competence to a large or moderate extent compared to all schools across the division. Comparisons by level showed higher percentages of staff indicating PBIS practices improved social-emotional competence for schools with this as their goal at the middle school and high school levels. There was no difference across schools at the elementary school level.

Staff Agreement Regarding PBIS Practices Improving Social-Emotional Competence for Schools With Social-Emotional Goal

Survey Item	Schools with Social-Emotional Goal				Division			
	Elem N=14	Middle N=4	High N=4	Total N=22	Elem N=56	Middle N=16	High N=12	Total N=84
PBIS practices improve emotion regulation to a large or moderate extent.	66%	51%	44%	56%	63%	46%	42%	53%
PBIS practices improve social-emotional competence to a large or moderate extent.	66%	57%	48%	59%	66%	48%	43%	55%

Appendix D

Detailed Results for School Goal Analyses Related to Academic Achievement, Student Behavior, and Teacher Retention

Student Academic Performance

In comparison to all schools throughout the division, students at schools with a specific academic goal for PBIS in 2021-2022 had a slightly higher percentage of students who were reading on grade level as measured by the RI. Comparisons by school level showed a higher percentage of students at schools with an academic-specific goal reading on grade level at the middle school level, while there was a slightly lower percentage at the elementary school level and an equivalent percentage at the high school level.

Percentage of Students Reading on Grade Level for Schools With Academic Goal

Schools With Academic Goal				Division			
Elem N=2	Middle N=2	High N=2	Total N=6	Elem N=56	Middle N=16	High N=12	Total N=84
66%	76%	80%	76%	68%	72%	80%	71%

Performance on the English and math SOLs were based on the percentage of students who met proficiency. Overall, a higher percentage of students at schools with an academic-specific goal passed the English and math SOLs compared to all schools throughout the division. Comparisons by school level showed higher percentages of students passing the English and math SOLs at schools with an academic-specific goal at all school levels.

Percentages of Students Passing the English and Math SOL for Schools With Academic Goal

SOL Test	Schools With Academic Goal				Division			
	Elem N=2	Middle N=2	High N=2	Total N=6	Elem N=56	Middle N=16	High N=12	Total N=84
English	82%	85%	94%	87%	80%	82%	91%	82%
Math	81%	80%	87%	82%	76%	74%	85%	77%

Staff Perceptions of PBIS Effectiveness on Academic Achievement

Overall, a higher percentage of staff at schools with an identified goal related to academic achievement indicated that PBIS practices improved academic achievement to a large or moderate extent compared to all schools across the division. Comparisons by level showed higher percentages of staff indicating PBIS practices improved academic achievement for schools with this as their goal at the elementary school and middle school levels, whereas there was a lower percentage at the high school level.

Percentages of Staff Indicating PBIS Practices Improve Student Academic Achievement for Schools With Academic Goal

Survey Item	Schools With Academic Goal				Division			
	Elem N=2	Middle N=2	High N=2	Total N=6	Elem N=56	Middle N=16	High N=12	Total N=84
PBIS practices improve academic achievement to a large or moderate extent.	81%	61%	38%	59%	65%	46%	46%	54%

Disciplinary Referrals and Discipline Outcome Decisions

Overall, discipline and suspension data were similar for schools that had an identified discipline goal compared to all schools throughout the division. Comparisons by school level showed different patterns of results by

school level. At the elementary school level, schools with an identified goal related to student discipline had relatively similar discipline and suspension data (e.g., 8% vs. 7% of students referred), with the exception of a slightly higher percentage of referred students who were suspended in comparison to the division. At the middle school level, there was a higher discipline referral rate and higher referral and suspension averages compared to the division. At the high school level, there was a lower suspension rate and lower referral and suspension averages compared to the division.

Discipline and Suspension Data for Schools With Discipline Goal

Measure	Schools With Discipline Goal				Division			
	Elem N=32	Middle N=5	High N=3	Total N=40	Elem N=56	Middle N=16	High N=12	Total N=84
Percentage of students referred	8%	27%	18%	13%	7%	25%	19%	15%
Average referrals	2.3	3.1	2.2	2.6	2.3	2.8	2.5	2.6
Percentage of referred students suspended	57%	68%	53%	60%	55%	67%	56%	60%
Average suspensions	2.0	2.6	1.6	2.1	2.0	2.3	2.0	2.1

Discipline Disproportionality

Additional analyses were conducted for the schools that identified a school goal related to discipline disproportionality. Discipline referral ratios were calculated based on dividing the referral rate for one group by the referral rate for another group, and suspension ratios were calculated based on dividing the suspension rate of referred students in one group by the suspension rate of referred students in another group. Student group comparisons included Black students, Hispanic students, and Multiracial students relative to White students; male students relative to female students; economically disadvantaged students relative to non-economically disadvantaged students; students with disabilities relative to students without disabilities; and English Learner students relative to non-English learner students.

Regarding discipline referral ratios, at the elementary school level, schools with an identified goal focused on discipline disproportionality had higher referral ratios, meaning that there was more disparity, in comparison to all schools throughout the division, with the exception of referral ratios for students with disabilities and English learner students. This suggests that the schools who identified discipline disproportionality as a goal were those that perceived there were challenges in that area relative to other schools. With the exception of the referral ratios by gender and for students with disabilities, at the middle school level, the school with an identified goal focused on discipline disproportionality had lower referral ratios, meaning there was less disparity, in comparison to all schools throughout the division.

Referral Ratios for Selected Student Groups for Schools with Discipline Disproportionality Goal

Student Group Comparison	Schools with Discipline Disproportionality Goal		Division	
	Elem N=4	Middle N=1	Elem N=56	Middle N=16
Black/White	3.00	1.71	2.23	2.17
Hispanic/White	1.39	0.67	1.17	1.27
Multiracial/White	1.94	1.05	1.28	1.33
Male/Female	3.39	2.34	2.73	1.71
Economically Disadvantaged/Not Economically Disadvantaged	2.47	1.81	2.21	2.09
Students With Disabilities/Not Students With Disabilities	1.41	1.60	1.63	1.46
English Learners/Not English Learners	0.30	0.38	0.78	0.64

Regarding suspension ratios, at the elementary school level, schools with an identified goal focused on discipline disproportionality had higher suspension ratios, meaning that there was more disparity in being suspended following referral, for Hispanic students, economically disadvantaged students, students with disabilities, and English learners, whereas there were lower suspension ratios for Black students, Multiracial students, and male students. At the middle school level, the school with an identified goal focused on discipline disproportionality had higher suspension ratios with the exception of Hispanic students and students with disabilities.

Suspension Ratios for Selected Student Groups for Schools with Discipline Disproportionality Goal

Student Group Comparison	Schools with Discipline Disproportionality Goal		Division	
	Elem N=4	Middle N=1	Elem N=56	Middle N=16
Black/White	1.08	1.30	1.29	1.24
Hispanic/White	1.19	0.91	1.00	1.12
Multiracial/White	0.85	1.24	1.08	1.09
Male/Female	1.04	1.31	1.12	1.08
Economically Disadvantaged/Not Economically Disadvantaged	1.22	1.40	1.18	1.20
Students With Disabilities/Not Students With Disabilities	1.43	1.06	1.24	1.09
English Learners/Not English Learners	0.95	1.41	0.90	0.98

Perceptions of PBIS Effectiveness on Student Behavior and Discipline Referrals

Overall, a slightly higher percentage of staff at schools with an identified goal related to student discipline indicated that PBIS practices improved student behavior to a large or moderate extent compared to all schools across the division. In contrast, comparisons by level showed notably lower percentages of staff at secondary schools with an identified goal related to student discipline indicated that PBIS practices improved student behavior compared to all secondary schools across the division. These results suggest that the schools who identified student discipline as a goal were those that perceived there were challenges in that area relative to other schools. There were similar percentages of staff indicating PBIS improved student behavior at the elementary school level. A similar pattern of results was found regarding perceptions of PBIS practices reducing discipline referrals.

Percentages of Staff Indicating PBIS Practices Improve Behavior for Schools with Discipline Goal

Survey Item	Schools With Discipline Goal				Division			
	Elem N=32	Middle N=5	High N=3	Total N=40	Elem N=56	Middle N=16	High N=12	Total N=84
PBIS practices improve student behavior to a large or moderate extent.	69%	45%	37%	60%	68%	52%	48%	58%
PBIS practices reduce discipline referrals to a large or moderate extent.	63%	40%	35%	54%	63%	47%	48%	55%

Teacher Retention

Schools were not asked to indicate whether teacher retention was a goal area. However, schools with a goal related to the school climate were assessed on teacher retention.[63] The percentage of teachers who remained in the school division during the school year was used to examine teacher retention. Overall, there was a similar percentage of teachers who remained in the school division for schools that had a goal related to school climate compared to all schools throughout the division. Comparisons by school level showed a slightly higher percentage of teachers at the middle school level remained during the school year at schools with a school goal focused on school climate compared to all schools at the middle school level.

Percentage of Teachers Who Remained in School Division in 2021-2022

Schools with Safety and Climate Goal				Division			
Elem N=23	Middle N=5	High N=10	Total N=38	Elem N=56	Middle N=16	High N=12	Total N=84
87%	89%	88%	88%	88%	87%	88%	88%

Endnotes

[1] Source: https://www.pbis.org/pbis/tiered-framework

[2] Source: https://www.pbis.org/pbis/tiered-framework

[3] Source: www.pbis.org

[4] Notes: For Cohort 2, Renaissance Academy middle school and Renaissance Academy high school are considered as two separate sites because they each received their own TFI scores. Green Run High School and Green Run Collegiate are considered one site because the campus as a whole received one TFI score. For Cohort 5, Old Donation School is considered as two separate sites at the elementary school and middle school levels because they each received their own TFI scores. For later analyses by cohort, cohort 1 and 2 are combined due to their initial implementation models preceding the VBCPS coaching model.

[5] Source: https://www.pbis.org/pbis/tier-1

[6] Source: https://www.pbis.org/pbis/tier-2

[7] Source: https://www.pbis.org/pbis/tier-3

[8] Source: https://www.pbis.org/pbis/tier-3

[9] Source: https://www.pbis.org/resource/pbis-a-brief-introduction-and-faq

[10] Published division and high school data may differ from data presented in the current report due to data from students from the Advanced Technology Center (ATC) and Technical and Career Education Center (TCE) not being included due to ATC and TCE not being assessed on PBIS implementation fidelity.

[11] Staff from the ATC and TCE were not included in percentages due to ATC and TCE not being assessed on PBIS implementation fidelity.

[12] Students from the Advanced Technology Center (ATC) and Technical and Career Education Center (TCE) were not included due to ATC and TCE not being assessed on PBIS implementation fidelity.

[13] Source: Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

[14] Source: McIntosh, K., Massar, M. M., Algozzine, R. F., George, H. P., Horner, R. H., Lewis, T. J., & Swain-Bradway, J. (2017). Technical adequacy of the SWPBIS tiered fidelity inventory. *Journal of Positive Behavior Interventions*, 19, 3-13.

[15] Source: Algozzine, B., et al. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

[16] Source: Mercer, S. H., McIntosh, K., & Hoselton, R. (2017) as cited in Kittelman, A., Eliason, B. M., Dickey, C. R., & McIntosh, K. (2018). How are schools using the SWPBIS tiered fidelity inventory (TFI)? OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

[17] The Cluster Analysis used to determine the comparable school groups was based on a combination of data elements. The following student data elements at the school level were included in the analysis: gender, ethnicity, socioeconomic status, limited English proficiency, student stability, special education status, and gifted status.

[18] Notes: For Cohort 2, Renaissance Academy middle school and Renaissance Academy high school are considered as two separate sites because they each received their own TFI scores. Green Run High School and Green Run Collegiate are considered one site because the campus as a whole received one TFI score. For Cohort 5, Old Donation School is considered as two separate sites at the elementary school and middle school levels because they each received their own TFI scores. For later analyses by cohort, cohorts 1 and 2 were combined due to their initial implementation models preceding the VBCPS coaching model.

[19] Source: K. DiMaggio, personal communication, November 3, 2021.

[20] Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.

[21] Source: K. DiMaggio, personal communication, November 9, 2022.

[22] Source: https://www.pbis.org/pbis/tier-1

[23] Source: Guidance: Forming Your PBIS Leadership Team. Available on PBIS VBCPS Sharepoint website under Tier 1 Critical Elements 1.1 and 1.2 Teaming.

[24] Source: https://www.pbis.org/topics/school-wide

[25] Source: Blank School-wide Matrix Template. Available on PBIS SharePoint under Tier 1 Critical Elements 1.3 Behavior Expectations.

[26] Source: VBCPS Bus Expectations. Available on PBIS SharePoint under Tier 1 Critical Elements 1.3 Behavior Expectations Folder.

[27] Source: Example files. Available on PBIS SharePoint under Tier 1 Critical Elements 1.4 Teaching Expectations.

[28] Source: Teaching and Acknowledgement Systems Powerpoint. Provided by Dayla Brown. Available on PBIS SharePoint under Tier 1 Critical Elements 1.9 Acknowledgement.

[29] Source: Sample Class vs. Office. Available on PBIS SharePoint under Tier 1 Critical Elements 1.5 and 1.6 Class vs. Office – Flowchart.

[30] Source: Sample Behavior Flow Chart. Available on PBIS SharePoint under Tier 1 Critical Elements 1.5 and 1.6 Class vs. Office – Flowchart.

[31] Source: PBIS Classroom Practices. Available on VBCPS PBIS Resources Google Site.
https://sites.google.com/vbschools.com/pbis-resources/tier-1-classroom-practices

[32] Source: PBIS Classroom Practices. Available on VBCPS PBIS Resources Google Site.
https://sites.google.com/vbschools.com/pbis-resources/tier-1-classroom-practices

[33] Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.

[34] PBIS Classroom Practices. Available on VBCPS PBIS Fundamentals: A Learning Series Google Site.
https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-1/overview-of-the-classroom-practices

[35] How to Use the Classroom Observation Data Collection Form. Available on VBCPS PBIS Fundamentals: A Learning Series Google Site. https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-1/fidelity-evaluation-of-pbis

[36] Source: Source: K. DiMaggio and D. Brown, personal communication, October 6, 2020.

[37] https://sites.google.com/vbschools.com/pbis-essential-learning-series

[38] Source: https://www.smore.com/pqf6y

[39] Source: https://www.pbis.org/pbis/tiered-framework

[40] Source: https://www.pbis.org/pbis/tier-1

[41] Source: Problem-solving Worksheet. Available on PBIS SharePoint under Tier 1 Critical Elements 1.12 and 1.13 Data.

[42] Source: K. DiMaggio, personal communication, November 9, 2022; https://www.pbisrewards.com/

[43] Source: K. DiMaggio, personal communication, November 9, 2022.

[44] Source: https://www.pbis.org/resource/how-school-teams-use-data-to-make-effective-decisions-team-initiated-problem-solving-tips

[45] Source: https://www.pbis.org/pbis/tier-1

[46] Source: https://www.pbis.org/pbis/tier-1

[47] Source: PBIS One Pager. Available on PBIS SharePoint under Tier 1 Critical Elements 1.11 Stakeholder Involvement.

[48] Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.

[49] Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.

[50] Source: K. DiMaggio, personal communication, November 9, 2022.

[51] Source: Mercer, S. H., McIntosh, K., & Hoselton, R. (2017) as cited in Kittelman, A., Eliason, B. M., Dickey, C. R., & McIntosh, K. (2018). How are schools using the SWPBIS tiered fidelity inventory (TFI)? OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

[52] Source: K. DiMaggio, personal communication, November 9, 2022.

[53] Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).

[54] Source: Social Emotional Learning in VBCPS. SEL Framework. Available on SEL in VBCPS. SEL Stockpile Google Site. https://sites.google.com/vbschools.com/selstockpile/home?scrlybrkr=f16d9c91

[55] Source: Barrett, S., Eber, L., McIntosh, K., Perales, K., & Romer, N. (2018). Teaching Social-Emotional Competencies within a PBIS Framework. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

[56] Source: PBIS Resources - Student Well-Being and Social Emotional Learning (google.com)

[57] Source: Culturally Responsive Practices VBCPS Infographic. Available at https://drive.google.com/file/d/1FPJhFNL6Z0NT-UO1xhqWn-hcrAgYU-Rc/view

[58] Source: Leverson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2016). PBIS Cultural Responsiveness Field Guide: Resources for trainers and coaches. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

[59] Source: Culturally Responsive PBIS. Fall 2020 PBIS webinars. Available on VBCPS PBIS Fundamentals: A Learning Series Google Site. https://sites.google.com/vbschools.com/pbis-essential-learning-series/additional-resources/cultural-responsiveness-within-the-pbis-framework

[60] Source: Mercer, S. H., McIntosh, K., & Hoselton, R. (2017) as cited in Kittelman, A., Eliason, B. M., Dickey, C. R., & McIntosh, K. (2018). How are schools using the SWPBIS tiered fidelity inventory (TFI)? OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

[61] 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

[62] The Cluster Analysis used to determine the comparable school groups was based on a combination of data elements. The following student data elements at the school level were included in the analysis: gender, ethnicity, socioeconomic status, limited English proficiency, student stability, special education status, and gifted status.

