



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 Agenda Tuesday, April 27, 2021

Pursuant to the State of Emergency related to the COVID-19 pandemic, the Governor's Executive Orders, the Virginia Freedom of Information Act as amended by the Virginia General Assembly and the School Board's April 7, 2020 Emergency Resolution, the School Board and selected staff members will meet in person at the School Administration Building however, at this time it is impractical and unsafe to allow other persons to attend the School Board Meeting due to physical distancing and safety precautions related to the pandemic. Members of the public will be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBT Channel 47, and on Zoom through the link below.

The School Board will hear public comment both Agenda and Non-Agenda items at the April 27, 2021 School Board Meeting. Citizens who would like to speak can sign up to speak either in person or electronically. All speakers must be signed up to speak by noon on April 27, 2021. The School Board has determined that in person speakers will be heard before speakers who are participating electronically. Agenda and Non-Agenda item speakers will be heard as set forth in the Agenda. Persons signed up to speak in person will be required to remain outside of the School Administration Building until called to speak and may not enter the building for any other reason. In person speakers will be required to follow physical distancing and safety protocols including wearing a face covering while in the School Administration Building, while addressing the School Board or on its grounds. Speakers who are under 18 years old may be accompanied by one adult while in the School Administration Building. Citizens requiring accommodations to these requirements are encouraged to participate through electronic means or to contact the School Board Clerk to discuss accommodations. Non-Agenda Item speakers will be heard after the Conclusion of the Regular School Board Meeting. The Non-Agenda Item speaker portion of the School Board Meeting is not broadcast on VBT but may be observed through the Zoom link listed below. The School Board will hear comments from speakers but reserves the right to conclude speaker comments by vote of the School Board. All public comments shall meet the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

Attendee link: https://us02web.zoom.us/join/wn_lsmK7LxZSaSqg-SyOqAubg Call-in (301) 715-8592 ID 861 3465 5587

Public comment is always welcome by the School Board through their group e-mail account at vbcpschoolboard@googlegroups.com or by request to the Clerk of the School Board at (757) 263-1016

INFORMAL MEETING

1. **Convene School Board Workshop 4:00 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. SRO Program Update
 - C. VBCPS Elementary Literacy Instruction Overview and Update
 - D. 2020-21 Graduation Update
2. **Closed Meeting: (as needed)**
3. **School Board Recess 5:30 p.m.**

FORMAL MEETING

4. **Call to Order and Verbal Roll Call (School Board Chambers) 6:00 p.m.**
5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognitions**
7. **Adoption of the Agenda**
8. **Superintendent's Report**
9. **Approval of Meeting Minutes:**
 - A. April 13, 2021 Regular School Board Meeting **Added 04/26/2021**
10. **Hearing of Citizens and Delegations on Agenda Items**

The School Board will hear public comment on Agenda items at the April 27, 2021 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 4 minutes each. Sign up for public speakers will close at noon on April 27, 2021. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building, 2512 George Mason Drive, Building 6, Municipal Center, Virginia Beach, Virginia 23456 by 5:45 p.m. April 27, 2021. 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 the [School Board Bylaw 1-48](#) requirements for Decorum and Order.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)
Tuesday, April 27, 2021

11. **Consent Agenda**

All items under the Consent Agenda are enacted on by one motion. During item 7 – Adoption of the Agenda – School Board members may request any item on the Consent Agenda be moved to the Action portion of the regular agenda.

- A. Recommendation of General Contractor:
 - 1. Seatack Elementary School Roof Replacement
 - 2. First Colonial High School Pedestrian Easement
- B. Technology and Career Education Carl Perkins SY22 Grant
- C. Resolution: Teacher Appreciation Week

12. **Action**

- A. Personnel Report / Administrative Appointment(s) **Updated 04/28/2021**

13. **Information**

- A. Interim Financial Statements – March 2021
- B. General Fees Schedule FY 2021/22
- C. Superintendent's Evaluation Instrument for FY21 Amendments
- D. Superintendent's Summative Performance Evaluation Process

14. **Standing Committee Reports**

15. **Conclusion of Formal Meeting**

16. **Hearing of Citizens and Delegations on Non-Agenda Items**

The School Board will hear public comment on Non-Agenda items at the April 27, 2021 School Board Meeting. This portion of the School Board Meeting is not broadcast on VBTV but may be observed through the Zoom link listed above. 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 4 minutes each. Sign up for public speakers will close at noon on April 27, 2021. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building, 2512 George Mason Drive, Building 6, Municipal Center, Virginia Beach, Virginia 23456 by 5:45 p.m. April 27, 2021. 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 the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

17. **Workshop**

- A. Presentation on New Collective Bargaining Laws **Added 04/22/2021**

18. **Closed Meeting**

19. **Vote on Remaining Action Items** (as needed)

20. **Adjournment**



Subject: SRO Program Update **Item Number:** 1B

Section: Workshop **Date:** April 27, 2021

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

Prepared by: Jack Freeman, Chief Operations Officer, Department of School Division Services
Thomas A. DeMartini, Director of Safe Schools
Virginia Beach Police Department

Presenter(s): Jack Freeman, Chief Operations Officer, Department of School Division Services
Virginia Beach Police Department

Recommendation:

That the School Board receive an update of the School Resource Office (SRO) Program by the Virginia Beach Police Department.

Background Summary:

School Resource Officers are uniformed Virginia Beach police officers assigned to schools to help create a safe and positive learning environment by building and maintaining successful working relationships between police, school administrators, students, parents and staff.

Source:

School Board Policy 3-56

Budget Impact:

N/A



Subject: VBCPS Elementary Literacy Instruction Overview and Update **Item Number:** 1C

Section: Workshop **Date:** April 27, 2021

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

Prepared by: Danielle E. Colucci, Executive Director of Elementary Teaching and Learning

Presenter(s): Danielle E. Colucci, Executive Director of Elementary Teaching and Learning

Abigail Dougherty, Elementary Language Arts Coordinator

Recommendation:

That the School Board receive information regarding Virginia Beach City Public Schools Elementary Literacy Instruction Overview and Update.

Background Summary:

The intention of the literacy instruction overview and update is to provide school board members with a comprehensive summary of the Virginia Beach City Public Schools approach to elementary literacy instruction. The presentation will include the research supporting the division's teaching and learning approach to literacy instruction and responding to students' needs to ensure all students are provided effective instruction.