[63] Source: Dahlkamp, S., Peters, M. L., & Schumaker, G. (2017). Principal self-efficacy, school climate, and teacher retention: A multi-level analysis. *Alberta Journal of Educational Research, 63.4*, 357-376.

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<p style="text-align:center">December 2022</p>

PLANNING, INNOVATION, AND ACCOUNTABILITY
Office of Research and Evaluation

Positive Behavioral Interventions and Supports (PBIS): Year-Two Tier I Evaluation

The table below indicates the proposed recommendations resulting from the **Positive Behavioral Interventions and Supports (PBIS): Year-Two Tier I 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> December 13, 2022 <u>Consent</u> January 10, 2023	Positive Behavioral Interventions and Supports (PBIS): Year-Two Tier I Evaluation	1. Recommendation #1: Continue PBIS with modifications noted in recommendations 2 and 3. (*Responsible Group: Department of Teaching and Learning*) 2. Recommendation #2: Investigate and implement strategies suggested in research literature for establishing procedures for behavior feedback and consistency of PBIS practices and procedures across classrooms at the secondary levels. (*Responsible Group: Department of Teaching and Learning*) 3. Recommendation #3: Continue to support school staff in their procedures related to reviewing schoolwide data to inform decision making through the use of Unified Insights. (*Responsible Groups: Department of Teaching and Learning, Department of Technology*)	The administration concurs with the recommendations from the program evaluation.

Positive Behavioral Interventions and Supports (PBIS):
Year-Two Tier I Evaluation

Planning, Innovation, and Accountability

Office of Research and Evaluation

School Board Meeting

December 13

PBIS Background in VBCPS

- PBIS is an implementation framework that facilitates selecting and using interventions within a tiered system of support
  - Tier I
    - Universal practices for all students
  - Advanced Tiers
    - Tier II: Additional support for small groups
    - Tier III: Personalized support for individual students
- Current VBCPS coaching model began in 2017-2018
  - Embedded school-level coaching with one PBIS specialist and four PBIS coaches
- Implementation cohorts
  - Prior to 2017-2018: 20 sites
  - 2017-2018: 19 sites
  - 2018-2019: 21 sites
  - 2019-2020: 24 sites
    - Included 8 of 12 high school sites

Evaluation Process and Method

- Year-Two Tier I Evaluation
  - Focused on implementation goals for Tier I of PBIS, progress toward meeting outcome goals, and cost

- Data collection
  - District Capacity Assessment (DCA)
  - Tiered Fidelity Inventory (TFI)
    - 15 Tier I individual items
    - 3 Subscale scores
    - Overall total
  - Surveys
    - Staff, students, and parents
  - Student data from data warehouse
    - Attendance data
    - Academic achievement data
    - Discipline referral and suspension data

Group	Response Rate	Total Respondents
Teachers	35%	1,526
Administrators	55%	137
Other Instructional Staff	29%	549
Students (4-12)	67%	30,591
Parents (K-12)	13%	8,786

Implementation Fidelity Overview

- Division Capacity Assessment (DCA) – assesses conditions for building capacity
  - 98% in 2021-2022

- Schools categorized into one of three categories based on overall TFI score

Level	High Fidelity (Score of 80-100)	Adequate Fidelity (Score of 70-79)	Partial Fidelity (Score of < 69)	Total N = 84
Elementary	53 (95%)	3 (5%)	0	56
Middle	13 (81%)	3 (19%)	0	16
High	9 (75%)	3 (25%)	0	12
Total	**75 (89%)**	**9 (11%)**	**0**	**84**

- All schools had the recommended level of implementation (at least 70%)

Implementation Fidelity

- At least 90% of staff reported being familiar with their school's PBIS implementation
- Administrators reported that their staff had a shared understanding of the PBIS framework (100% ES, 97% MS, 90% HS)

TFI Scores by School Level

Chart: TFI Scores by School Level

Subscale	Elementary	Middle	High
Teams Subscale	94%	86%	88%
Implementation Subscale	91%	83%	79%
Evaluation Subscale	90%	93%	91%
Overall Fidelity	91%	86%	83%
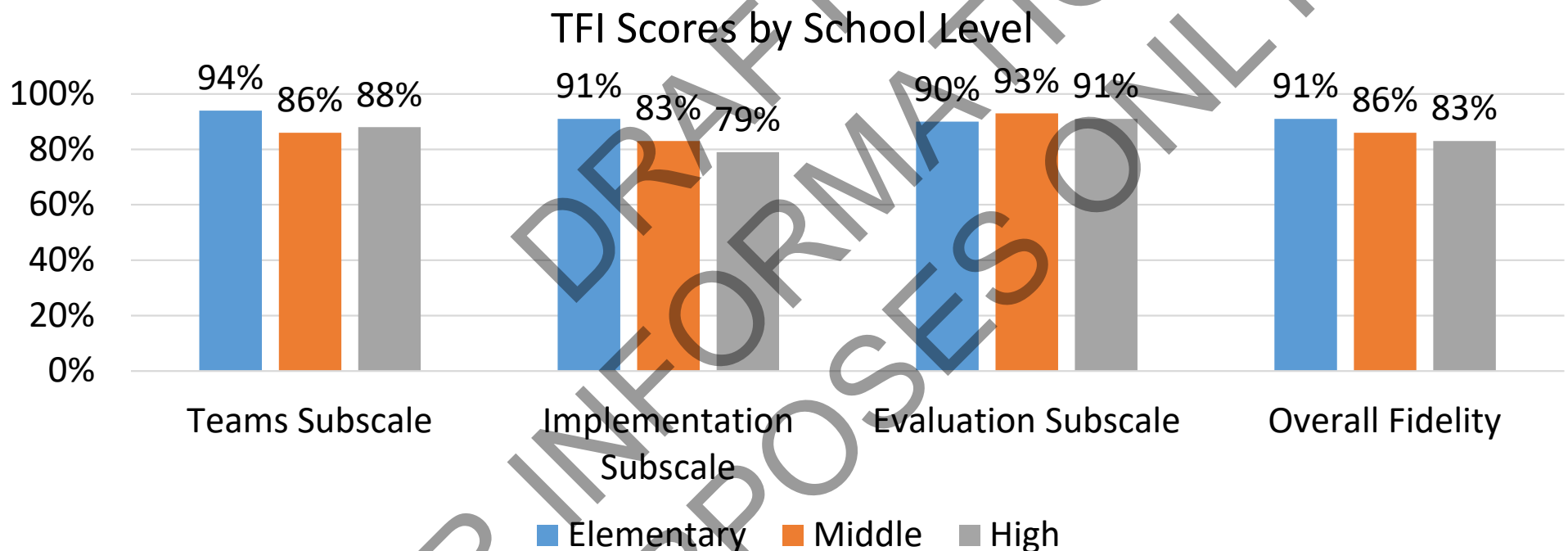
- Improvements for most TFI items at elementary and high school
- Discipline Data TFI item decreased from 20-21 at division level
- Feedback and Acknowledgement and Classroom Procedures TFI items had lowest average scores at the secondary levels

5

Implementation Goals

- **Goal #1:** Schools have policies and procedures to implement PBIS.

- **Goal #2:** Professional learning opportunities provide staff with effective support and information to successfully implement PBIS.

- **Goal #3:** Data are reviewed and used regularly to inform decision making to inform PBIS practices.

- **Goal #4:** Schools involve students, families, community, and staff during the schoolwide PBIS Tier I implementation.

- Survey results presented by school level (ES, MS, HS)

- Correlation analyses were run for scores on individual TFI items and related survey data for an indication of the validity of the two measures

6

Tier I PBIS Practices Goal 1: Policies and Procedures

Teacher Agreement Percentages
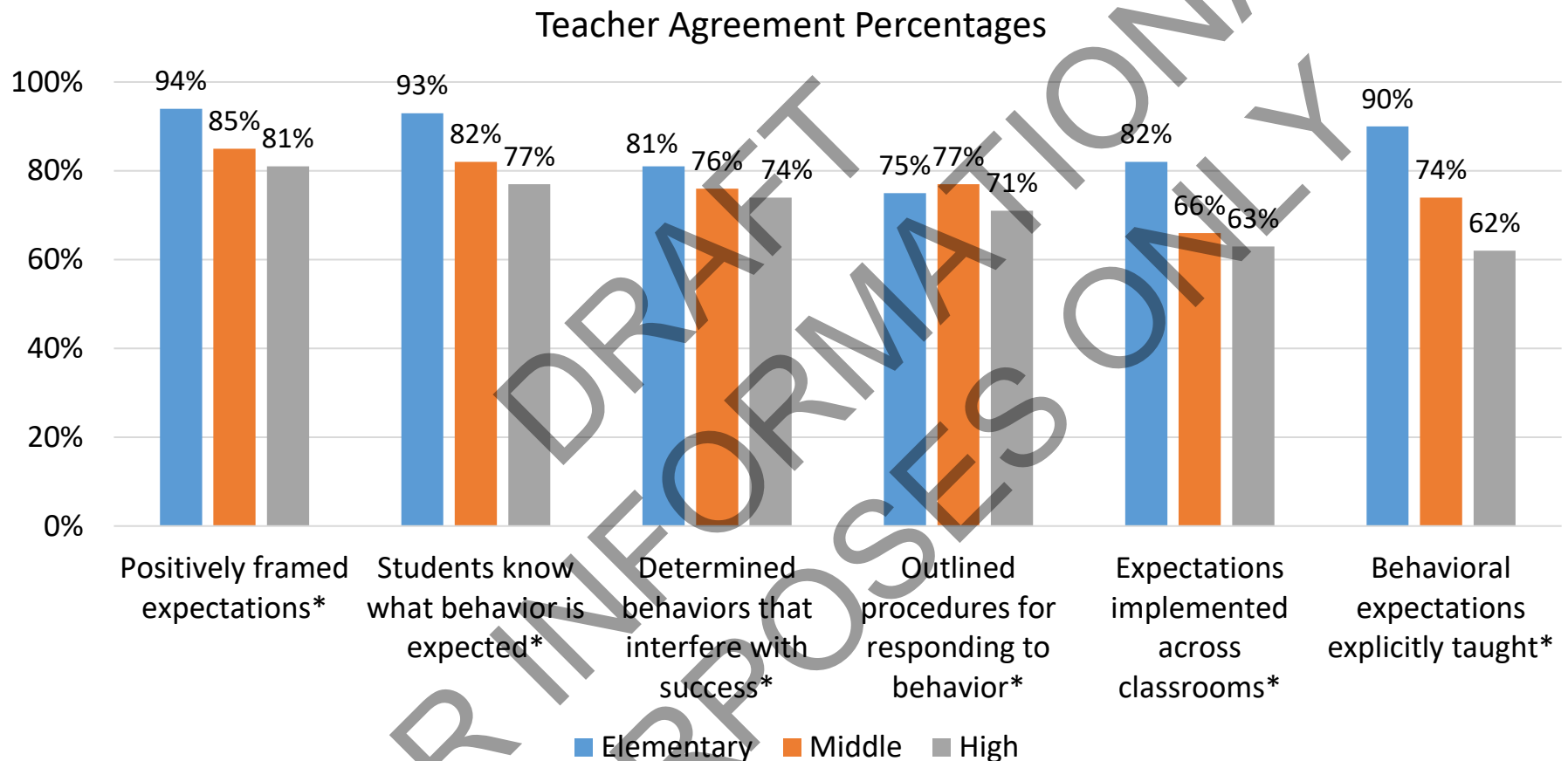
- At least 83 percent of students at all levels agreed with similar items*

* Schools with higher scores on related TFI items had higher agreement percentages on survey items

Tier I PBIS Practices Goal 2: Professional Learning

Received PL on...	ES	MS	HS
Teaching schoolwide expectations	91%	78%	67%
Acknowledging appropriate behavior	94%	87%	82%
Correcting errors in behavior	85%	75%	71%
Requesting assistance for behavior	81%	72%	74%

Teacher Agreement Percentages

Legend: ■ Elementary ■ Middle ■ High

- PL provided knowledge of practices to manage behavior: 86%, 81%, 79%
- Confident applying practices to address student behavior: 95%, 90%, 88%
- Can manage and respond to student behavior concerns: 96%, 95%, 95%
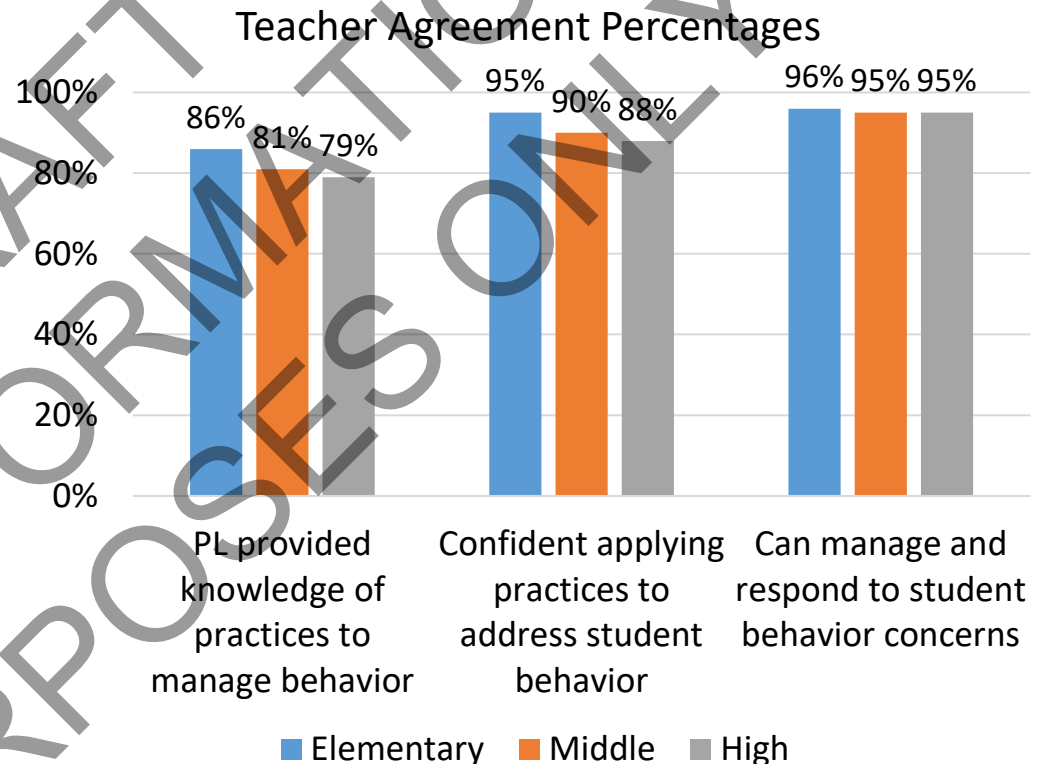
Note: No significant correlations were found with professional learning survey items and TFI scores.

Tier I PBIS Practices Goal 3: Data Review and Use

- Staff began preparing for school staff to use a new data analytics platform, Unified Insights, to guide decision making for PBIS
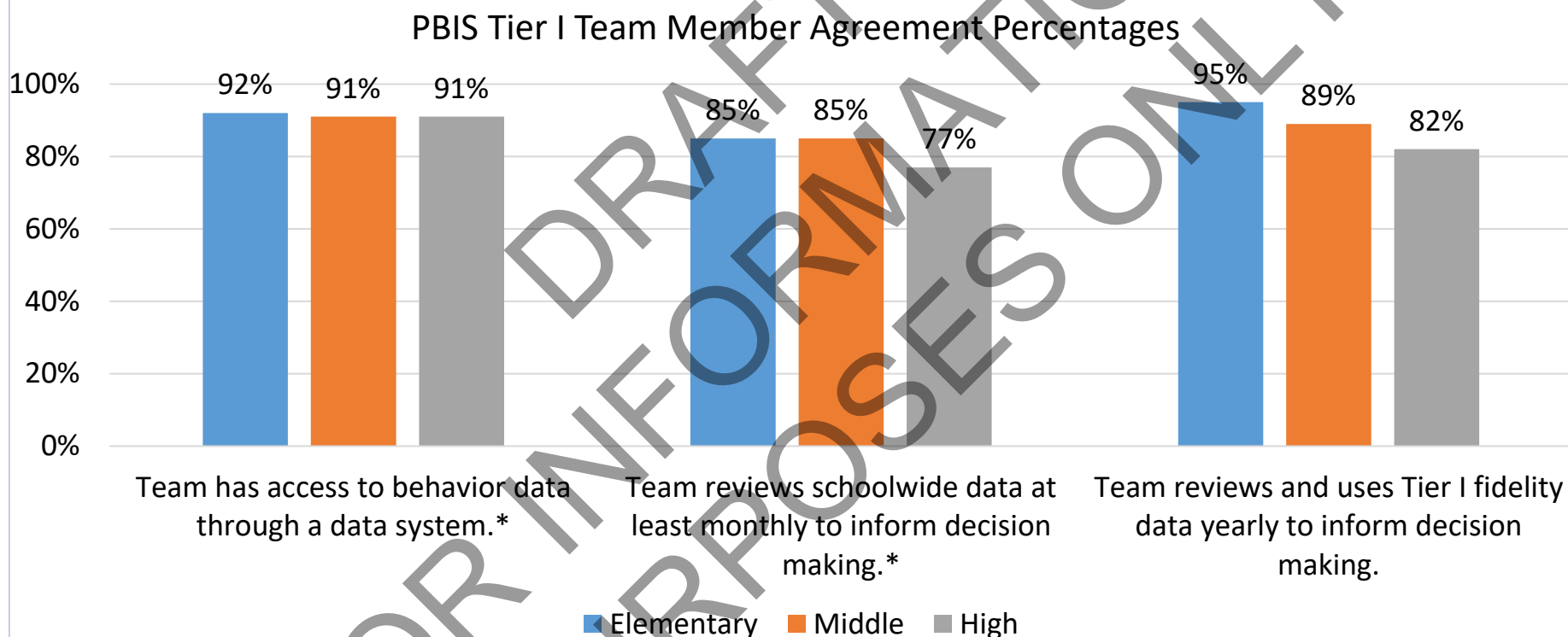
PBIS Tier I Team Member Agreement Percentages

Chart data:

Team has access to behavior data through a data system.*
- Elementary: 92%
- Middle: 91%
- High: 91%

Team reviews schoolwide data at least monthly to inform decision making.*
- Elementary: 85%
- Middle: 85%
- High: 77%

Team reviews and uses Tier I fidelity data yearly to inform decision making.
- Elementary: 95%
- Middle: 89%
- High: 82%

Legend: ■ Elementary ■ Middle ■ High

- 54%-65% of secondary teachers agreed that teachers reviewed schoolwide data to inform decision making (77% at elementary)

* Schools with higher scores on related TFI items had higher agreement percentages on survey items

9

Tier I PBIS Practices Goal 4: Student, Family, Community, and Staff Involvement

Student and Parent Agreement Percentages

Student - My school has a system to positively recognize student behavior.
- Elementary: 91%
- Middle: 83%
- High: 77%

Parent - My child's school has a system to positively recognize student behavior.*
- Elementary: 93%
- Middle: 76%
- High: 77%

Parent - I am aware of student behavior expectations at my child's school.
- Elementary: 97%
- Middle: 96%
- High: 96%

Legend: Elementary | Middle | High

Staff Agreement Regarding Supporting Their School's PBIS Implementation

Teachers
- Elementary: 88%
- Middle: 88%
- High: 80%

Administrators
- Elementary: 100%
- Middle: 97%
- High: 97%

Other Instructional Staff
- Elementary: 92%
- Middle: 86%
- High: 88%

Legend: Elementary | Middle | High

* Schools with higher scores on related TFI items had higher agreement percentages on survey items

10

Outcome Goals

When PBIS is implemented with fidelity…

- **Goal #1:** Students are engaged at school.
- **Goal #2:** Students and teachers have positive perceptions of school safety and discipline procedures.
- **Goal #3:** Students learn to regulate their emotions and demonstrate social-emotional competence.
- **Goal #4:** Students and teachers have positive perceptions of school climate.

- Survey results presented by school level (ES, MS, HS) rather than fidelity level due to all schools reaching recommended level of implementation
- Correlation analyses between survey data and TFI scores were run to assess the relationship between implementation fidelity and outcome measures

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Outcome Goal 1: Student Engagement

Student Agreement Percentages

Bar chart showing student agreement percentages.

"I am engaged in my learning by participating and working hard.*": Elementary 95%, Middle 90%, High 86%

"I am engaged in classroom lessons.*": Elementary 93%, Middle 88%, High 85%

Legend: ■ Elementary ■ Middle ■ High
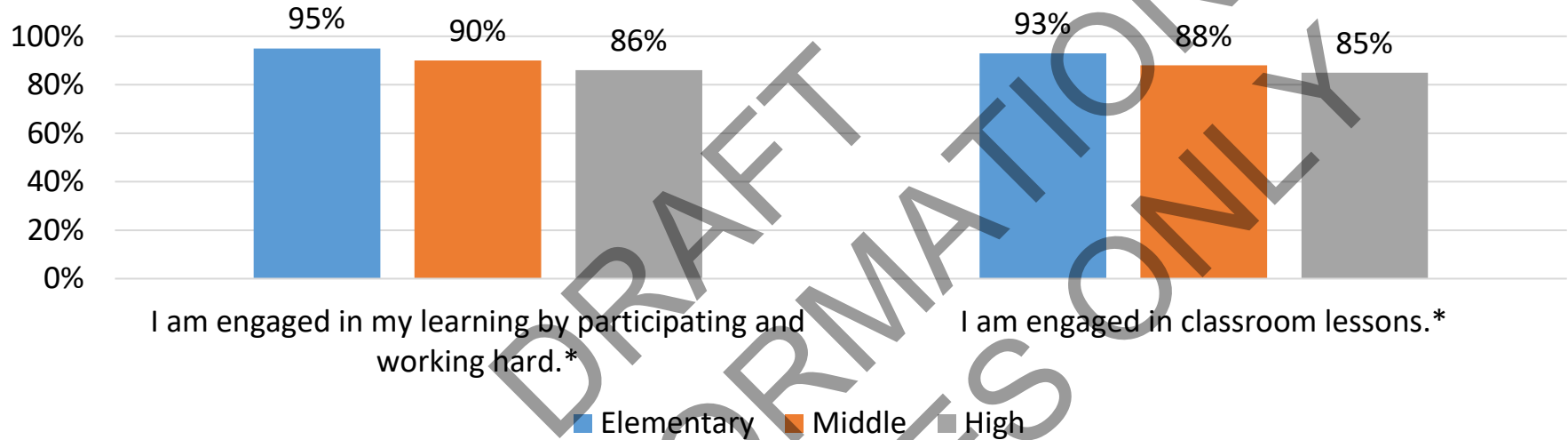
- Teacher agreement regarding similar items was higher at the elementary school level (92%-96%) than secondary levels (66%-78%)*

PBIS effective to a large or moderate extent at:	Elementary		Middle		High	
	Teacher	Admin	Teacher	Admin	Teacher	Admin
Improving student attendance*	46%	80%	36%	64%	39%	48%
Improving student engagement*	64%	97%	46%	77%	40%	50%

* Schools with higher subscale and aggregate TFI scores had higher percentages on survey items

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Outcome Goal 2: Positive Perceptions of School Safety and Discipline Procedures

Teacher Agreement Percentages
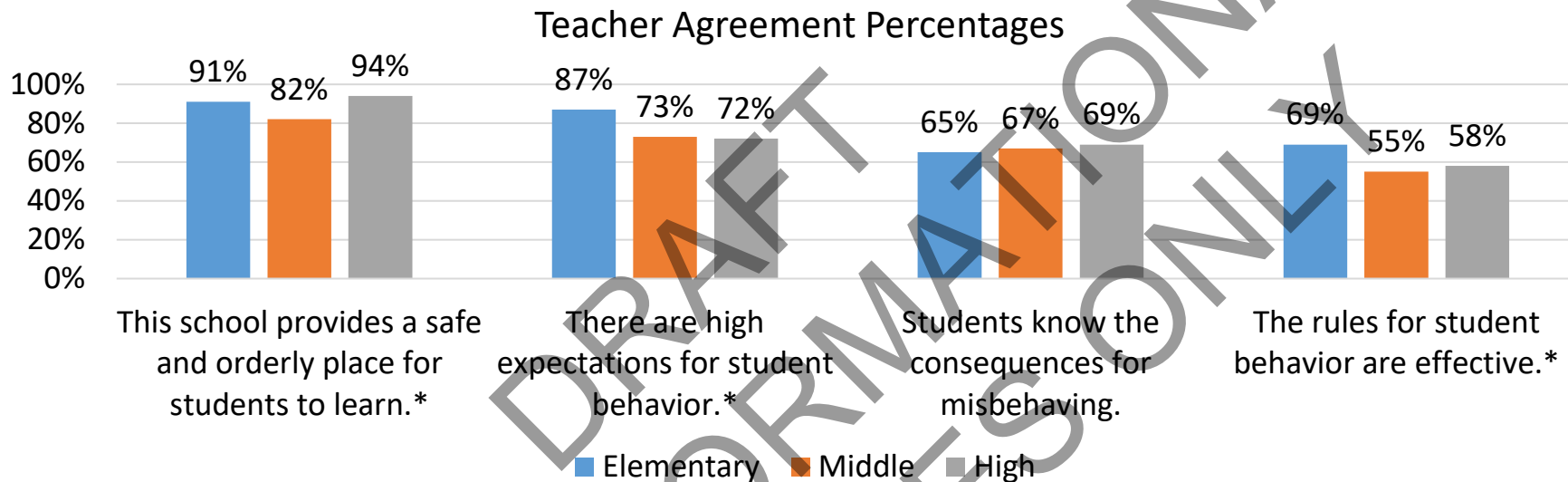
- At least 84% of students agreed with similar items regarding school being safe and orderly,* having high expectations for behavior,* and knowing the consequences for misbehaving*

PBIS effective to a large or moderate extent at:	Elementary		Middle		High	
	Teacher	Admin	Teacher	Admin	Teacher	Admin
Improving school safety*	67%	99%	51%	83%	51%	63%
Improving consistency of discipline procedures*	59%	99%	45%	83%	43%	77%

* Schools with higher subscale and aggregate TFI scores had higher percentages on survey items

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Outcome Goal 3: Social and Emotional Skills

SEL Competency Student Agreement Responses
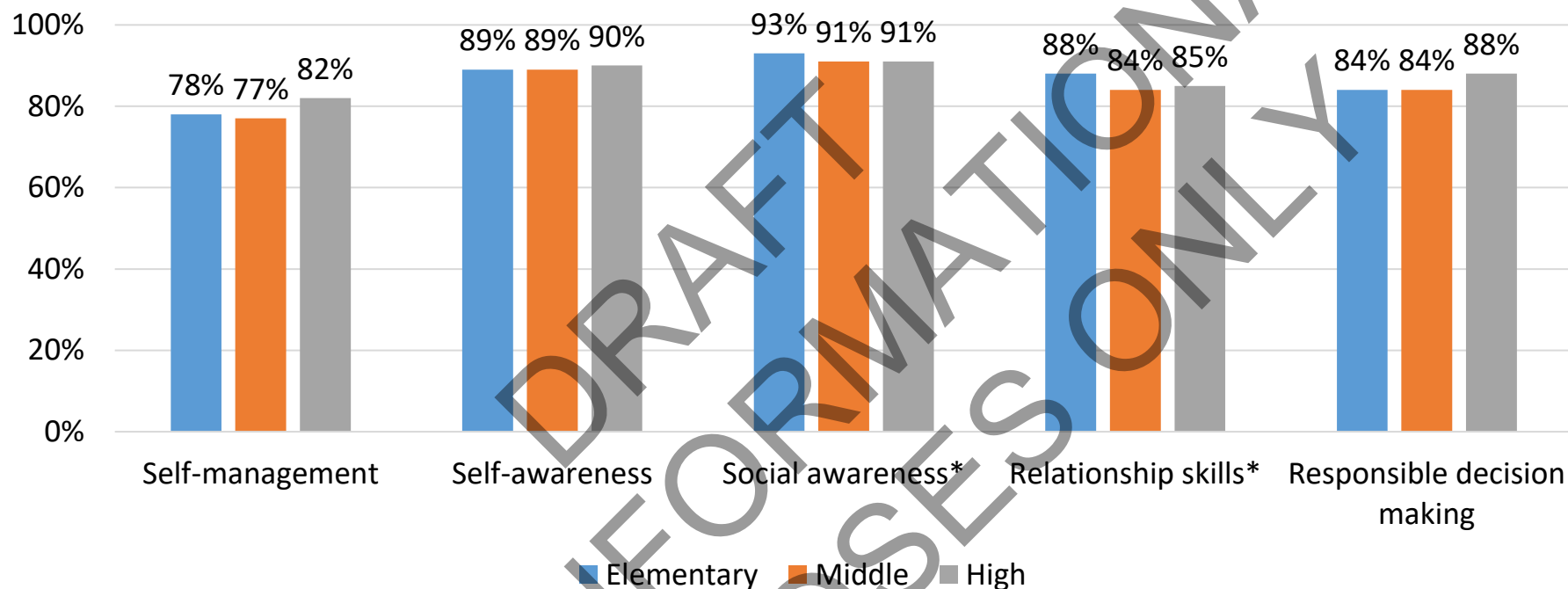
PBIS effective to a large or moderate extent at:	Elementary		Middle		High	
	Teacher	Admin	Teacher	Admin	Teacher	Admin
Improving student emotion regulation*	58%	97%	42%	79%	40%	56%
Improving student social-emotional competence*	60%	97%	44%	82%	42%	56%

* Schools with higher subscale and aggregate TFI scores had higher percentages on survey items

Outcome Goal 4: Positive Perceptions of School Climate

Teacher Agreement Percentages
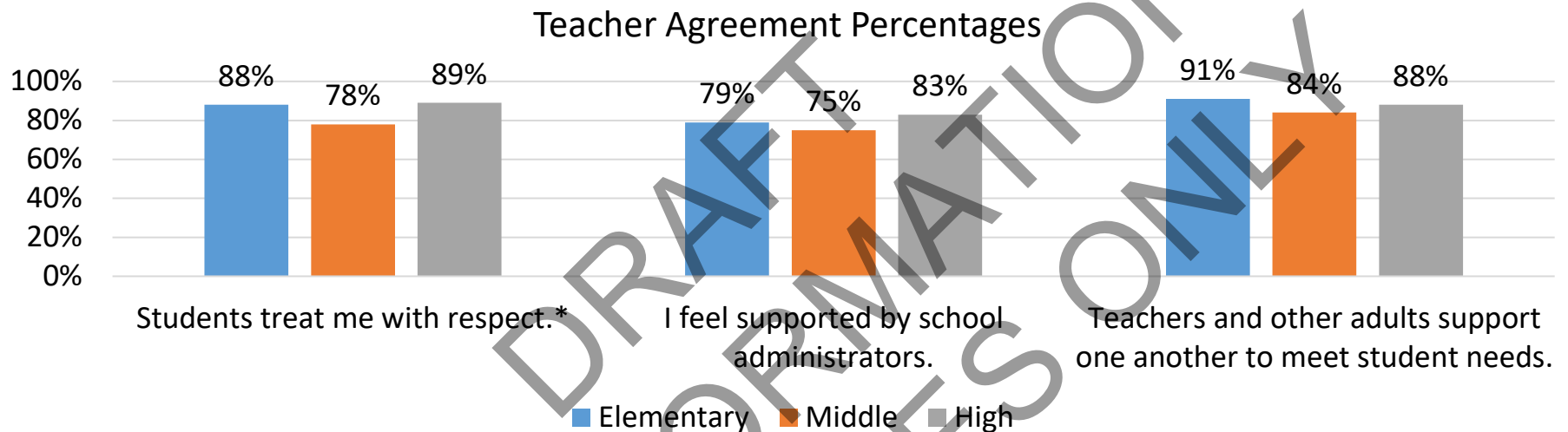
- At least 87% of students agreed they have positive relationships with other students*

PBIS effective to a large or moderate extent at:	Elementary		Middle		High	
	Teacher	Admin	Teacher	Admin	Teacher	Admin
Improving school climate*	61%	97%	48%	83%	44%	56%
Improving student and teacher relationships*	69%	97%	55%	83%	49%	66%

* Schools with higher subscale and aggregate TFI scores had higher percentages on survey items

Relation Between PBIS Implementation and Academics and Discipline

- Evaluation plan included examination of relationship between PBIS implementation and academic achievement and behavior

PBIS effective to a large or moderate extent at:	Elementary		Middle		High	
	Teacher	Admin	Teacher	Admin	Teacher	Admin
Improving academic achievement*	60%	94%	43%	71%	44%	58%
Improving student behavior*	64%	99%	50%	86%	46%	69%
Reducing discipline referrals*	58%	96%	43%	69%	48%	52%

* Schools with higher subscale and aggregate TFI scores had higher percentages on survey items

16

School Goals Related to PBIS Areas

- Schools identified a PBIS-related goal(s) that were a focus during 21-22

✓ As a group, schools with a goal in the area had more positive outcomes on a majority of related measures than the division

School Goal Areas and Measures	Elementary	Middle	High
Student Engagement/Attendance Goal: Perceptions of effectiveness	✓	✗	✗
School Safety and Climate Goal: Perceptions of effectiveness	✓	✓	✗
Social-Emotional Competence Goal: Perceptions of effectiveness	✗	✓	✓
Academic Achievement Goal: Student academic data and perceptions of effectiveness	✓	✓	✗
Discipline Goal: Referral and suspension data	✗	✗	✓
Discipline Disproportionality Goal: Discipline disparity data	✗	✓	N/A

Note: No high schools had a goal related to discipline disproportionality.