Source:

N/A

Budget Impact:

N/A



Subject: 2020-21 Graduation Update **Item Number:** 1D

Section: Workshop **Date:** April 27, 2021

Senior Staff: Donald E. Robertson, Ph.D., Chief Schools Officer, Department of School Leadership

Prepared by: Donald E. Robertson, Ph.D., Chief Schools Officer, Department of School Leadership

Presenter(s): Donald E. Robertson, Ph.D., Chief Schools Officer, Department of School Leadership

Recommendations:

That the School Board receive information regarding the Class of 2021 graduation plans.

Background Summary:

VBCPS has been working on two considerations for graduation – a central site (Veteran’s United Home Loan Amphitheater) or hosting at each school. We now have the requisite information to bring forward a decision.

Source:

Budget Impact:

TBD



Subject: Approval of Minutes **Item Number:** 9A

Section: Approval of Minutes **Date:** April 27, 2021

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. April 13, 2021 Regular School Board Meeting

Pursuant to School Board Resolution dated April 7, 2020, entitled *Resolution Authorizing Finding that a Local Emergency Exists, Adoption of Procedures for Electronic or Other Public Meetings and Public Hearings, and to Ensure the Continuity of School Board and School Division Operations During the COVID-19 Pandemic Disaster*, Item F, action taken on this recommendation will be ratified at a regular or special meeting after the State of Emergency and disaster have concluded.

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

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



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 MINUTES

Tuesday, April 13, 2021

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

INFORMAL MEETING

1. ***Convene School Board Workshop:*** Chairwoman Rye convened the School Board workshop at 4:00 p.m. on the 13th day of April 2021 and announced pursuant to the State of Emergency related to the COVID-19 pandemic, the Governor's Executive Orders, the Virginia Freedom of Information Act as amended by the Virginia General Assembly and the School Board's April 7, 2020 Emergency Resolution, this workshop of the School Board of the City of Virginia Beach will be conducted in person for School Board Members and certain staff members. However, due to the necessary health mitigation strategies in place, it is impractical and unfeasible for the public to attend this meeting in person. Members of the public will be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBT Channel 47, and on Zoom. It is the School Board's protocol to break at 5:30 p.m. to prepare for the Regular School Board Meeting to begin at 6:00 p.m. At 5:30 p.m., the School Board will conclude its Informal Meeting unless the School Board votes to continue the Informal Meeting until 5:45 p.m. The Informal Session will conclude no later than 5:45 p.m. in order to allow the School Board and the School Administration to prepare for the Regular School Board Meeting at 6:00 p.m. The following School Board members were present in the School Board chambers: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Owens (arrived at 4:07 p.m.), Ms. Riggs, and Ms. Weems. The following School Board members were attending via Zoom: Ms. Hughes (business matter) and Ms. Manning (SAB Einstein Lab – health reasons).

Note: Ms. Hughes arrived in the School Board chamber at 4:21 p.m. and Ms. Holtz attended the meeting via Zoom in the SAB room 113 – health reasons.

- A. **School Board Administrative Matters and Reports:** Chairwoman Rye mentioned the NSBA conference which took place during Spring Break (April 8-10, 2021) and feedback will be shared with School Board members at a later date.
- B. **Budget Reconciliation for FY2021-22:** Mr. Farrell Hanzaker, Chief Financial Officer presented the Budget Reconciliation for FY2021-22 to the School Board. Note: on March 2, 2021, the School Board approved the FY 2021/22 Operating Budget based on the Governor's Proposed Budget and was advised that once all state and local revenues were known, an Amended Budget would have to be developed and sent to the City Council.

The Amended Budget includes updated revenue from all sources; including the American Rescue Plan Act recently passed by Congress. The budget resolution is documented under Action item 12C. The budget will be presented to City Council on April 20; the discussion continued regarding city's one cent reduction; Achievable Dream; additional specialized support; employees raises; additional duty supplements; bus drivers; clerical positions; and spending restrictions.

- C. **Special Education Update: Inclusive Practices:** Roni Myers-Daub, Ph.D., Executive Director of Programs for Exceptional Children provided the School Board with a special education update related to inclusive practices. Inclusive practices support students with disabilities by meeting their needs to the maximum extent appropriate

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

Tuesday, April 13, 2021
School Board Regular Meeting
Page 2 of 8

in the general education setting. Reviewed various recommendations; discussed inclusion; least restrictive environment (LRE); Dr. Pasternack discussed role of IEP team; Dr. Myers-Daub continued the presentation; reviewed some information of Virginia Department of Education (VDOE) Critical Decision Points for Families of Children with Disabilities; benefits of inclusive practices; quality indicators for inclusive schools; quality standards for inclusive school self-assessment; the discussion continued regarding social inclusion; student and parent involvement in IEP process; terminology; general education teachers and training; assigning inclusion students to general education classes; and family/community engagement.

- D. 2020-21 Plan Updates: Donald Robertson, Ph.D., Chief Schools Officer and Kipp Rogers, Ph.D., Chief Academic Officer provided the School Board information regarding the VBCPS 2020-212 Plan including updates on extracurricular programming, Class of 2021 Graduation and end-of-year activities, and initial planning for SY2021-22. Dr. Robertson provided a presentation overview; updates on extracurricular activities; end-of-year activities – for information, encouraged parents to contact their child’s school’s SAC (Student Activities Coordinator); Class of 2021 graduation plans are still in development – central site ceremonies location – amphitheater (TBD), school-based ceremonies; return of Option 1 students in grades 7-12 to 4 days/week – Tuesday, April 27; Jack Freeman, Chief Operations Officer provided brief information on vaccines, information from FEMA – site at Military Circle Mall for vaccines, age lowered to 16 years to receive vaccine, walk-in appointment available.

Dr. Robertson continued the presentation regarding planning for SY 2021-22; planning for instruction 5 days/week; reviewing plans to provide virtual learning; reviewed various planning scenarios based on pandemic restrictions; Dr. Rogers continued the presentation regarding virtual learning options for 2021-22; recommendation to utilize Virtual Virginia Program as primary source for virtual learning; encourage face-to-face for students in grades K-2; briefly reviewed information about Virtual Virginia; Dr. Robertson continued the presentation reviewing SY 2021-22 reopening scenario planning for elementary school, middle school, and high school.

The discussion continued regarding costs of Virtual Virginia; due to time constraints, Chairwoman Rye stated the discussion would continue in the formal meeting under agenda item #17 – Workshop (as needed) and that a motion would be made during agenda item #7 – Adoption of the Agenda.

2. **Closed Meeting:** None at this workshop session. See agenda item #18.
3. **School Board Recess:** Chairwoman Rye adjourned the workshop at 5:33 p.m.