Summary of Results Related to the Effectiveness of PBIS

- Implementation and outcome perceptions consistently most positive at elementary school and highest TFI scores overall and for most items at elementary school

- Significant relationships were found between perception data for most staff and student survey items and school TFI scores
  - Schools with higher TFI scores also had higher staff and student agreement and percentages of staff indicating PBIS was effective

- Some school goal analyses showed that schools with goals in particular areas had more positive staff perceptions and PBIS student outcomes in those areas
  - ES: Student engagement/attendance, school safety and climate, academic achievement
  - MS: School safety and climate, social-emotional competence, academic achievement, discipline disproportionality
  - HS: Social-emotional competence, discipline

Cost in 2021-2022

- Cost of PBIS to VBCPS totaled $464,076
- All cost to VBCPS was for staffing ($464,076)
  - o Other costs were covered by grant ($27,741)

Recommendations

- **Recommendation #1**: Continue PBIS with modifications noted in recommendations 2 and 3.

- **Recommendation #2**: Investigate and implement strategies suggested in research literature for establishing procedures for behavior feedback and consistency of PBIS practices and procedures across classrooms at the secondary levels.

- **Recommendation #3**: Continue to support school staff in their procedures related to reviewing schoolwide data to inform decision making through the use of Unified Insights.

Administration's Response

- Administration concurs with recommendations from program evaluation.

- Professional Learning & Coaching Support

- Increased Capacity for Data Driven Decision Making

- Access to Unified Insights Data Analytics Platform

21

Positive Behavioral Interventions and Supports (PBIS):
Year-Two Tier I Evaluation

Planning, Innovation, and Accountability

Office of Research and Evaluation

School Board Meeting

December 13

Virginia Beach City Public Schools
CHARTING THE COURSE

School Board Agenda Item

Subject: College Coursework and Readiness Assessments – Fall 2022   **Item Number:** 15B

Section: Information   **Date:** December 13, 2022

Senior Staff: Lisa A. Banicky, Ph.D., Executive Director

Prepared by: Tracy A. LaGatta, Director of Student Assessment
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Kipp D. Rogers, Ph.D., Chief Academic Officer
Department of Teaching and Learning

Presenter(s): Tracy A. LaGatta, Director of Student Assessment
Office of Planning, Innovation, and Accountability

Kipp D. Rogers, Ph.D., Chief Academic Officer
Department of Teaching and Learning

Recommendation:

That the School Board receive information related to the Fall 2022 College Coursework and Readiness Assessments, presentation.

Background Summary:

Students in Virginia Beach have the opportunity to participate in various Advanced Placement courses and have the potential to earn college credit if they receive a score of 3 or higher on their AP exam. Students in Virginia Beach also participate in the PSAT/NMSQT assessments. Students may elect to take the SAT and/or ACT assessments. Data for AP exams, PSAT, and SAT assessments have been released by the College Board and these data will be reviewed in this presentation as well as data released by ACT, Inc. The Department of Teaching and Learning will share information related to how they are supporting schools in response to these data.

Source:

College Board, ACT, Inc. and the VBCPS Student Data Warehouse

Budget Impact:

None

College Coursework and Readiness Assessments

Planning, Innovation, and Accountability
Office of Student Assessment

Presentation Overview

✗ Courses for College Credit
  - Advanced Placement (AP)

✗ College Readiness Assessments
  - PSAT/NMSQT
  - SAT
  - ACT

COLLEGE READINESS

2

Coursework for College Credit

Advanced Placement (AP)

✗ Students in VBCPS have access to all 38 AP courses offered by College Board

✗ All students able to enroll in AP courses after talking with their school counselor
  • Supports provided to students who might struggle with rigorous coursework

✗ End-of-course, college-level examinations may result in college credit
  • Optional
  • Do not have to take the class to sit for the exam
  • Students must pay for exams
    • VBCPS pays for students eligible for free/reduced lunch
  • All exams completed on the same day

✗ Dual enrollment courses offer another college credit option

AP Course Participation

- During 21-22, 28% of all VBCPS high school students were enrolled in at least one AP course

Percent of Students Enrolled in an AP Course Five Year Trend by Race/Ethnicity

	17-18	18-19	19-20	20-21	21-22
Asian	53%	54%	56%	53%	51%
Black	19%	19%	18%	16%	14%
Hispanic	30%	29%	27%	25%	22%
Multiracial	36%	34%	33%	31%	29%
White	41%	41%	41%	38%	34%
Grand Total	35%	35%	34%	32%	28%
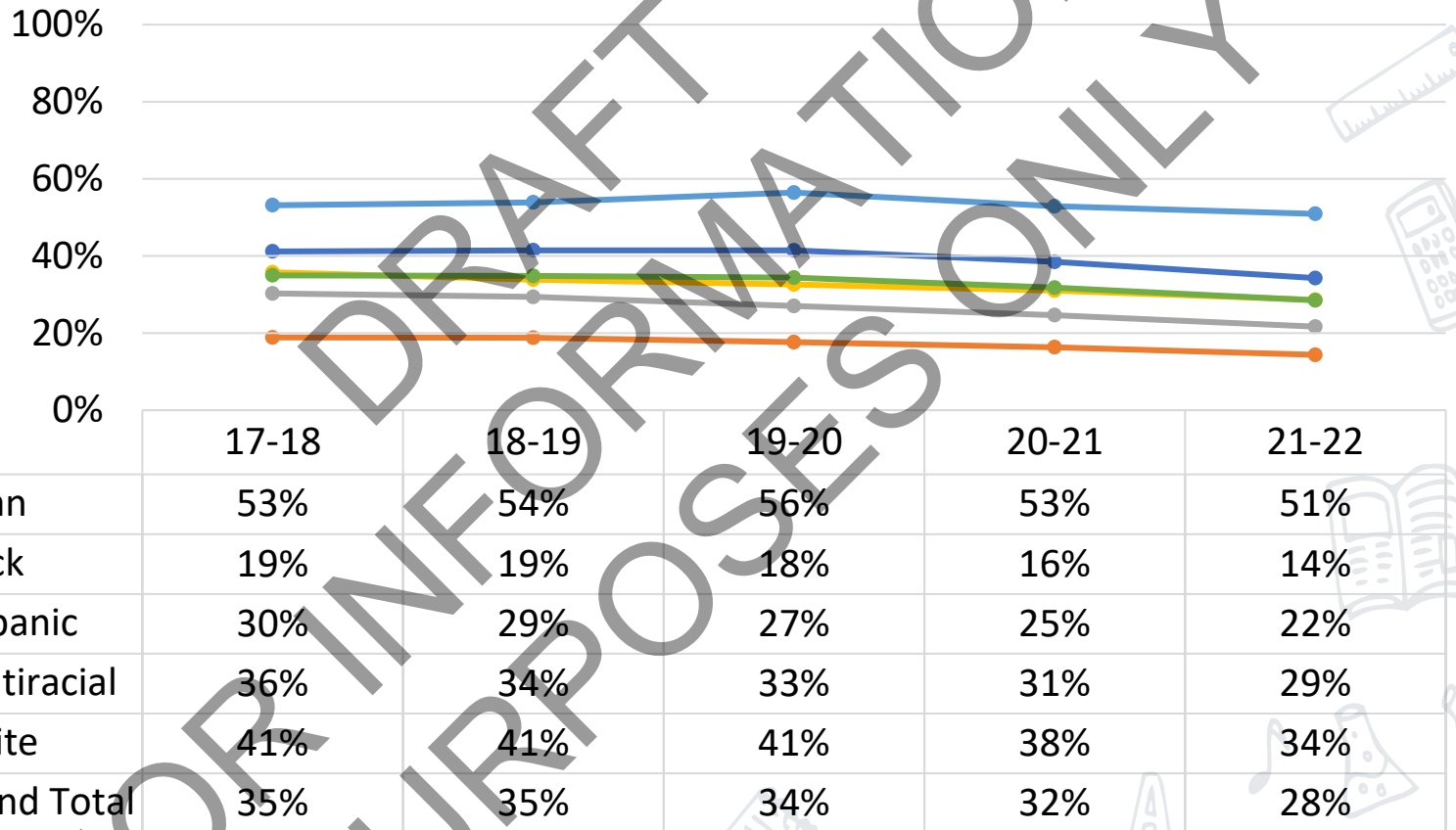
- Increase in percent of 11th and 12th grade students enrolled in dual enrollment courses from 9.8% in 17-18 to 10.5% in 21-22

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AP Exam Participation for Course Enrollees

Percent of AP Course Enrollees Who Took At Least One AP Exam - Five-Year Trend

Year	Percent
17-18	75%
18-19	75%
19-20	70%
20-21	56%
21-22	68%
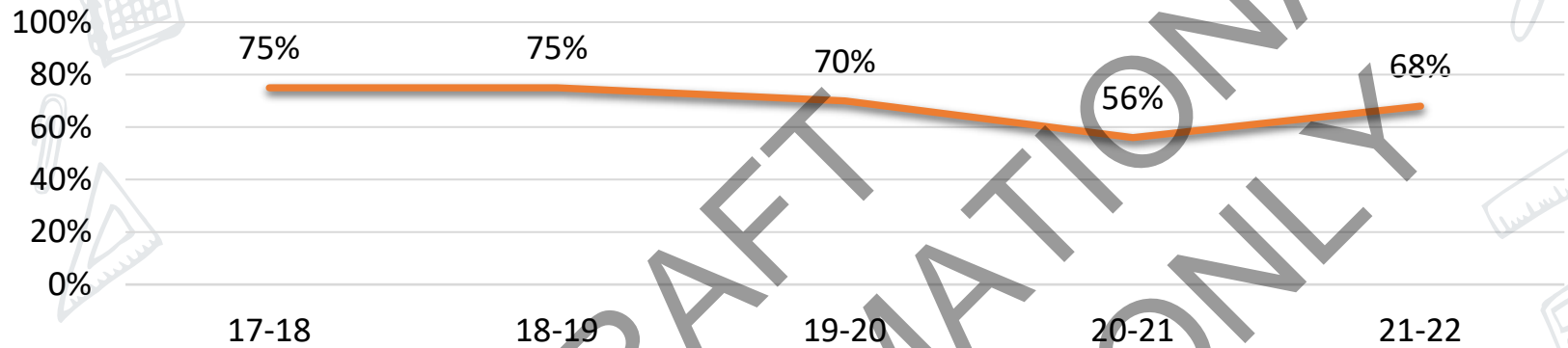
Percent of AP Course Enrollees Who Took At Least One AP Exam by Race/Ethnicity: 2021-2022

Race/Ethnicity	Percent
Asian	75%
Black	46%
Hispanic	61%
Multiracial	67%
White	72%
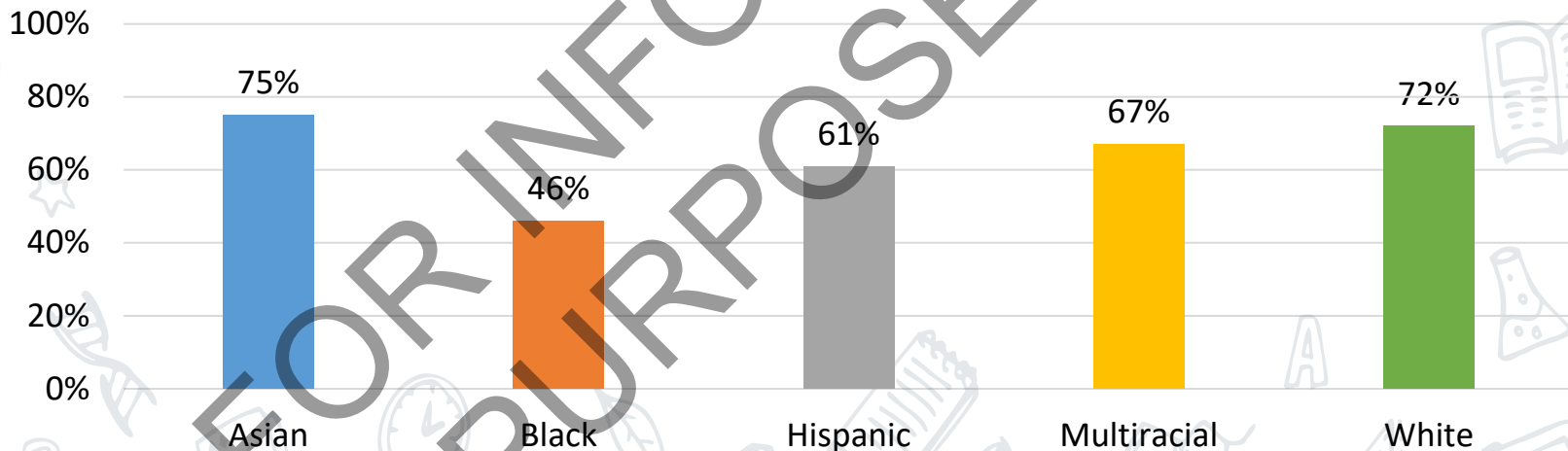
AP Exam Performance - Percent of Scores 3 or Higher by Student Group: Five-Year Trend

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	64%	60%	65%	63%	61%
Black	39%	40%	46%	30%	37%
Hispanic	53%	51%	59%	52%	54%
Multiracial	58%	56%	54%	54%	52%
White	61%	59%	61%	57%	60%
Total	59%	57%	59%	55%	57%
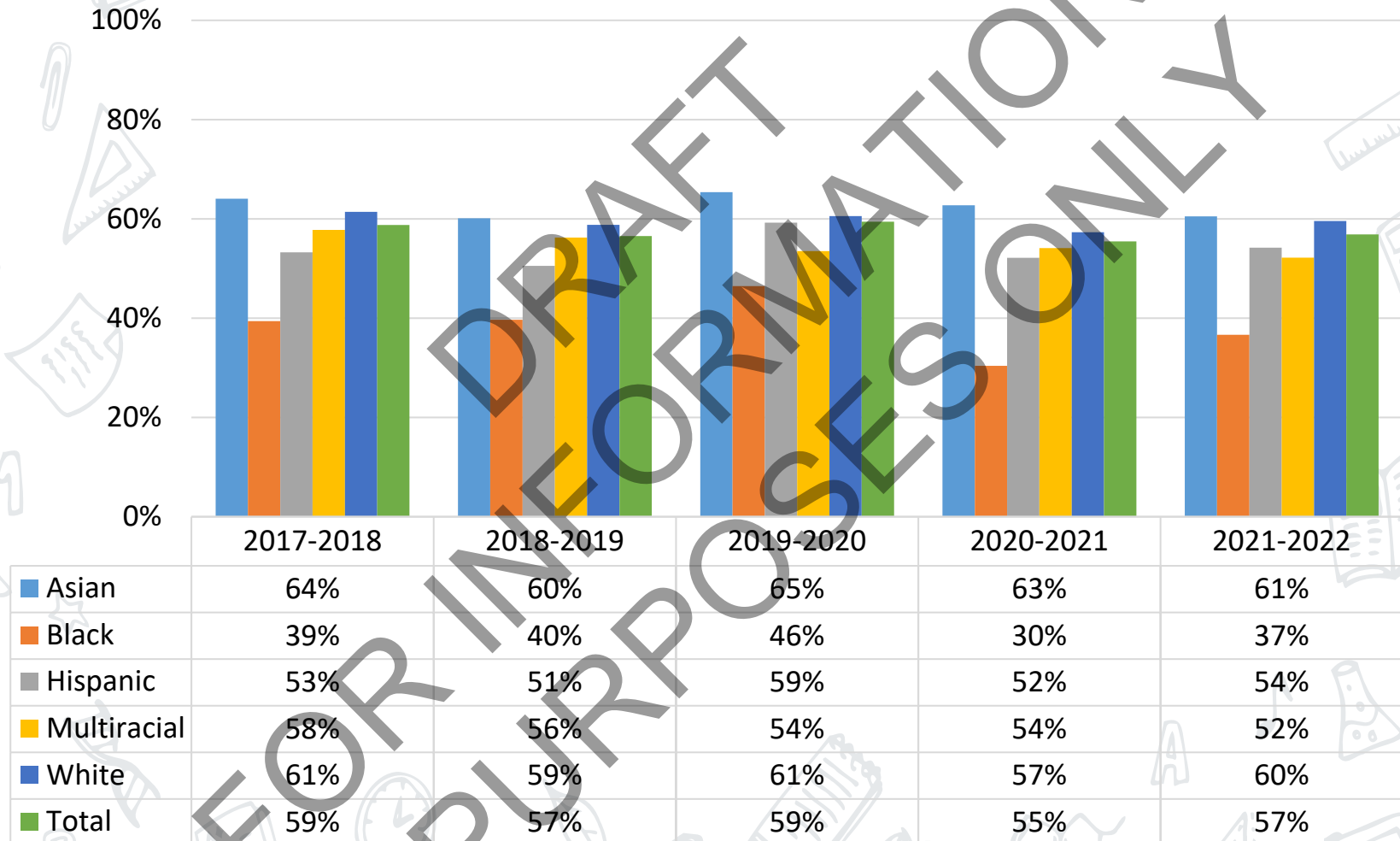
College Readiness Assessments

Assessment Trends and COVID Impact

✗ Prior to the pandemic, some colleges and universities discontinued the SAT or ACT

✗ During the pandemic, difficulties with testing resulted in a larger number of institutions not requiring the SAT or ACT for admission
- According to the National Center for Fair and Open Testing, as of November 2022, approximately:
  - 73% of the 2,330 accredited bachelor-degree granting institutions are SAT/ACT optional
  - 3% are "test-free institutions"

PSAT/NMSQT

✗ Administered to students at their school
- 11th Graders, October 2021
  - Students may opt-in to having their information shared with colleges and scholarship organizations

✗ Three tests
- Reading ⎤
- Writing ⎬ ERW
- Mathematics ⎦

PSAT/NMSQT Participation
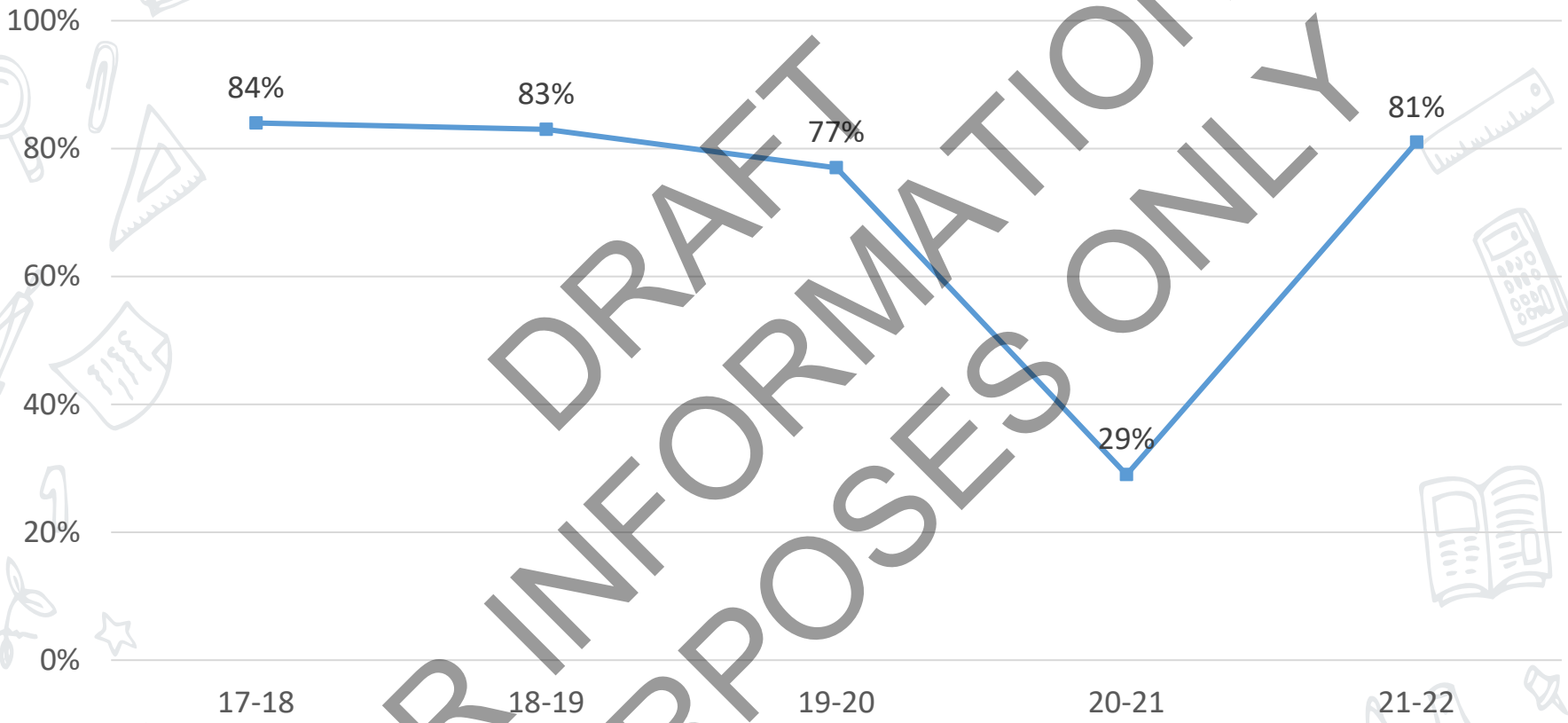
11th Grade PSAT/NMSQT – Percent Meeting Benchmark October 2021

	ERW	Math
■ VBCPS	63%	28%
■ Virginia	68%	39%
■ Total Group	66%	40%
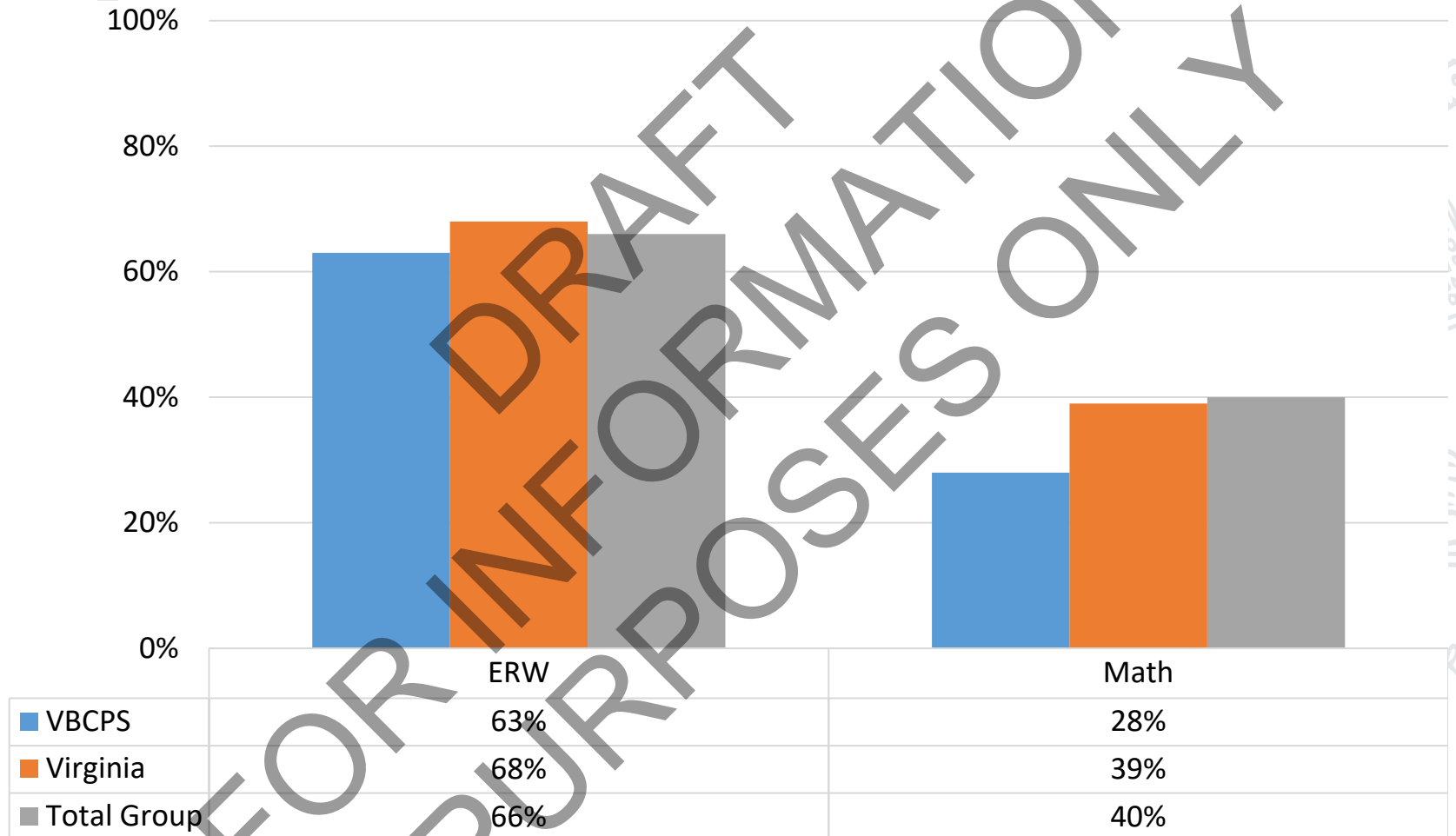
11th Grade PSAT/NMSQT – Percent Meeting Benchmark by Student Group October 2021

	Asian	Black	Hispanic	Multiracial	White	All Test Takers
ERW	75%	36%	58%	81%	73%	63%
Mathematics	48%	9%	22%	40%	35%	28%

SAT
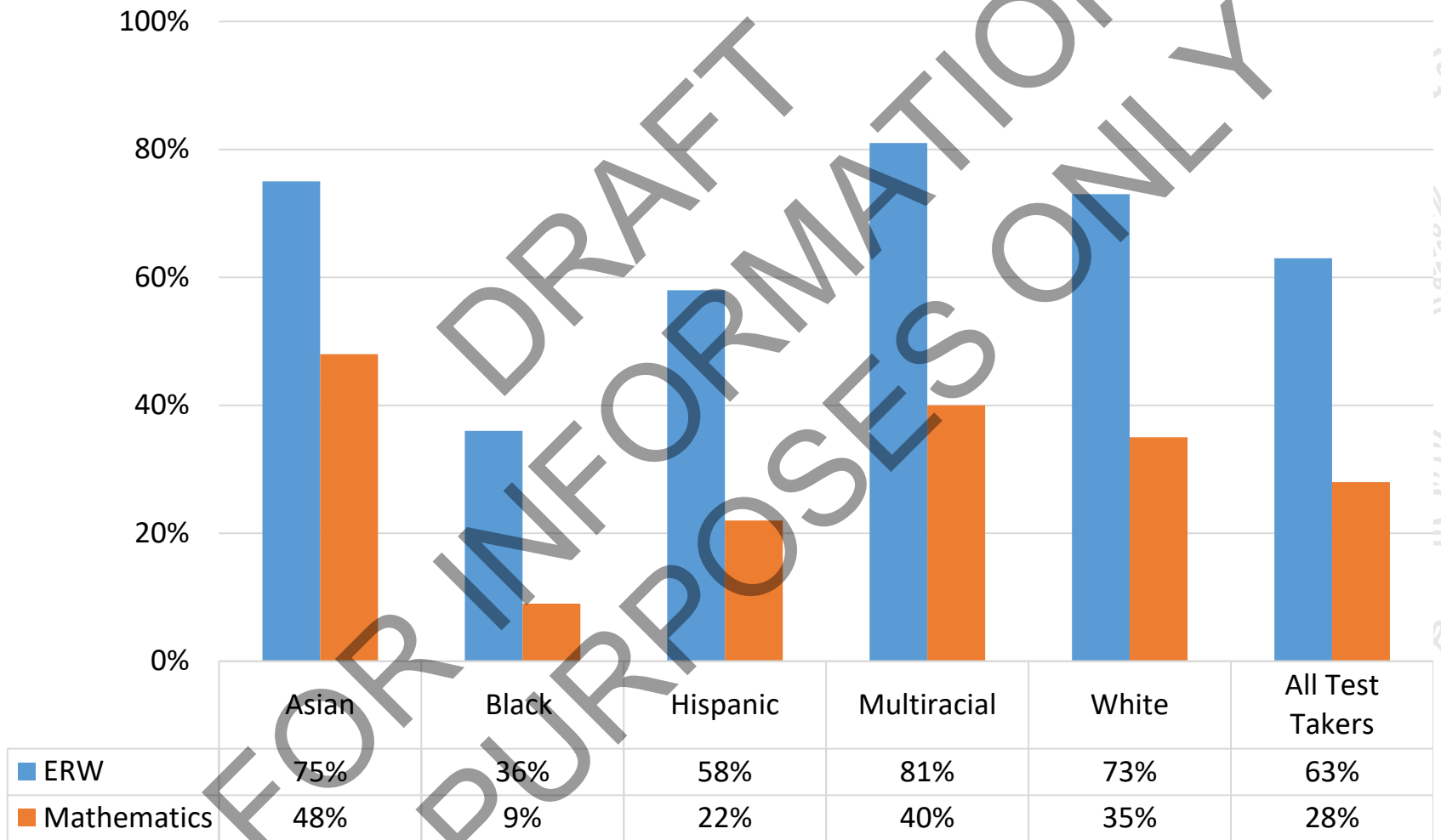
✗ Developed and administered by College Board

✗ Administered on Saturdays at various VBCPS high schools

✗ Students pay all fees and must provide transportation to testing location
  - Fee waivers are available through College Board

✗ Three tests*
  - Reading ⎤
  - Writing ⎦ ERW
  - Mathematics

*There is an optional essay students may complete.

SAT Participation

Percentage of VBCPS of Graduates* by Year Who Took the SAT – Five-Year Trend
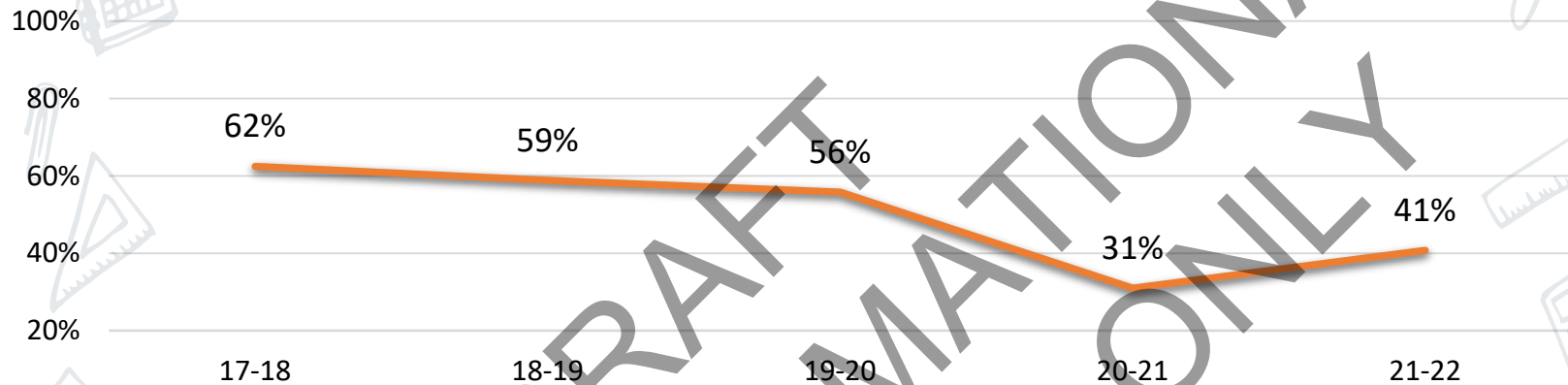
	17-18	18-19	19-20	20-21	21-22
	62%	59%	56%	31%	41%

*Graduates are students who are reported by VDOE to have earned a standard, advanced studies, applied studies, or IB diploma

SAT Test Taker Characteristics– Class of 2022

	VBCPS Total	VBCPS	Virginia Public	Total Group
Asian	188	9%	13%	10%
Black	314	16%	15%	12%
Hispanic	191	10%	11%	23%
Multiracial	174	9%	7%	4%
White	1,084	55%	51%	42%
No Response	26	1%	3%	8%

SAT – Comparisons by Student Group for the Class of 2022: Percent of Students Meeting ERW

	Asian	Black	Hispanic	Multiracial	White	All Test Takers
Virginia Beach	91%	60%	75%	86%	90%	83%
Virginia Public	90%	58%	72%	84%	88%	81%
All Test Takers	84%	44%	52%	77%	77%	65%