FORMAL MEETING

4. **Call to Order and Verbal Roll Call:** Chairwoman Rye called the formal meeting to order at 6:00 p.m. on 13th day of April 2021 and announced pursuant to the State of Emergency related to the COVID-19 pandemic, the Governor’s Executive Orders, the Virginia Freedom of Information Act as amended by the Virginia General Assembly and the School Board’s April 7, 2020 Emergency Resolution, this workshop of the School Board of the City of Virginia Beach will be conducted in person for School Board Members and certain staff members. However, due to the necessary health mitigation strategies in place, it is impractical and unfeasible for the public to attend this meeting in person. Members of the public will be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBT Channel 47, and on Zoom.

The following School Board members were present in the School Board chambers: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. The following School Board members were attending via Zoom: Ms. Holt (SAB room 113 – health reasons) and Ms. Manning (SAB Einstein Lab – health reasons).

5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognitions**

A. Indoor Track State Champions:

1. VHSL Class 6A Girls Indoor Track State Champion – 1000m Run: The School Board recognized Aniya Mosely, student at Ocean Lakes High School who won the 6A Girls State Indoor Track

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

Tuesday, April 13, 2021
School Board Regular Meeting
Page 3 of 8

- Championship in the 1000-meter run. Her time of 2 minutes and 51 seconds ranked her fourth in the United States.
2. VHSL Class 6A Boys Indoor Track State Champion – 1000m Run: The School Board recognized Owen Lipps, student at Ocean Lakes High School who won the 6A Boys State Indoor Track Championship in the 1000-meter run. His time of 2 minutes and 31 seconds was an Ocean Lakes High School record and earned him a ninth-place national ranking.
3. VHSL Class 6A Boys Indoor Track State Champion – 300m Dash: The School Board recognized Glenn Skinner, student at Ocean Lakes High School who won the 6A Boys Indoor Track Championship in the 300-meter dash. His time of 34 seconds ranks him 11th nationally.
4. VHSL Class 6A Girls Indoor Track State Champion – 300m Dash: The School Board recognized Mia O'Neil, student at Landstown High School who won the 6A Girls Indoor Track Championship in the 300-meter dash. Her time of 38.65 seconds is currently the best high school time for that event in the nation this year.
- B. Swim and Dive State Champions:
 1. The School Board recognized Ocean Lakes High School Boys Swimming & Diving Team which recently captured the school's first ever state title in the sport and it is the first Class 6 champion to emerge from anywhere outside Northern Virginia.
 2. VHSL Class 6 Boys Swimming and Diving State Champion: The School Board recognized Robert "Bobby" DiNunzio, student at Ocean Lakes High School who won both the 200-yard individual medley and the 500-yard freestyle as part of the Ocean Lakes High School Boys Swimming & Diving Team. He is the first Ocean Lakes High School swimmer to win two events in the same year.
7. **Adoption of the Agenda:** Chairwoman Rye made a modification to the agenda; addition of item 17 Workshop (as needed) to continue discussion from workshop on item 1D. – 2020-21 Plan Updates. Ms. Weems made a motion, seconded by Ms. Felton. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
8. **Superintendent's Report:** Superintendent Spence shared the following information: 1) Wednesday, April 14 marks the end of the third quarter and will be an adjusted dismissal day for students; 2) congratulated Shani Twyman, Student Activity Coordinator, Green Run High School and Wendy Baylor, Student Activity Coordinator, Independence Middle School on being recognized by the National Interscholastic Athletic Administrators Association (NIAAA) as Certified Athletic Administrators; 3) recognized the Virginia School Board Association's (VSBA) Tidewater Regional Student Art Contest winners: the elementary second place award winner, Olivia Hogan from Glenwood Elementary School with her work "Finding Vincent Van Gogh"; the middle school third place winner, Ariana Kaegebein from Salem Middle School with her work "Stay Strong"; and the high school first place winner, Stella Petty from Ocean Lakes High School with her work "Grandfather's Pond"; 4) congratulated Diana Brown, Assistant Principal of Seatack Achievable Dream Academy, who was selected as the recipient of Virginia's 2021 National Association of Elementary School Principals (NAESP), National Outstanding Assistant Principal of the Year (NOAP); and 5) recognition of National Assistant Principals Week which was April 5-9, 2021.
9. **Approval of Meeting Minutes:**
 - A. March 23, 2021 Regular School Board Meeting: Chairwoman Rye called for any modifications to the March 23, 2021 Regular School Board Meeting minutes. Hearing none, Chairwoman Rye called for a motion to approve. Ms. Anderson made a motion, seconded by Ms. Franklin. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
10. **Hearing of Citizens and Delegations on Agenda Items:** Chairwoman Rye announced the School Board will hear comments on Agenda Items from citizens and delegations who signed up with the School Board Clerk prior to the meeting. There were seven (7) in person speakers, however the speakers spoke about non-agenda items - return to school not 2021-22 calendar as indicated on their sign-up form. There were three (3) on-line speakers who discussed the 2021-22 school calendar and the preference to start after Labor Day on September 9, 2021.
11. **Consent Agenda:** Chairwoman Rye stated the items on the consent agenda.
 - A. Recommendation of General Contractor:

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

Tuesday, April 13, 2021
School Board Regular Meeting
Page 4 of 8

1. Red Mill Elementary School Roof Replacement: That the School Board adopt a motion authorizing the Superintendent to execute a contract with Heartland Construction Inc. for Red Mill Elementary School Roof Replacement in the amount of \$1,154,000.
2. Tallwood High School Tennis Courts: That the School Board adopt a motion authorizing the Superintendent to execute a contract with Excel Paving Corporation for the Tallwood High School Tennis Courts in the amount of \$347,853.
3. Plaza Annex HVAC Replacement: That the School Board adopt a motion authorizing the Superintendent to execute a contract with JRC Mechanical, LLC for the Plaza Annex HVAC Replacement in the amount of \$579,900.
- B. 2021-22 Special Education Annual Plan/Part B Flow-Through Application: That the School Board approve the 2021-22 Special Education Annual Plan/Part B Flow-Through Application.
- C. Policy Review Committee (PRC) Recommendations: That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain policies as reviewed by the PRC at its March 11, 2021 meeting and presented to the School Board for Information at the March 23, 2021 meeting:
 1. Policy 3-32/Emergency /Small/Sole Source Purchases: The PRC recommends amending the small purchase amount to \$200,000.
 2. Policy 5-38/Freedom of Speech: The PRC recommends amending Policy 5-38 to incorporate publications (currently in Policy 5-39) and updating language and expectations regarding student speech and expression.
 3. Policy 5-39/Publications: The PRC recommends repealing Policy 5-39 and incorporating the language into Policy 5-38.
 4. Policy 5-46/Student Government/City-Wide Student Cooperative Association: The PRC recommends only minor scrivener's changes to Policy 5-46.
 5. Policy 5-69/Fees/Materials/Deposits/Reimbursements: The PRC recommends significant amendments to Policy 5-69 that reflect changes in the law and that will promote equity for students with limited financial means.
 6. Policy 5-74/Finger Printing/Video Taping: The PRC recommends repealing Policy 5-74 as fingerprinting and videotaping of students is no longer a School Division function but is provided through outside partner groups.
- D. Religious Exemptions: That the School Board approve Religious Exemption Case No. RE-20-27.

Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Hughes. Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

12. Action

- A. Personnel Report / Administrative Appointment(s): Ms. Melnyk made a motion, seconded by Ms. Owens that the School Board approve of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the April 13, 2021, personnel report along with administrative appointments as recommended by the Superintendent. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously. There were no administrative appointments.
- B. Budget Transfers: Chairwoman Rye called for a motion to approve. Ms. Felton made a motion, seconded by Ms. Franklin. There was a brief discussion regarding instructional supplies; Mr. Farrell Hanzaker, Chief Financial Officer provided an explanation and overview of instructional items. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
- C. Budget Reconciliation for FY2021-22: Ms. Melnyk read the following:

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

Tuesday, April 13, 2021
School Board Regular Meeting
Page 5 of 8

Amended Budget Resolution - FY 2021/22

WHEREAS, the mission of Virginia Beach City Public Schools (VBCPS), in partnership with the entire community, is 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 approved the FY 2021/22 School Board Proposed Operating Budget on March 2, 2021; and

WHEREAS, since that date, revised state, local, and other revenue budget numbers have been communicated to the school division and the following adjustments reflect either an increase or decrease; and

WHEREAS, state funds are increasing \$11,529,233; and

WHEREAS, local funds generated through the Revenue Sharing Formula are decreased by \$2,853,854; and

WHEREAS, in order to reduce reliance on one-time funding, the School Reserve Special Revenue Fund is reduced from \$5,300,000 to \$1,334,364; a reduction of \$3,965,636; and

WHEREAS, the net effect of adjustments to state revenues, local revenues and the reduction of one-time funding is a balance of \$4,709,743; and

WHEREAS, the American Rescue Plan Act was recently passed by Congress and VBCPS will receive additional one-time federal grant funds in the amount of \$82,443,644; and

NOW, THEREFORE, BE IT

RESOLVED: That state funds be increased by \$11,529,233; and

FURTHER RESOLVED: That local Revenue Sharing Formula funds are to be decreased by \$2,853,854; and

FUTHER RESOLVED: That \$1,334,364 of the School Reserve Special Revenue Fund be added to the Operating Budget; and

FUTHER RESOLVED: That the net effect of adjustments to state revenues, local revenues and the reduction of one-time funding is a balance of \$4,709,743 and that \$4,709,743 be allocated to the Operating Budget; and

FURTHER RESOLVED: That the Federal Grants fund be increased by \$82,443,644; and

FURTHER RESOLVED: Additional funds will be used to support goal four of the Strategic Framework by increasing additional duty supplements, implementing needed market adjustments for bus drivers and identified clerical positions; and

FURTHER RESOLVED: The funds will also be used to increase the number of specialized student support positions as required by the Standards of Quality and provide additional teachers for the AVID program and An Achievable Dream Academy (17.0 FTEs); and

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

Adopted by the School Board of the City of Virginia Beach this 13th day of April 2021.

Page 5 of 8

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

Tuesday, April 13, 2021
School Board Regular Meeting
Page 6 of 8

Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Felton. Mr. Farrell Hanzaker, Chief Financial Officer provided a brief summary of the presentation presented during the workshop. The discussion continued regarding funds in reserve; federal funds; and unmet needs. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

- D. 2021-22 School Calendar: Chairwoman Rye called for a motion to approve Option one in order to open the topic for discussion; Ms. Weems made a motion, seconded by Ms. Anderson. Donald Robertson, Ph.D., Chief Schools Officer provided an overview of the calendar workgroup considerations; reviewed the two calendar options for the 2021-2022 school year; the discussion continued regarding pre-Labor Day start; comments regarding and supporting Option 1 2021-2022 school year calendar – starting after Labor Day; 2-year calendar cycle; adjusted dismissal (half-days); and virtual learning days. Ms. Anderson made the following substitute motion on 12D – Motion that the School Board adopt Option 1 School Calendar for 2021-2022 but make November 24 and December 22, 2021 virtual learning days for students and adjusted dismissal days for staff; seconded by Ms. Riggs. A brief discussion continued regarding the substitute motion; adjusted dismissal for staff; the amended motion was read again for clarification and understanding; Chairwoman Rye called for a vote. The School Board Clerk announced the substitute motion passed unanimously.

- E. Appendix B/Standing Rules: Chairwoman Rye called for a motion to approve. Ms. Melnyk made a motion, seconded by Ms. Anderson. School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, presented an overview of recommendations regarding amendment to Appendix B of the School Board Bylaws reviewed by the PRC at its March 11, 2021 meeting and presented to the School Board on the March 23, 2021 Information Agenda. The discussion continued regarding agenda and non-agenda items; speakers; and wording of agenda and non-agenda items in sections 10 and 16 of agenda structure. Ms. Anderson made a motion to amend item #10 to state – Hearing of Citizens and Delegations on Formal Meeting Agenda Items and item #16 to state – Hearing of Citizens and Delegations on Informal Meeting and Non-Agenda Items there was no seconded to Ms. Anderson's motion. Ms. Franklin proposed an amended motion to defer Appendix B/Standing Rules to the May meeting following the PRC (Policy Review Committee) meeting, seconded by Ms. Melnyk. Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

13. Information

- a. 2021 General Assembly Session Legislative Review by Kemper Consulting: Mr. Joel Andrus presented a review of the 2021 General Assembly Session to the School Board; reviewed 2012 key dates; budget – updates and enrollment losses and other funding adjustments, sales tax revenue, salary increase for teachers and SOQ recognized instructional and support staff, learning loss supplemental payments; special education – develop a training module for individuals who participate in an IEP meetings, develop and maintain a statewide plan, conduct a one-time targeted review of a sample of IEPs in each school division; school reopening requirement; student growth models – only applies to grades 3 – 8 for reading and math, replaces on-time end-of-year assessment with a through-year growth assessment system; SOQ revisions; student health care – School Board employees to complete seizure management training, schools to maintain a stock supply of albuterol, also clarifies standing order requirements for epinephrine injectors; redistricting – new redistricting commission, census data delay, special redistricting session; and election years.
- b. Technology and Career Education Carl Perkins SY22 Grant: Sara L. Lockett, Ed.D., Director of Technical and Career Education presented the School Board the 2021 Perkins V Local Plan and Budget overview; reviewed performance measures for Career & Technical Programs: academic achievement, technical skill attainment, secondary school completion, program completer response rate, non-traditional career preparation; reviewed proposed Perkins V local budget submission for 2021-22 – total proposed budget \$867,475.13 based on estimated grant funds.