SAT – Comparisons by Student Group for the Class of 2022: Percent of Students Meeting Math Benchmark
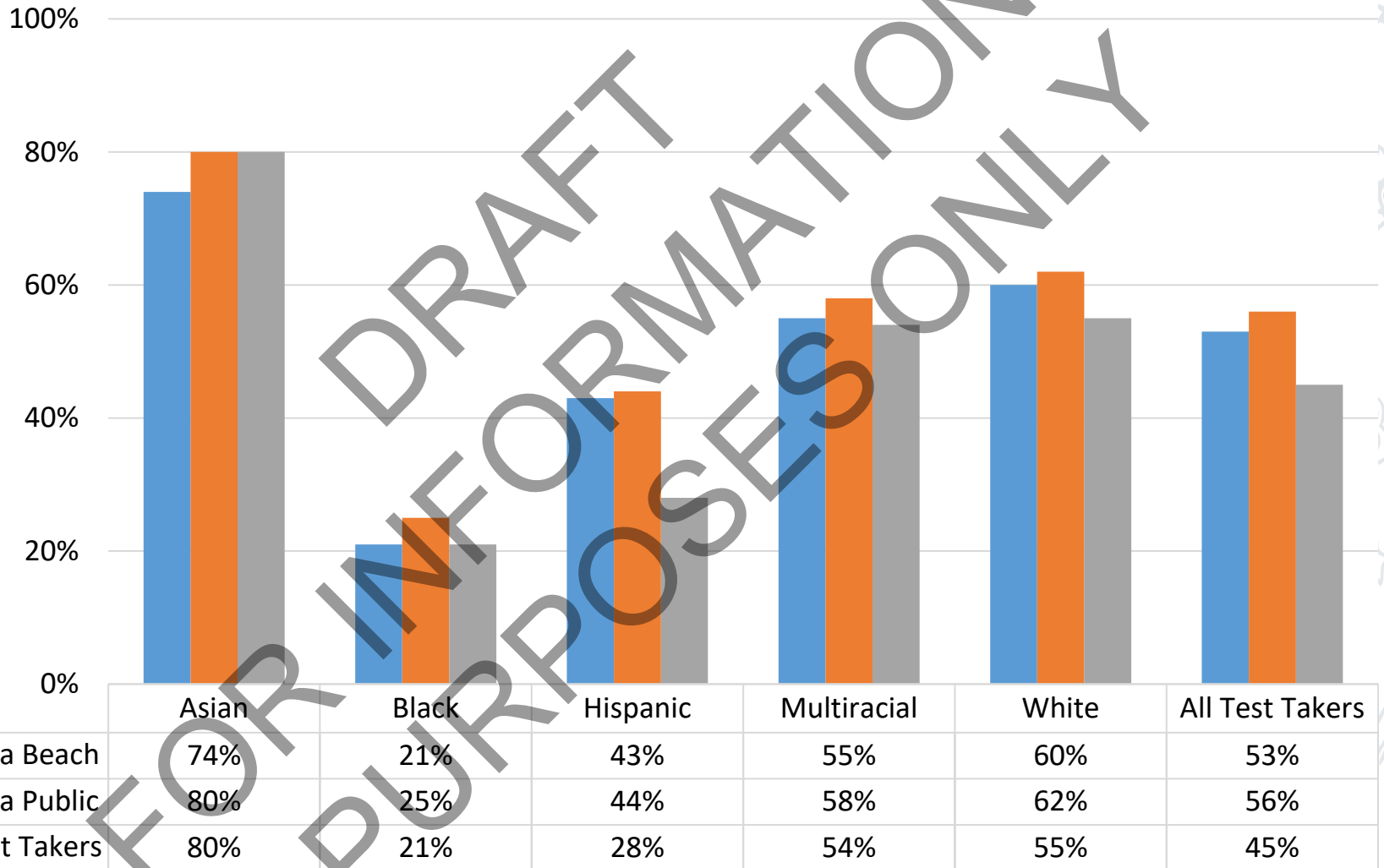
	Asian	Black	Hispanic	Multiracial	White	All Test Takers
Virginia Beach	74%	21%	43%	55%	60%	53%
Virginia Public	80%	25%	44%	58%	62%	56%
All Test Takers	80%	21%	28%	54%	55%	45%

ACT

✗ Administered on Saturdays at various VBCPS high schools

✗ Students pay all fees and must provide transportation to testing location
  - Fee waivers are available through ACT

✗ Four sections*
  - English
 - Mathematics
  - Reading
  - Science

*There is an optional writing section students may complete

ACT Participation

Percentage of VBCPS Graduates* by Year Who Took the ACT – Five-Year Trend

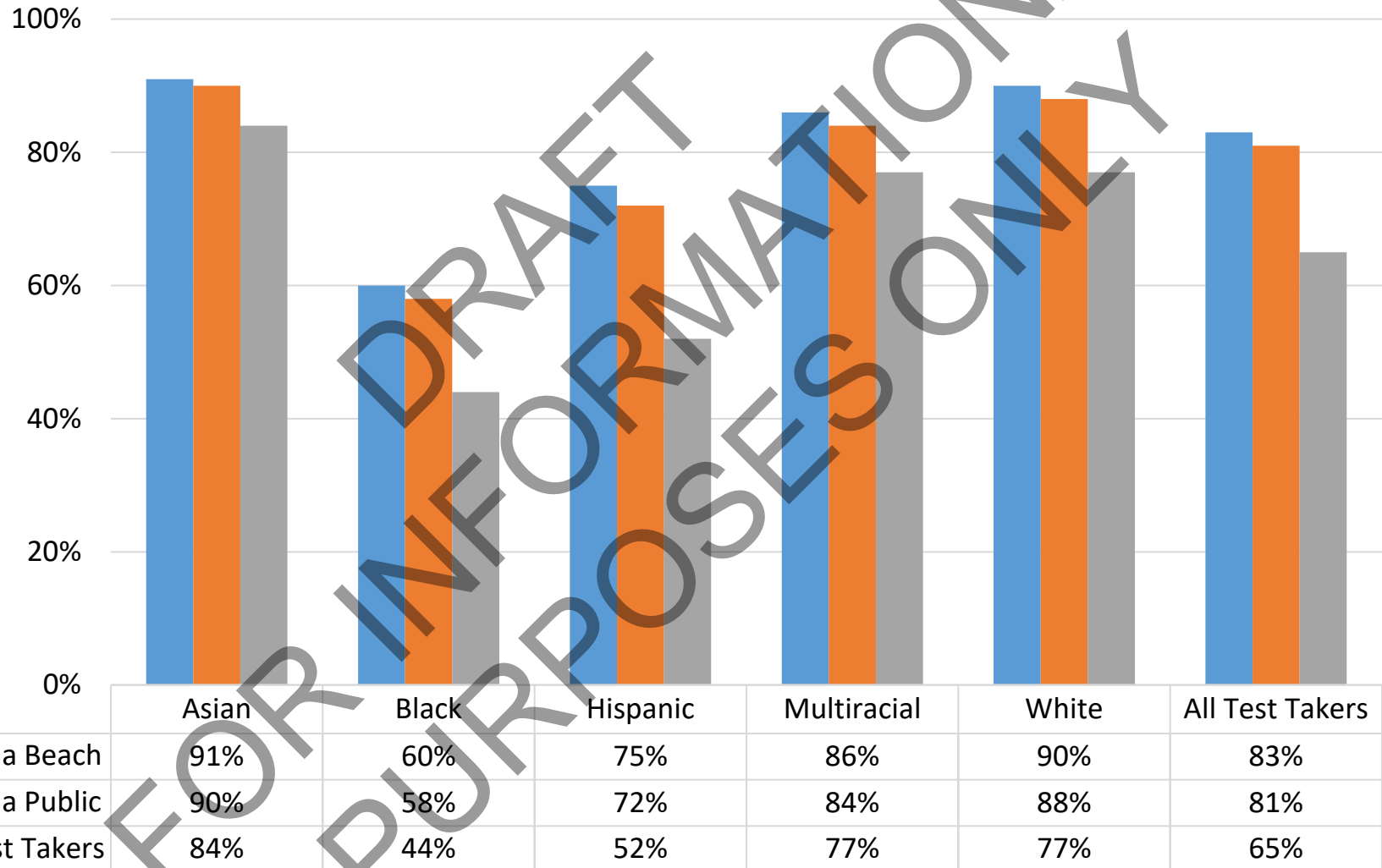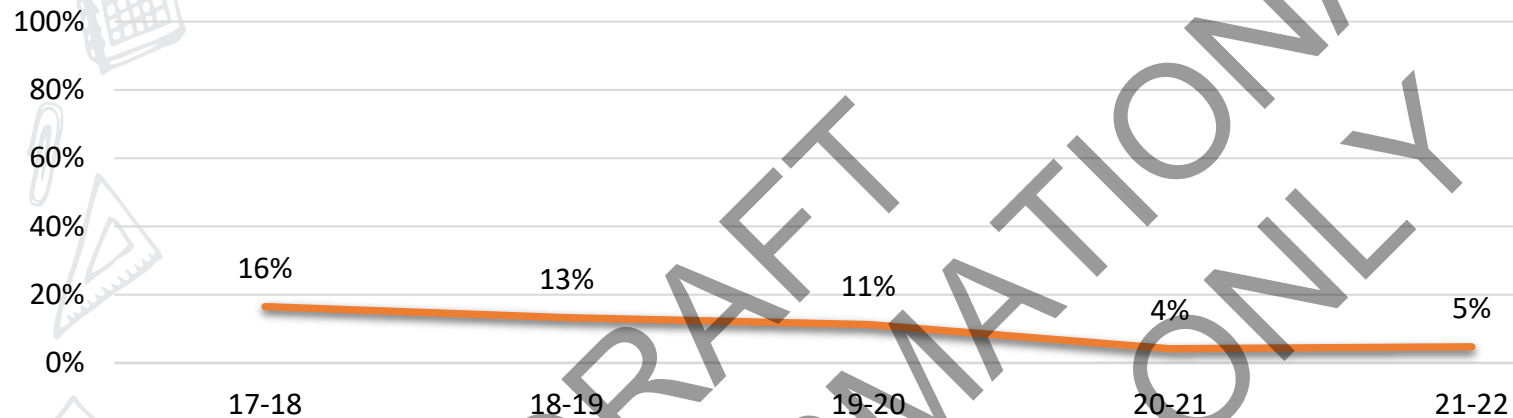|				
16%	13%	11%	4%	5%
17-18	18-19	19-20	20-21	21-22

*Graduates are students who are reported by VDOE to have earned a standard, advanced studies, applied studies, or IB diploma

ACT Test Taker Characteristics – Class of 2022

	VBCPS Total	VBCPS	Virginia Public	Total Group
Asian	22	10%	12%	4%
Black	43	19%	12%	11%
Hispanic	19	8%	8%	16%
Multiracial	19	8%	6%	5%
White	122	53%	56%	53%
No Response	4	2%	5%	11%

ACT – Percent of Students in Class of 2022 Meeting Benchmarks by Subject and Select Student Groups

	English	Reading	Mathematics	Science
VBCPS	80%	65%	56%	56%
Asian	95%	91%	86%	91%
Black	44%	33%	14%	16%
Hispanic	74%	68%	63%	68%
Multiracial	79%	74%	63%	68%
White	90%	70%	63%	59%
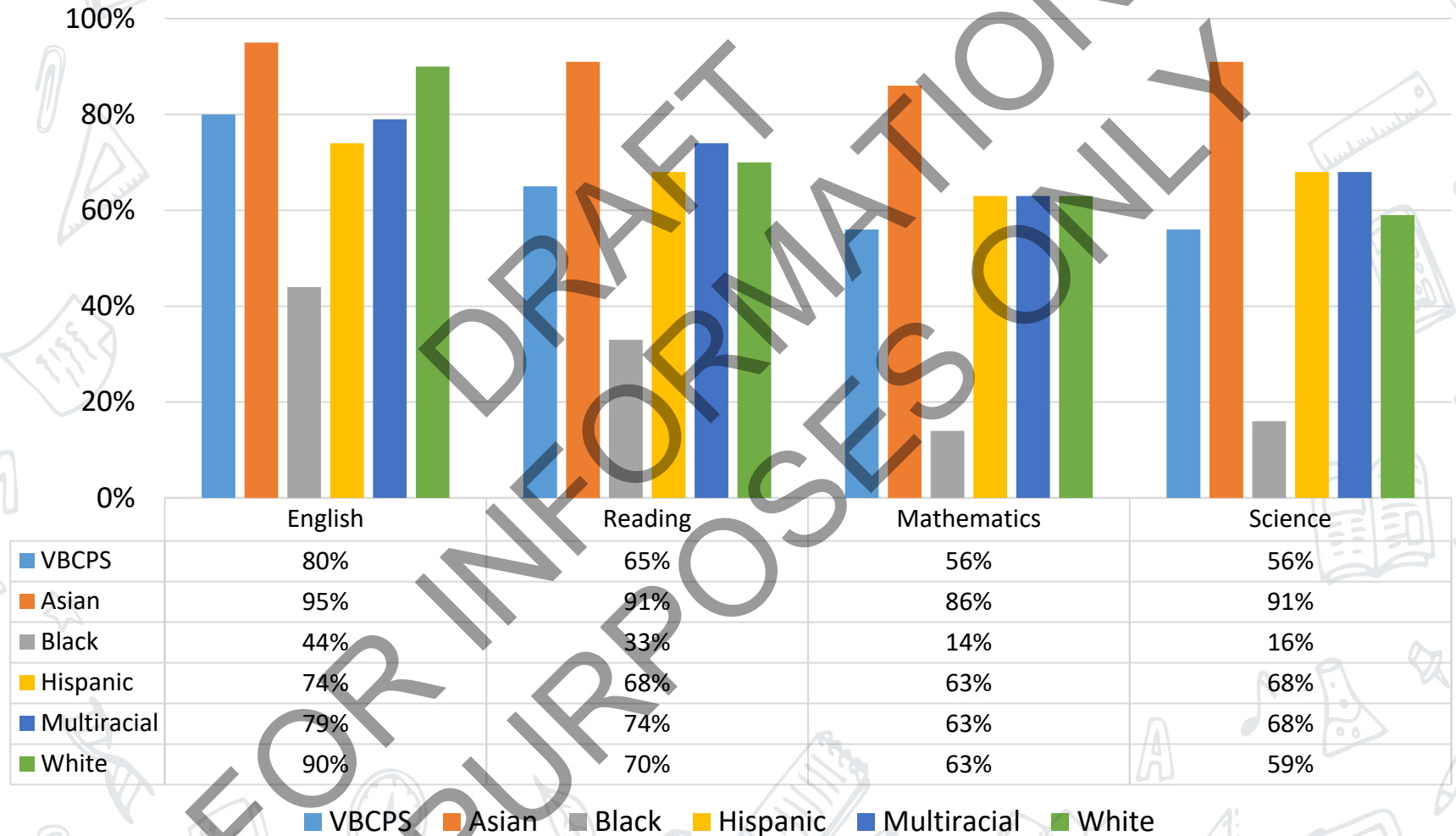
ACT – Comparisons by Student Group for the Class of 2022: Percent of Students Meeting the English Benchmark

	Asian	Black	Hispanic	Multiracial	White	All Test Takers
Virginia Beach	95%	44%	74%	79%	90%	80%
Virginia Public	95%	51%	76%	82%	87%	82%
All Test Takers	77%	27%	38%	55%	65%	53%
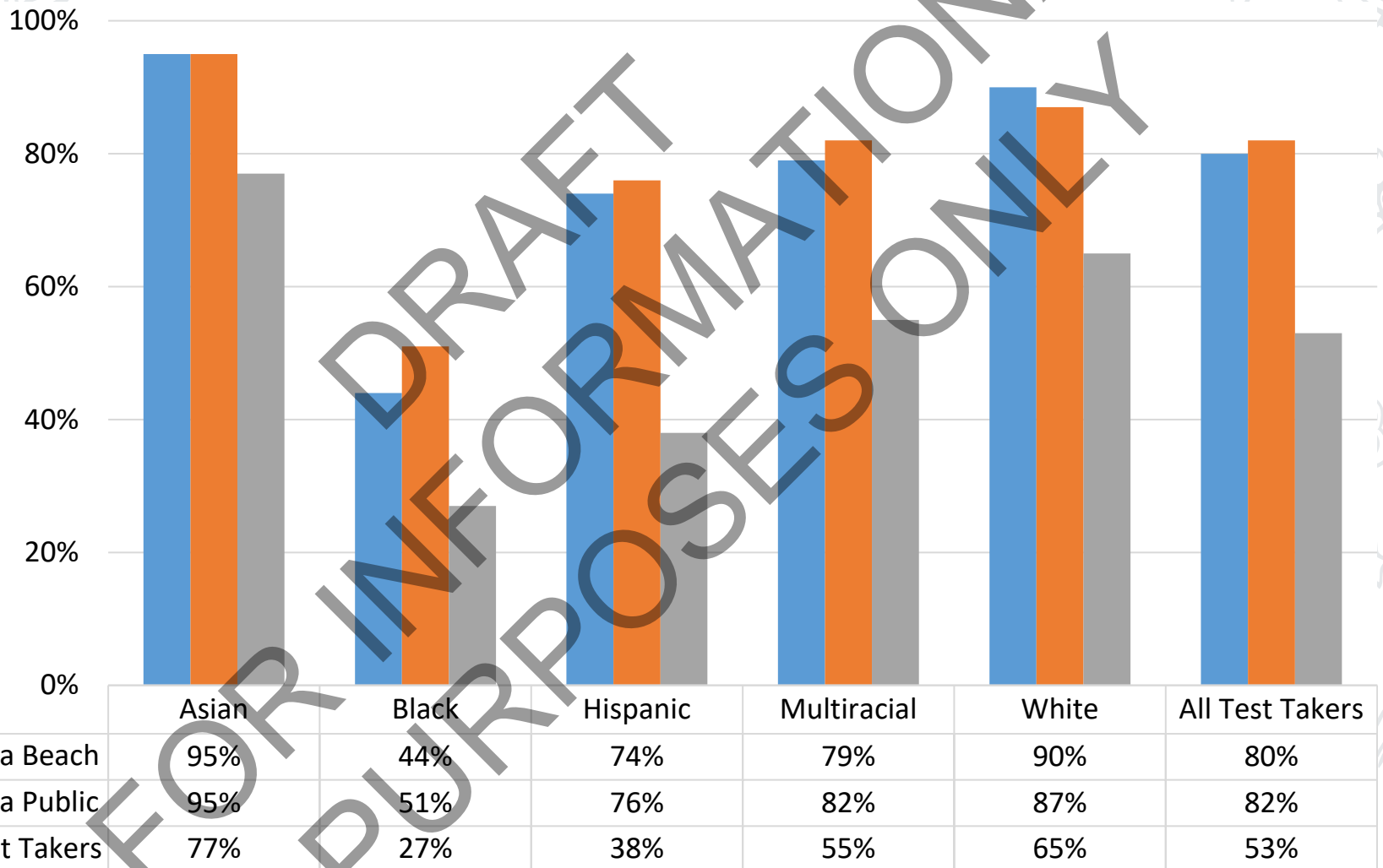
ACT – Comparisons by Student Group for the Class of 2022: Percent of Students Meeting the Reading Benchmark

	Asian	Black	Hispanic	Multiracial	White	All Test Takers
■ Virginia Beach	91%	33%	68%	74%	70%	65%
■ Virginia Public	84%	37%	63%	70%	75%	70%
■ All Test Takers	65%	18%	28%	44%	51%	41%
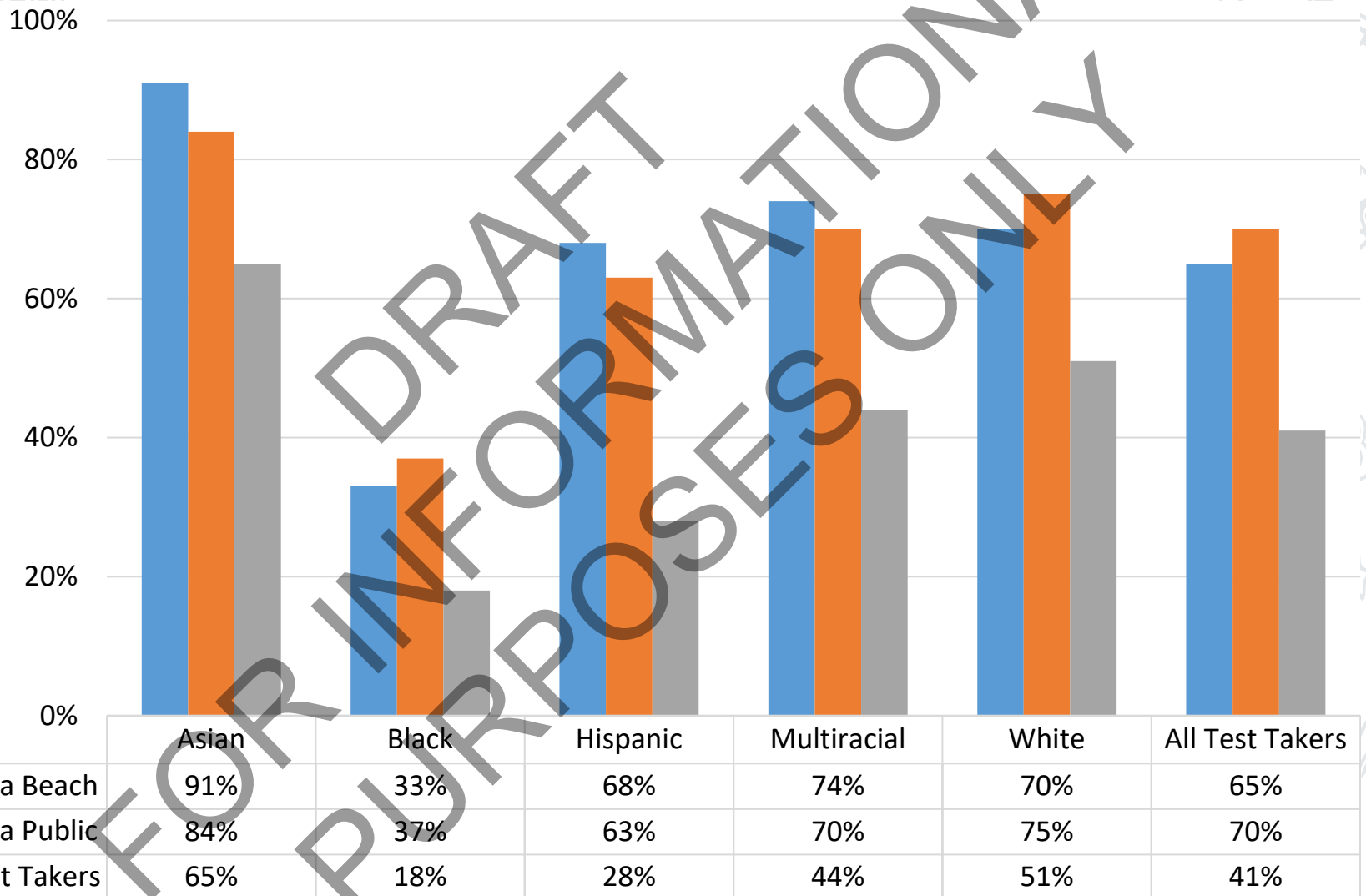
ACT – Comparisons by Student Group for the Class of 2022: Percent of Students Meeting the Mathematics Benchmark

	Asian	Black	Hispanic	Multiracial	White	All Test Takers
Virginia Beach	86%	14%	63%	63%	63%	56%
Virginia Public	86%	24%	54%	64%	64%	61%
All Test Takers	64%	9%	18%	31%	40%	31%
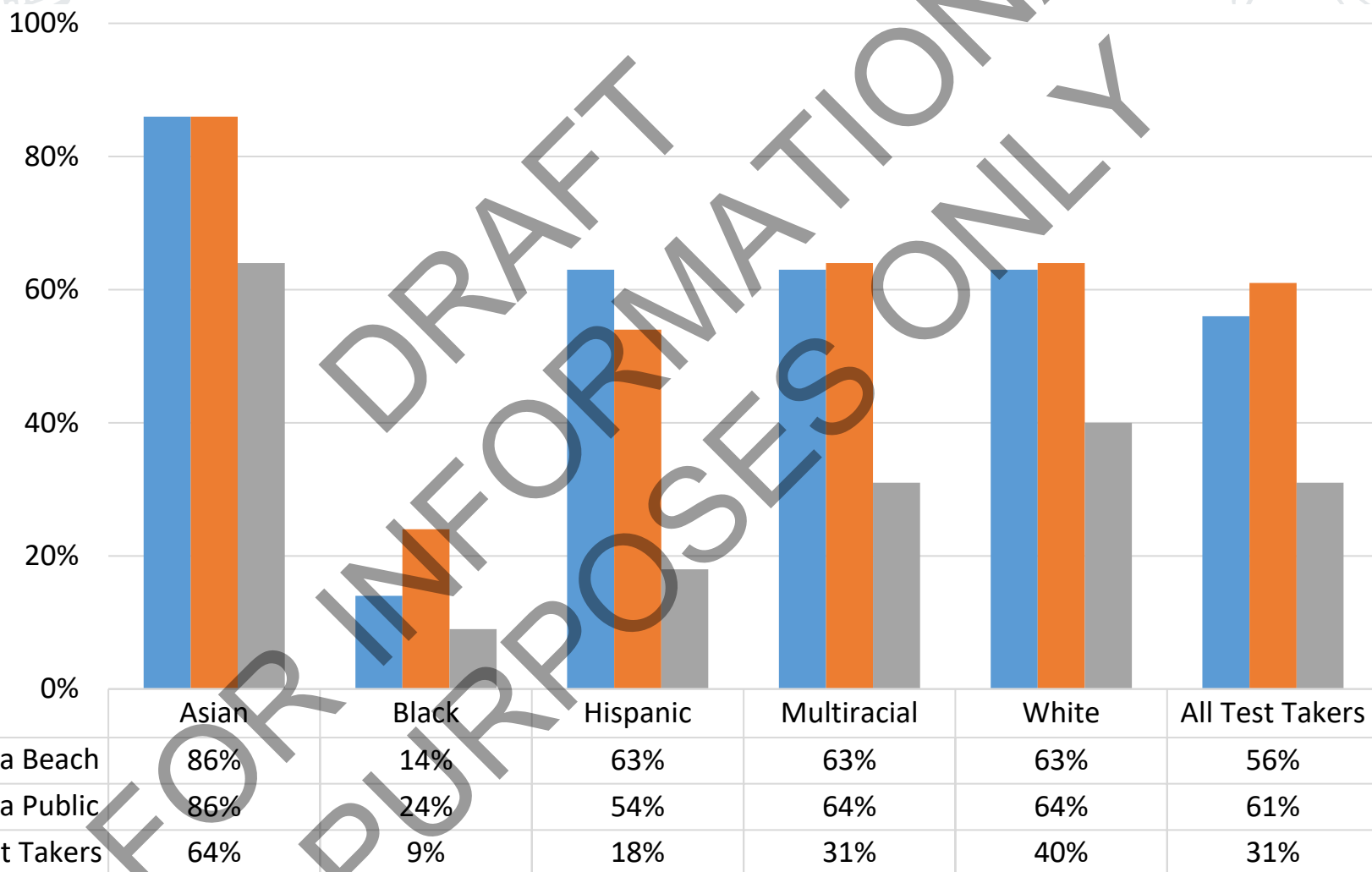
ACT – Comparisons by Student Group for the Class of 2022: Percent of Students Meeting the Science Benchmark

	Asian	Black	Hispanic	Multiracial	White	All Test Takers
■ Virginia Beach	91%	16%	68%	68%	59%	56%
■ Virginia Public	82%	26%	57%	64%	68%	63%
■ All Test Takers	60%	10%	19%	33%	42%	32%
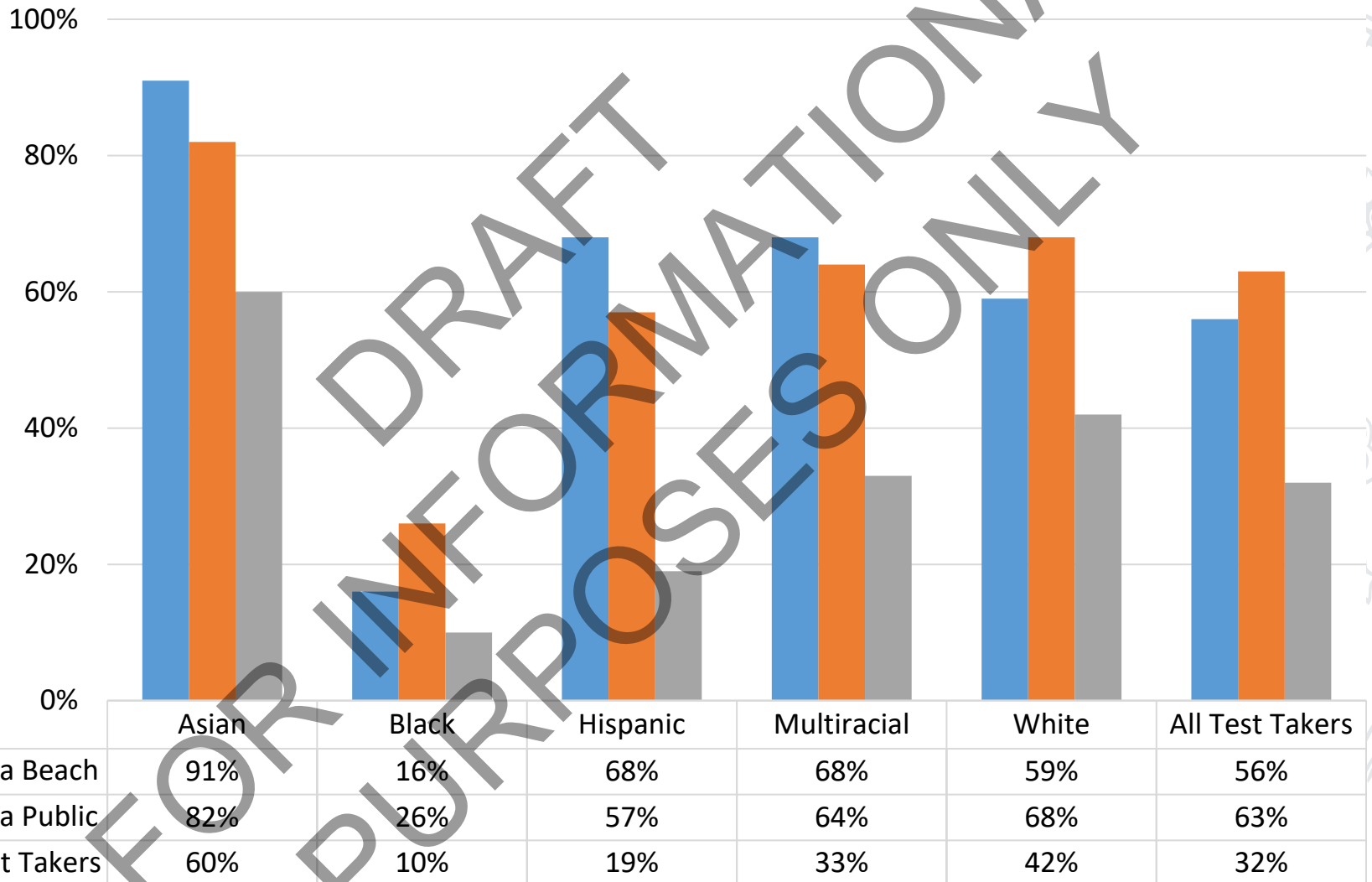
Summary – Courses for College Credit

✗ Advanced Placement (AP)
- 28 percent of high school students were enrolled in an AP course
  - Higher percentages of Asian and White students enrolled in AP courses
- Of the students who took an AP course, 68 percent took at least 1 AP exam
- 57 percent of AP exams attempted received a score of 3 or higher

Summary – College Readiness Assessments (2021-2022)

	PSAT/NMSQT – 11th	SAT	ACT
Participation Rate	81%	41%	5%
% met ERW	63%	83%	Eng. 80%, Reading 65%
% met Math	28%	53%	Math 56%; Sci. 56%
Patterns by student group	• Asian, Hispanic, Multiracial, and White student groups had a majority of students meeting the ERW benchmarks. • Asian student group had highest percent meeting Math benchmark (48%). • Black students had lowest percentage meeting both benchmarks.	• Black students had the lowest percentages meeting benchmarks in VBCPS. • When compared to their counterparts in VA Public Schools and all test takers they performed better than both groups on the ERW section. • All VBCPS groups had lower percentages meeting the math benchmark than VA public schools.	• Black students had the lowest percentage meeting benchmarks for all sections. • VBCPS had a lower percentage of Black students meeting each benchmark when compared to all schools in Virginia but was higher than all test takers.

Actions to Support Continuous Improvement

✗ Ensure students are aware of and know how to access supports
- Khan Academy
- FEV Tutor
- NMSI-Advanced Placement Tutoring
- SAT Summer Prep Course
- NoRedInk

✗ Implement the high-leverage equity strategies in the VBCPS equity plan focused on increasing access, preparation, and success in advanced coursework and programs
- Importance of coursework in middle school

✗ Engage in data-driven inquiry sessions with high school principals, staff, and students to identify challenges and opportunities for improvement

✗ Design and conduct research project to investigate and understand underlying factors for results (Office of Research and Evaluation)

College Coursework and Readiness Assessments

Planning, Innovation, and Accountability
Office of Student Assessment

Subject: **Resolution – National Mentoring Month**   **Item Number:** **17A**

Section: Consent   **Date:** **December 13, 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 National Mentoring Month.

Background Summary:

Every January, the mentoring movement unites in celebration of National Mentoring Month and uses the power of collective voices to recruit new mentors, advance the mentoring field's legislative priorities, and drive meaningful change for young people.

Everyday quality mentoring programs connect mentors to young people and cultivate relationships that provide crucial support and guidance as these young people grow and develop into the next generation of leaders.

National Mentoring Month gives the opportunity to highlight mentoring programs that produce these positive benefits, and to focus on strategies to grow their capacity to ensure every young person has a mentor.

Source:

https://www.mentoring.org/campaigns/national-mentoring-month/

Budget Impact:

N/A

Resolution
National Mentoring Month
January 2023

WHEREAS, January 2023 will mark the 21st anniversary of National Mentoring Month, an opportunity to focus attention on the need for mentors, as well as how each of us can work together to increase the number of mentors to help ensure positive outcomes for our young people.

WHEREAS, Virginia Beach City Public Schools honors volunteer mentors who support young people by showing up for them every day and demonstrating their commitment to helping them thrive; and

WHEREAS, mentoring programs make our communities and our school division stronger by driving impactful relationships that increase social capital for young people and provide invaluable support networks for adults; and

WHEREAS, mentoring plays a pivotal role in career exploration and supports workplace skills by helping young people set career goals, equipping mentors with the skills needed to support the professional growth of young people, and drives positive outcomes for young people and businesses; and

WHEREAS, the annual African-American Male Summit on January 21, 2023, hosted by Tallwood High School is an example of mentorship that promotes healthy relationships and communication, positive self-esteem, emotional well-being, and growth of our young men and their relationships with adults both in our division and throughout the community; and

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of January 2023 as National Mentoring Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourage citizens to celebrate, elevate and encourage mentoring across Virgnia 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 13th day of December, 2022.

Carolyn T. Rye, School Board Chair

SEAL

Aaron C. Spence, Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board

Subject: Achieve3000: Comprehensive Evaluation   **Item Number:** 17B

Section: Consent   **Date:** December 13, 2022

Senior Staff: Lisa A. Banicky, Ph.D., Executive Director

Prepared by: Allison M. Bock, Ph.D., Program Evaluation Specialist
Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Presenter(s): Allison M. Bock, Ph.D., Program Evaluation Specialist
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board approve the administration's recommendations that were proposed in response to the Achieve3000: Comprehensive Evaluation.