14. **Standing Committee Reports:** Ms. Weems mentioned Mental Health Task Force next meeting is April 26 from 1 pm to 3 pm, recently meeting - approximately 50 members, reviewed survey members distributed, what are the barriers to mental health: access to mental health providers, costs associated, awareness of needs, and stigma; next step develop resource list. Ms. Franklin mentioned gifted; Megan Scott was joining the team as the new instructional specialist, used a discussion protocol to examine progress in the gifted program in relation to what has been identified as priority areas in the 2020-2025 five-year plan, discussions centered on the virtual environment

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

Tuesday, April 13, 2021
School Board Regular Meeting
Page 7 of 8

and changes to gifted identification process, open seats on the Gifted Advisory Committee. Chairwoman Rye noted Governance Committee will meet tomorrow. It was noted, the following committee meetings have been cancelled – Audit Committee meeting and Policy Review Committee meeting. Ms. Felton mentioned the Equity Council met on April 1, speaker at meeting was Dr. James Avila, Principal, Tallwood High School, he discussed program at the school – information is on the Equity Council website from the April 1 meeting.

- 15. Conclusion of Formal Meeting:** The formal meeting concluded at 8:52 p.m.
- 16. Hearing of Citizens and Delegations on Non-Agenda Items:** Chairwoman Rye announced the School Board will hear comments on Non-Agenda Items from citizens and delegations who signed up with the School Board Clerk prior to the meeting. There were six (6) speakers at the School Administration building and four (4) on-line speakers. The topics discussed were Criterial Race Theory, training, equity and inclusion.
- 17. Workshop:** See agenda item #7. Continuation from earlier workshop; the discussion continued regarding Virtual Virginia; capacity seating of Virtual Virginia; clarification on the program; school year 2021-2022 – recommended plan; parent survey; secondary schedule – 4x4 or A/B; extra-curricular activities, courses and electives with Virtual Virginia.
- The workshop ended at 10:15 p.m.
- 18. Closed Meeting:** Ms. Melnyk made a motion, seconded by Ms. Riggs, that the School Board recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1, 7 and 8 of the Code of Virginia, 1950, as amended, for the following reasons:
1. **PERSONNEL MATTERS:** 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 pursuant to Section 2.2-3711(A) (1); namely to discuss:
 - A. several pending employee grievance matters.
 2. **CONSULTATION WITH LEGAL COUNSEL:** 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 pursuant to Section 2.2-3711 (A)(7) and (8); namely to discuss:
 - A. Status of pending complaints and litigation matters.
 - B. Request to resolve potential litigation prior to filing suit.
 - C. Discussion of implications for School Board of recent federal court decision.
 - D. Discussion with legal counsel regarding First Amendment applications to public speakers.

The motion passed unanimously with all School Board members voting in the affirmative.

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

1. **Personnel Matters:**
 - A. Several pending employee grievance matters: School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; Superintendent Spence; Marc A. Bergin, Chief of Staff; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.
2. **Consultation with Legal Counsel**
 - A. Status of pending complaints and litigation matters: School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; Superintendent Spence; Marc A. Bergin, Chief of Staff; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.
 - B. Request to resolve potential litigation prior to filing suit: School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; Superintendent Spence; Marc A. Bergin, Chief of Staff;

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

Tuesday, April 13, 2021
School Board Regular Meeting
Page 8 of 8

School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.

- C. Discussion of implications for School Board of recent federal court decision: School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; Superintendent Spence; Marc A. Bergin, Chief of Staff; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.
- D. Discussion with legal counsel regarding First Amendment applications to public speakers: School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; Superintendent Spence; Marc A. Bergin, Chief of Staff; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.

The School Board reconvened at 11:21 p.m.

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

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

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

Ms. Riggs made a motion, seconded by Ms. Franklin. The motion passed unanimously with all School Board members voting in the affirmative.

19. *Vote on Remaining Action Items* (as needed)

20. *Adjournment:* Chairwoman Rye adjourned the meeting at 11:23 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



Seatack Elementary School Roof Replacement

Subject: Recommendation of General Contractor **Item Number:** 11A1

Section: Consent **Date:** April 27, 2021

Senior Staff: Mr. Jack Freeman, Chief Operations Officer, School Division Services

Prepared by: Mr. Anthony L. Arnold, P.E., Executive Director, Facilities Services

Presenter(s): Mr. Anthony L. Arnold, P.E., Executive Director, Facilities Services

Recommendation:

That the School Board adopt a motion authorizing the Superintendent to execute a contract with TST Tactical Defense Solutions, Inc., d/b/a Tidewater Development Services Corporation for the Seatack Elementary School Roof Replacement in the amount of \$1,950,000. These are sufficient appropriations in CIP 1-119 to cover the increase in construction cost.

Background Summary:

Project Architect:	Waller, Todd & Sadler Architects, Inc.
Contractor:	TST Tactical Defense Solutions, Inc.
Contract Amount:	\$1,950,000*
Construction Budget:	\$1,850,000
Number of Responsive Bidders:	2
Average Bid Amount:	\$2,739,000
High Bid:	\$2,978,000

*This represents the negotiated amount inclusive of value engineering.

Source:

Budget Impact:

CIP 1-019



Subject: First Colonial High School Pedestrian Easement Agreement **Item Number:** 11A2

Section: Consent **Date:** April 27, 2021

Senior Staff: Mr. Jack Freeman, Chief Operations Officer, School Division Services

Prepared by: Mr. Anthony L. Arnold, P.E., Executive Director, Facilities Services

Presenter(s): Mr. Anthony L. Arnold, P.E., Executive Director, Facilities Services

Recommendation:

That the School Board authorize the Superintendent to execute an easement agreement with the City of Virginia Beach to provide a pedestrian easement to facilitate better access to the parking lots at First Colonial High School.

Background Summary:

A right turn lane was recently constructed into the student parking lot that resulted in the need for an additional public pedestrian easement.

Source:

Budget Impact:

N/A

RESOLUTION REGARDING THE GRANT OF AN EASEMENT ON A PORTION OF FIRST COLONIAL HIGH SCHOOL PROPERTY TO THE CITY OF VIRGINIA BEACH

WHEREAS, the City of Virginia Beach (the "City") has identified the need to use certain School Board real property identified as a portion of parcel GPIN 2408-57-7054 (the "School Board Property"), to provide pedestrian access as part of the construction of the First Colonial High School parking lot entrance from Mill Dam Road (the "Project");

WHEREAS, the City's acquisition of a variable width public pedestrian easement (the "Easement") on the School Board Property will enable the City to provide pedestrian access by relocation of the sidewalk onto the School Board Property, necessitated by the construction of the new parking lot entrance;

WHEREAS, the Easement will enhance the School Board Property, provide connectivity, and ensure safety;

WHEREAS, Virginia Code §22.1-129(B) allows the School Board to grant easements on real property in such a manner and upon such terms as it deems proper;

WHEREAS, due to the determination that the School Board Property will be enhanced and preserved through the granting of the Easement and the Project, and the expected benefits that will be derived from this Project, the School Board is of the opinion that granting the Easement on the School Board Property to the City would be a benefit to both parties.

NOW THEREFORE BE IT RESOLVED that:

1. In accordance with Virginia Code §22.1-129(B), the School Board finds that the granting of the Easement to the City of Virginia Beach to use a portion of the School Board Property located at First Colonial High School (GPIN 2408-57-7054) is proper and determines that the Easement sought by the City should be granted.
2. The total amount of compensation to be paid to School Board by the City for this acquisition is \$0.
3. Additionally, the School Board authorizes the Chair or her designee to execute any and all documents desired and necessary to complete the above-referenced transaction.

Adopted by the School Board this 27th day of April, 2021

Carolyn T. Rye, Chair

ATTEST:

Regina Toneatto
Clerk of School Board

THIS INSTRUMENT PREPARED BY
ELIZABETH S. CHUPIK, Bar #34737
VIRGINIA BEACH CITY ATTORNEY'S OFFICE

TITLE INSURANCE UNDERWRITER: NONE

EXEMPTED FROM RECORDATION TAXES
UNDER SECTIONS 58.1-811(A)(3)
AND 58.1-811(C)(5) REIMBURSEMENT
AUTHORIZED UNDER SECTION 25.1-418
CONSIDERATION: NONE

THIS DEED OF EASEMENT is made this ____ day of _____,
20____, by and between THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH, a body
politic as set forth in Article VIII, Section 7 of the Constitution of Virginia (the “Grantor”), and
the CITY OF VIRGINIA BEACH, a municipal corporation of the Commonwealth of Virginia (the
“Grantee”).

WITNESSETH:

That for and in consideration of the mutual benefits accruing or to be accrued to the
above-mentioned parties, and other good and valuable consideration, the receipt and sufficiency
of which is hereby acknowledged, the Grantor does hereby grant and convey, with GENERAL
WARRANTY and ENGLISH COVENANTS OF TITLE, a variable width public pedestrian
easement (the “Easement”) to the Grantee, its agents, assigns and/or successors to construct,
reconstruct, alter, operate and maintain improvements in, under, upon and across lands and
property of the Grantor, including the right of ingress and egress to the same, described as follows:

ALL THAT certain lot, tract or parcel of land together with the
improvements thereon, situate, lying and being in the City of Virginia
Beach, Virginia, designated and described as “PROPOSED VARIABLE
WIDTH PUBLIC PEDESTRIAN EASEMENT 79 S.F. OR 0.0018
AC.” as shown on that certain plat entitled “PLAT SHOWING
PROPOSED VARIABLE WIDTH PUBLIC PEDESTRIAN
EASEMENT TO BE ACQUIRED FROM THE SCHOOL BOARD OF
THE CITY OF VIRGINIA BEACH BY THE CITY OF VIRGINIA
BEACH FOR FIRST COLONIAL HIGH SCHOOL PARKING LOT
ENTRANCE FROM MILL DAM ROAD C.I.P. NO. 1-178,” Scale: 1”
= 20’, dated October 28, 2020, prepared by Department of Public

Works, Engineering Group, Survey Bureau, and duly recorded in the Clerk's Office of the Circuit Court of the City of Virginia Beach as Instrument Number _____, reference to which plat is hereby made for a more particular description of said property.

IT BEING a part of the same property conveyed to The School Board of the City of Virginia Beach by deed dated January 19, 1966 and recorded in the aforesaid Clerk's Office in Deed Book 946, at page 227.

It is agreed between the parties hereto that the Grantee and its agents, assigns, and/or successors shall have the right to inspect the Easement and the improvements thereon and to cut and clean all undergrowth and remove other obstructions in and along the Easement or adjacent thereto that may in any way endanger or interfere with the proper use of same, and to make use of the adjacent property for ingress and egress and for other activities necessary for the construction, reconstruction, alteration, operation and maintenance of the Easement.

The Grantor covenants and agrees for the Grantor and the Grantor's successors and assigns that the consideration aforementioned shall be in lieu of any and all claims of compensation and damages by reason of the location, construction, reconstruction, alteration or maintenance of the Easement.

By execution of this instrument, the Grantor acknowledges that the plans for the Easement as they affect the Grantor's property have been fully explained to the Grantor.

(SIGNATURES ON THE FOLLOWING PAGE)

WITNESS the following signatures and seals:

THE SCHOOL BOARD OF THE CITY OF
VIRGINIA BEACH, a body politic as set forth in
Article VIII, Section 7 of the Constitution of Virginia

BY: _____(SEAL)
Carolyn T. Rye
School Board Chair

ATTEST:

Clerk of School Board

COMMONWEALTH OF VIRGINIA
CITY OF VIRGINIA BEACH, to wit:

I, _____, a Notary Public in and for the city and state aforesaid, do hereby
certify that Carolyn T. Rye, Chair of the School Board of the City of Virginia Beach, Virginia,
whose name is signed to the foregoing Instrument, has acknowledged the same before me in my
City and State aforesaid.

Given under my hand this _____ day of _____, 20____.