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:

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	1. Recommendation #1: Continue Achieve3000 with modifications noted in recommendations 2 through 5. (*Responsible Group: Department of Teaching and Learning*) 2. Recommendation #2: Reexamine the purpose of Achieve3000 at the high school level given the limited usage. (*Responsible Group: Department of Teaching and Learning*) 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. (*Responsible Group: Department of Teaching and Learning*) 4. 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*) 5. 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*)	• 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.

Recommendation of General Contractor:

Subject: Ocean Lakes High School Press Box Replacement   **Item Number: 17C**

Section: Consent   **Date: December 13, 2022**

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

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

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

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a contract with Master Contractors of VA, Inc. for the Ocean Lakes High School Press Box Replacement in the amount of $456,000.

Background Summary:

Project Architect:	Woolpert
Contractor:	Master Contractors of VA, Inc.
Contract Amount:	$456,000
Construction Budget:	$350,000*
Number of Responsive Bidders:	2
Average Bid Amount:	$476,463
High Bid:	$496,925

*There are sufficient appropriations in CIP 1-020 to cover the increase in construction costs.

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-020 Renovations & Replacements – Various – Phase III

Subject: **Policy Review Committee Recommendations**   **Item Number:** **17D 1**

Section: **Consent**   **Date:** **December 13, 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.

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.

Adopted by the School Board: December 13, 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lannetti

Subject: Personnel Report   **Item Number:** 18A

Section: Action   **Date:** December 13, 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 December 13, 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

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Arrowhead	11/17/2022	Lauren E Cashwell	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	11/17/2022	Philip C Fox	Physical Education Assistant	Virginia Wesleyan University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	11/28/2022	Darius R Samuel	Physical Education Assistant	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	College Park	11/17/2022	Carolyn V Ritchie	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	12/1/2022	Lynette J Parker	Clinic Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	John B. Dey	11/17/2022	Shena A Allen	Clinic Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	11/17/2022	Procerfina G Bueno	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	11/17/2022	West J LaPier	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	North Landing	11/17/2022	Jeffrey A Bradford	Security Assistant	Not Applicable	Naval Support Activity Northwest Annex, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	11/23/2022	Deana M Mcguire	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	11/28/2022	Lillian R Burns	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	11/17/2022	Katherine D Crawford	Kindergarten Assistant	Virginia Wesleyan University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	11/28/2022	Brenda L Abourjilie-Willis	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	11/17/2022	Elsie P Ocampo	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	11/28/2022	Kevin M Smith	Custodian III Head Day	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	11/17/2022	Rita Banks	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	11/17/2022	Faye M Gorham	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	11/4/2022	David L Lindsey	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	11/30/2022	Kimberly M Albright	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	11/28/2022	Samantha K Morelli	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	11/3/2022	Tina M Rieger	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	11/28/2022	Jake L Datu	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	12/29/2022	Eric N Blackmore	Student Activities Coordinator	Old Dominion University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	11/23/2022	Elizabeth Griffin	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	12/1/2022	Jaylin P Gardenhire	ISS Coordinator	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	12/8/2022	Amal D Benzari	Cafeteria Assistant, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	12/5/2022	Levi A Charity	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	12/2/2022	Amanda S Covert	Administrative Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	11/17/2022	Clay F Smith	Technology Support Technician	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	12/1/2022	Vera J Sanford	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	12/5/2022	Corban R O'Connell	Network Technician I	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/28/2022	Nicholas A Vedia	Sous Chef	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Gifted Education & Academy Programs	11/17/2022	Balezka Cruz	Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Purchasing Services	12/5/2022	Alicia M Demmer	Procurement Specialist II	Southern New Hampshire Univ, NH	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Leadership	11/28/2022	Thomas Banks	Student Residency Verifier	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	11/28/2022	Kristen Banua	Behavior Intervention Specialist	University of Memphis, TN	Escambia County Sch Dist, FL
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/17/2022	Noah Cannon	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/17/2022	Roberta McGarry	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/17/2022	Zachary A Tomlin	Bus Assistant Plan Bee, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/23/2022	Susan M Harris	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/28/2022	Terrylynn T Bacon	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/28/2022	Nasiya S Brown	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/28/2022	Leon M Coles	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/28/2022	Michelle F Goldthwaite	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/28/2022	Theodore M Hammer	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/28/2022	Sherle Jackson	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/28/2022	Denise Lagana	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/28/2022	Bobby G Mitchem Jr	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/28/2022	Christe A Morris	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/28/2022	Melissa L Nunes	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/28/2022	Cylester M Shaw	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/28/2022	Patricia A Villareal	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/28/2022	Susan Woodward	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/30/2022	Mercedes L Colbert	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/30/2022	Holly M Laca	Bus Driver	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/30/2022	Briannah D Perazzo	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/30/2022	Susan J Viera	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Arrowhead	11/18/2022	QueShawn A Rozier	Physical Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	12/22/2022	Reagan N Templeton	Special Education Assistant (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	College Park	11/10/2022	Casjohn Owens	Physical Education Assistant, .500 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Corporate Landing	1/6/2023	Denise Newby	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempsville	12/1/2022	Cheyenne Nobles	School Nurse (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Newtown	11/30/2022	Tamara A Lane	General Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Red Mill	11/21/2022	Chester Rhodes	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Rosemont Forest	11/18/2022	Randi L Pautler	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Trantwood	12/2/2022	Vasiliki B Titsis	Pre-Kindergarten Teacher Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside	8/31/2022	Jordyn Mack	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Brandon	11/17/2022	Melissa A Marshall	Special Education Assistant (death)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Great Neck	12/2/2022	Ann Lee	Distance Learning Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Lynnhaven	11/15/2022	Candice W Quiambao	Cafeteria Assistant, 4.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	10/28/2022	Nathaniel Burt	Cafeteria Assistant, 5.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Ocean Lakes	11/23/2022	Kelly A Thomas	School Nurse (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Ocean Lakes	1/6/2023	Darnell J Lyons	ISS Coordinator (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	11/30/2022	Alexander Milton	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	10/31/2022	Roberta Bagnaro	Cafeteria Assistant, 5.5 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Tallwood	11/17/2022	Joshua D Brown	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Tallwood	11/21/2022	Letoria T Boykin	Drivers Education Instructor (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of School Leadership	12/30/2022	Kimberly L Hutchison	Administrative Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	11/7/2022	Derek A Vartanyan	HVAC Craftsman II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Purchasing Services	12/6/2022	Kelly D Kinnear	Procurement Specialist I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/10/2022	Maria Grant	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/21/2022	Keri C Dusch	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/29/2022	Crystal D Pate	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/30/2022	Paul T Galbraith	Bus Driver - Special Ed, 7.5 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/30/2022	Tonia T Thompson	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	12/2/2022	ToJuana Trotty	Bus Assistant Plan Bee, 7.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Kempsville Meadows	12/22/2022	Lesha E Jackson	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Kingston	1/31/2023	Sandra D Lundy	Library/Media Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Newtown	12/22/2022	Paulette E Brown	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Salem	1/31/2023	Bryan H Robinson	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Bayside	12/31/2022	Evelyn Agustin	Distance Learning Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Larkspur	12/22/2022	Katherine M Kapsha	Cafeteria Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Larkspur	12/31/2022	Restituto T Dayrit	Custodian I	Not Applicable	Not Applicable

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Retirements - High School	Bayside	3/2/2023	Envangle L Joyner	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Tallwood	1/31/2023	Hiroko L Burch	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Maintenance Services	12/31/2022	Michael W Hale	General Maintenance Craftsman III	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Elementary School	Bayside	12/20/2022	Cindy E Vecchioni	School Office Associate II (employee changed resignation date from 11/30/2022 to 12/20/2022)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	11/17/2022	Cynthia L Lehman	Special Education Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Glenwood	11/28/2022	Elise M Portella	Fourth Grade Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Linkhorn Park	11/17/2022	Claire A Kinsey	Fourth Grade Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside Sixth Grade Campus	11/17/2022	Taumeka Mosley	Special Education Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	11/17/2022	Ahsan M Ford	School Counselor	Lynchburg College, VA	Lynchburg City Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Cox	11/28/2022	Linda I Francis	Social Studies Teacher, .400	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Cox	12/1/2022	Helen K Martin	Social Studies Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Green Run Collegiate	11/23/2022	Timothy C Ware	Science Teacher	Virginia Tech, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	11/23/2022	William F Brody	Naval Science Instructor	University of North Florida, FL	USN
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	12/1/2022	Jonathan D Tomlin	Speech/Language Pathologist	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bayside	11/17/2022	Hunter F Samaniego	First Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Christopher Farms	12/22/2022	Kelly E McNeely	Fourth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Diamond Springs	11/30/2022	Tammy C English	Kindergarten Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Glenwood	12/22/2022	Erica L Cleghorn	Kindergarten Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville	12/22/2022	Jennifer O Lepley	Third Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Shelton Park	12/22/2022	Kelly L McCorkindale	Pre-Kindergarten Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside Sixth Grade Campus	11/17/2022	Taumeka Mosley	Special Education Teacher (declined position)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Corporate Landing	12/14/2022	Sarah H Widenhofer	Art Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Great Neck	2/15/2023	Kailey J DiFerdinando	School Improvement Specialist (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kellam	12/31/2022	Grant M Pavlik	Technology Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Landstown	12/1/2022	Stephen Walker	Social Studies Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	11/10/2022	Emily P Wilson	School Counselor (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	11/18/2022	Alla I Henkel	Russian Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	12/9/2022	Jennifer M Ramos	Speech/Language Pathologist (career enhancement opportunity)	Not Applicable	Not Applicable
Administrative	Appointments - Elementary School	Linkhorn Park	TBD	Joshua J Wilks	Assistant Principal	Old Dominion University, VA	VBCPS
Administrative	Appointments - Miscellaneous	Office of Security and Emergency Management	1/12/2023	Gustavo A Vilchez	Emergency Manager	Florida Atlantic University, FL	St. Lucie County Division of Emergency Management
Administrative	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/14/2022	Barbour C Sprouse II	Transportation Area Supervisor	Not Applicable	VBCPS

Subject: School Board Legislative Agenda for 2023 General Assembly Session   **Item Number: 18B**

Section: Action   **Date: December 13, 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 approve the School Board Legislative Agenda for the 2023 General Assembly Session. The draft agenda was presented for Information on November 22, 2022 and provided 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 a 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.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Employee Compensation – Recruitment and Retention Incentive **Item Number:** **18C**

Section: **Action** **Date:** **December 13, 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:

Recruitment/Retention Incentive Using ESSER funds

- $1,000 for all FTE employees (approx. $11,609,650)

Subject: **Policy Review Committee Recommendations**   **Item Number: 18D 1-20**

Section: **Action**   **Date:** **December 13, 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) Bylaw 1-25/Public Complaints and Procedures – the PRC recommends grammatical amendments.

2) Bylaw 1-26/School Visitations – the PRC recommends grammatical amendments.

3) Bylaw 1-27/Service of Process – the PRC recommends amendments to reflect the change in the School Board Attorney name.

4) Bylaw 1-28/ Committees, Organizations and Boards – School Board Member Assignments- the PRC recommends grammatical amendments and amendments to address department changes.

5) Bylaw 1-29/ School Boar/Staff Communications/ Staff Reports to School Board- the PRC does not recommend any amendments.

6) Bylaw 1-30/Adoption, Amendment, Repeal or Suspension/Bylaws- the PRC does not recommend any amendments.

7) Bylaw 1-31/Policy Formation – the PRC recommends scrivener's amendments.

8) Bylaw 1-32/ Adoption, Amendment, Repeal or Suspension/Policies – the PRC recommends amendments to reorganize the Bylaw paragraphs.

9) Bylaw 1-33/Formulation and Approval/Revision/Regulations – the PRC recommends a grammatical amendment.

10) Bylaw 1-35/Annual Budget and Financial Decision Making/Notice Timeline for Annual Budget – the PRC recommends a grammatical amendment.

11) Bylaw 1-36/Open Meetings/Closed Meetings – the PRC recommends grammatical amendments.

12) 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.

13) Bylaw 1-39/Agenda Preparation and Notice- the PRC does not recommend any amendments.

14) Bylaw 1-40/Parliamentary Authority, Special Rules of Order, and Standing Rules- the PRC recommends grammatical amendments.

15) Bylaw 1-41/Quorum/Call to Order/Action – the PRC recommends grammatical amendments.

16) Bylaw 1-46/ Special Meetings- the PRC recommends formatting and grammatical amendments.

17) Bylaw 1-47/ Public Comments at School Board Meetings- the PRC recommends does not recommend any amendments.

18) Bylaw 1-48/Decorum and order-School Board Meetings – the PRC recommends amending the School Board Group email address.

19) Appendix A – the PRC recommends scrivener's amendments.

20) 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

SCHOOL BOARD BYLAWS

<u>**Public Complaints and Procedures**</u>

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. <u>Chain of Communication</u>

   ▪ 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. <u>Complaints unresolved through Chain of Communication</u>

   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

APPROVED AS TO
LEGAL SUFFICIENCY

Kanala H. Lanretti

SCHOOL BOARD BYLAWS

<u>School Visitations</u>

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.

<u>Related Links</u>

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 AttorneyLegal Counsel with copies of the documents served.

B. Prompt notice of service to School Board AttorneyLegal Counsel

It is essential that the Clerk and the School Board AttorneyLegal 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

APPROVED AS TO
LEGAL SUFFICIENCY

SCHOOL BOARD BYLAWS

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

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 AttorneyLegal 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 Chairman shall seek approval from the School Board for all Member appointments to such Committees. The Chairman 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 Chairman 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 appointappoint, 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 20250 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;

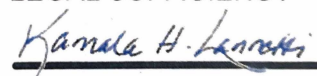d. SECEP - Southeastern Cooperative Educational Program;

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

APPROVED AS TO
LEGAL SUFFICIENCY
Kamala H. Lannetti

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

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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
ReviewedAmended by School Board: 2022

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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 D~~d~~ivision 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

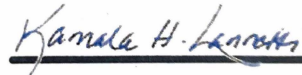School Board **Policy 2-19**

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

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Kamala H. Lannetti

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 the School Board Attorney~~Legal Counsel~~ finds it is legally sufficient, the 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

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LEGAL SUFFICIENCY

Kamala H. Lannetti

SCHOOL BOARD BYLAWS

Formulation and Approval/Revision/~~Recision~~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

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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. <u>Personal matter prevents physical attendance</u>

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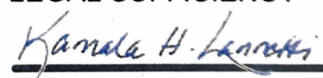
Code of Virginia § 2.2-3712, as amended. Closed meeting procedures; certification of proceedings.

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

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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, 20211
Amended by School Board: December 2, 2008
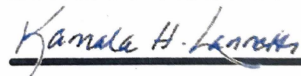Amended by School Board: August 2, 2016
Amended by School Board: October 10, 2017
Amended by School Board: January 12, 2021
Amended by School Board: September 28, 2021
Amended by School Board: 2022

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Kamala H. Lannetti

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

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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

APPROVED AS TO
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Kamala H. Lannetti

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 Chairman'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 Chairman or, in the absence of the Chairman, the Vice-Chairman shall assume the chair and declare the meeting in order.

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

APPROVED AS TO
LEGAL SUFFICIENCY

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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

APPROVED AS TO
LEGAL SUFFICIENCY

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

APPROVED AS TO
LEGAL SUFFICIENCY

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 itenms 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.

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
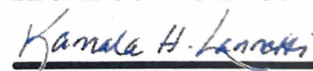Amended by School Board: August 18, 2015
Amended by School Board: August 2, 2016
Amended by School Board: March 27, 2018
Amended by School Board: October 26, 2021
AmendedReviewed by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY
Kamala H. Lannetti

SCHOOL BOARD BYLAWS

SCHOOL BOARD SPECIAL RULES OF ORDER

1. It shall be the duty of the Chairman 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 Chairman 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 Chairman or maker of the motion before it is debated; and every motion shall be reduced to writing if the Chairman 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 Chairman shall have the privilege to appeal to the School Board, and the vote on such appeal shall be taken without debate.

9. When the Chairman 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 Chairman 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.

<div align="center">

Editor's Note
See Bylaw 1-40 for Parliamentary Authority.
See Bylaw 1-30 for Amendment of Bylaws.

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Related Links
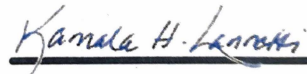
School Board **Bylaw 1-30**
School Board **Bylaw 1-40**

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

APPROVED AS TO
LEGAL SUFFICIENCY

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
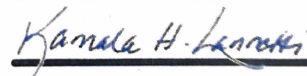Amended by School Board: September 9, 2020
Amended by School Board: May 11, 2021
Amended by School Board: June 22, 2021
Amended by School Board: September 28, 2021
Reviewed by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamila H. Lanratti

Subject: Closed Session   **Item Number: 20**

Section: Closed Session   **Date: December 13, 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:

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. Pending personnel matters.
B. Pending or probably litigation matters.

Background Summary:

Source:

Code of Virginia §2.2-3711, as amended.

Budget Impact:

SCHOOL BOARD BYLAWS

<u>Decorum and Order-School Board Meetings</u>

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.