NOTARY PUBLIC

My Commission Expires: _____
My Registration Number: _____

COMMONWEALTH OF VIRGINIA
CITY OF VIRGINIA BEACH, to wit:

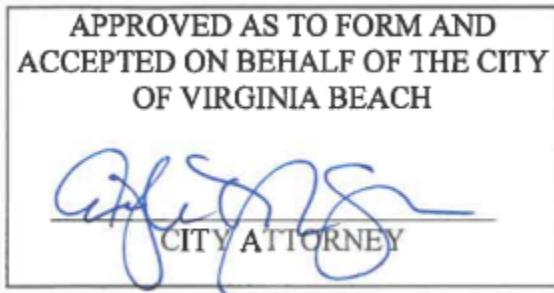
I, _____, a Notary Public in and for the city and state aforesaid, do hereby certify that Regina Toneatto, Clerk of the School Board of the School Board of the City of Virginia Beach, Virginia, whose name is signed to the foregoing Instrument, has acknowledged the same before me in my City and State aforesaid.

Given under my hand this _____ day of _____, 20__.

NOTARY PUBLIC

My Commission Expires: _____

My Registration Number: _____

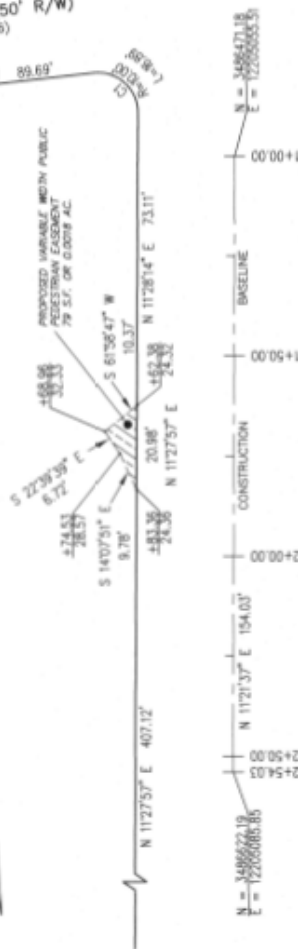


CURVE DATA CHART				
NUMBER	ARC	RADIUS	DELTA ANGLE	TANGENT
C1	16.89°	10.00'	90°40'21"	11.26'
				N 35°55'14" W
				14.95'

TEMPLETON LANE (50' R/W)
(M.B. 184, P. 16)

PROPERTY OF
THE SCHOOL BOARD OF
THE CITY OF VIRGINIA BEACH
D.B. 946, P. 340, M.B. 67, P. 41
GPIN: 2408-57-7054
FIRST COLONIAL HIGH SCHOOL

VIRGINIA STATE PLANE COORDINATE SYSTEM
SOUTH ZONE, NAD 1983/1983



MILL DAM ROAD (70' R/W)
(FORMERLY FIRST COLONIAL ROAD)
(M.B. 67, P. 41 M.B. 184, P. 16)

HATCH LEGEND



BY APPROVAL, THE UNDERSIGNED DOES NOT CERTIFY AS TO THE CORRECTNESS OF THE BOUNDARY, STREETS OR OTHER LINES SHOWN ON THIS PLAT. EXISTING PUBLIC RIGHT-OF-WAY, EASEMENTS OR OTHER PUBLIC INTERESTS NOT SHOWN ON THIS PLAT REMAIN IN EFFECT AND ARE NOT TERMINATED OR EXTINGUISHED BY OMISSION FROM THIS PLAT.

APPROVED: *[Signature]* DATE: 2/16/2021
DIRECTOR OF PUBLIC WORKS, CITY OF VIRGINIA BEACH



NOTES:

1. THE MERIDIAN SOURCE OF THIS PLAT IS BASED ON THE VIRGINIA STATE PLANE COORDINATE SYSTEM, SOUTH ZONE, NAD 1983/1983 (HARN). COORDINATE VALUES SHOWN HEREON ARE EXPRESSED IN U.S. SURVEY FEET AND ARE DERIVED FROM GPS UTILIZING THE CITY OF VIRGINIA BEACH VIRTUAL REFERENCE STATIONS (VRS) NETWORK.
2. THIS PLAT IS A RESULT OF A FIELD SURVEY OF EXISTING MONUMENTS COMBINED WITH THE COMPILATION OF DEEDS AND PLATS SHOWN HEREON.
3. THIS PLAT WAS PREPARED WITHOUT THE BENEFIT OF A TITLE REPORT.
4. THIS PLAT IS INTENDED FOR ACQUISITION PURPOSES ONLY AND DOES NOT CONSTITUTE A SUBDIVISION OF LAND.
5. EASEMENT TO BE ACQUIRED BY DEED.

PLAT SHOWING PROPOSED VARIABLE WIDTH PUBLIC PEDESTRIAN EASEMENT TO BE ACQUIRED FROM THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH BY

CITY OF VIRGINIA BEACH
FOR FIRST COLONIAL HIGH SCHOOL PARKING LOT
ENTRANCE FROM MILL DAM ROAD
CL.P. NO. 1-176

DEPARTMENT OF PUBLIC WORKS, ENGINEERING GROUP, SURVEY BUREAU
TEL (757) 365-4131; 2473 N. LANDING ROAD; BLDG. 23; ROOM 160
VIRGINIA BEACH, VIRGINIA 23456



GRAPHIC SCALE
1" = 20'

OCTOBER 26, 2020 JOB #200659 DRAWN BY: DWD



Subject: Technical and Career Education Carl Perkins SY22 Grant **Item Number:** 11B

Section: Consent **Date:** April 27, 2021

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

Prepared by: Matthew D. Delaney, Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed.D., Director of Technical and Career Education

Recommendation:

That the School Board approve the Local Plan and Budget for Perkins Grant Funding for Career and Technical Education 2021-2022.

Background Summary:

In compliance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the 2021-2022 Local Plan and Budget for Career and Technical Education must be submitted annually. Based on requirements authorized by the Standards of Quality and Perkins V, the school division must submit its application to the Virginia Department of Education (VDOE) in substantially approvable form via the *Online Management of Education Grant Awards* (OMEGA) no later than April 30, 2021. This local plan outlines required performance measures and a budget for Perkins funding.

At this time 2021-22 allocation amounts have not been released by VDOE. Localities are directed to prepare budgets using level funding from 2020-2021. The proposed Local Plan and Budget for Career and Technical Education 2021-2022 includes personnel and program support to build a citywide hub for work based learning, while maintaining funding for equipment, professional development, Science, Technology, Engineering and Math (STEM), and support of co-curricular student organizations for members of special populations.

Source:

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Budget Impact:

Approval of the Annual Career and Technical Education Plan by the State Board of Education is a prerequisite for the receipt of funds - 8VAC20-120-40.

**Virginia Department of Education
Office of Career, Technical, and Adult Education**

**LOCAL PLAN
FOR
CAREER AND TECHNICAL EDUCATION (CTE) PERKINS FUNDS
2021-2022**

**A copy of this signed form must be faxed to the Office of Career, Technical, and Adult Education at 804-530-4560
or emailed to CTE@doe.virginia.gov**

Division and Contact Information - to be Completed by School Division

Division Applicant Name (Legal Name of Agency)		Division		CTE Administrator	
Virginia Beach City Public Schools		Number 128		Sara L. Lockett, Ed.D.	
Mailing Address (Street, City or Town, and Zip Code)		Mailing Address (If different than applicant address)			
1800 College Crescent, Virginia Beach, VA 23453					
Phone (ext):	(757) 648-6180		Fax:	(757) 468-4234	
	Numbers Only	Ext.		Numbers Only	Ext.
E-mail:		sara.lockett@vbschools.com			

Certification

The eligible recipient does hereby certify that the assurances and conditions stipulated in this plan will be complied with in providing programs and activities for career and technical education and that funds will be used as stipulated in the approved plan. The affixed signatures below certify this division will adhere to the requirements and regulations in the CTE Perkins Local Plan sections listed below:

**Requirements of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).
Please note this includes:**

- Perkins V Technical Skills Assessment Certification
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions (Conditions - Item 10)
- Certification of Non-Construction and Construction Programs (Conditions - Item 11)
- Disclosure of Lobbying Activities (Conditions - Item 12)
- Coordination of Sample Career Cluster/Pathway Plans of Study and/or Academic Career Plan*
- Performance Assessment Results (Performance Assessment Tab)
- Stakeholder Participation/Involvement CTEMS Schedule 1 (CTEMS Schedule Tab) and
- Evaluation of Career and Technical Education Programs CTEMS Schedule 9 (CTEMS Schedule Tab)

CTE Local Advisory Chairperson (Signature)

Date

Local Community College Perkins Administrator
(Signature)*

Date

Local CTE Administrator (Signature)

Date

School Board Chairperson (Signature)

Date

Division Superintendent (Signature)

Date

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)**Assurances (continued on next page)**

1. The applicant will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. (Sec. 134(c)(2)(B) and (Sec. 135(b))

Size:

- a. A minimum of 11 courses in career and technical education is offered in each secondary school.
(Standards of Accreditation 8 VAC 20-131-100.B)

Scope:

- b. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards of Accreditation 8 VAC 20-131-100.A.1.)
- c. Instruction in career and technical exploration is provided in each middle school.
(Standards of Accreditation 8 VAC 20-131-90.B)

Quality:

- d. Career and technical education programs incorporated into the K through 12 curricula that include:
- * Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
 - * Career exploration opportunities in the middle school grades; and
 - * Competency-based career and technical education programs that integrate academic outcomes, career guidance, and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law. (Standards of Quality § 22.1-253.13:4.D.5)
- e. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy... (Standards of Quality § 22.1-253.13:4.D.2.) Note: Requirements for graduation (effective for the students entering ninth grade prior to the 2018-2019 school year) (8VAC 20-131-50). Requirements for graduation (effective for students who enter the ninth grade in the 2018-2019 school year) (8VAC 20-131-51).
- f. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education. School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed, and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card. In addition, the Board may:
- i. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications, or state licensure examinations; and

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
Assurances (continued from previous page)

- ii. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.12.)
2. Programs, services, and activities included under this agreement will be operated in accordance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and all applicable Virginia Public School Laws. (8VAC 20-120-10)
3. Funds made available under this Perkins Act (Perkins V) may be used to provide additional funds under an applicable program, including the Workforce Innovation and Opportunity Act and the Wagner-Peyser Act. (Sec. 221(a)(b))
4. The applicant will submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of students, including special populations, as required by Perkins V, the Education Improvement Act of 1984, and the State Department of Education. (Sec. 122(d))
5. Students who participate in career and technical education programs will be taught the same challenging academic proficiencies as all other students. (Sec. 134(b)(4))
6. The applicant that receives funds under this part will use such funds to improve career and technical education programs. (Sec. 135(a))
7. Funds made available under this Perkins Act for career and technical education activities will supplement and shall not supplant, non-federal funds expended to carry out career and technical education activities. (Sec. 211(a))
8. No funds received under the Perkins Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Sec. 214 (1) and (2))
9. No funds received under this Perkins Act will be used to provide career and technical education programs or programs of study to students prior to the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965), except that equipment and facilities purchased with funds under this ACT may be used by such students. (Sec. 215)
10. No funds provided under this Perkins Act will be used for the purpose of directly providing incentives or inducement to employers to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. (Sec. 222)
11. Funds used under this Perkins Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel may, upon request, permit program participation by career and technical education teachers, administrators, and other personnel in non-profit private schools offering career and technical education programs located in the geographical area served by such agency or recipient. (Sec. 217)
12. None of the funds expended under Perkins V will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (Sec. 122(d)(13))
13. Programs funded under the Perkins Act will be coordinated with the local workforce development boards and other local workforce agencies. (Sec. 134(b)(3))
14. The local school division will use the state-provided career and technical program area competency list identified for each course to provide instruction for students and to rate the student's level of competency attainment. (8VAC 20-120-120)

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
Assurances (continued from previous page)**

15. The local school division shall:
 - a. identify the number of special population students enrolled in career and technical education programs;
 - b. assess the career and technical needs of the students identified as special populations; and
 - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.(Sec 124(c)(2)(E))
16. This plan has been developed in consultation with the local career and technical education advisory committee, composed of representatives from business and industry, labor organization, Workforce Investment Council, local community colleges, special populations, teachers, parents, students, and other interested community leaders. In addition, the committee should include appropriate representation of both genders and the racial and ethnic minorities in the school, community, or region. (Sec 134(d)) (8VAC 20-120-50)
17. Local programs of career and technical education shall be evaluated annually using the performance standards and measures as approved by the Virginia Board of Education, and in compliance with the requirements of Section 113 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) . (Sec. 113)
18. Equal opportunities in career and technical education programs will be provided to persons and without discrimination based on gender, race, color, national origin, religion, age, political affiliation, veteran status, persons with disabilities, and equal access to the Boy Scouts and other designated youth groups. (Sec. 134(b)(5) and (216)) (8VAC 20-120-100) (See 34 CFR Sections 100.3, 106.9, 104.8, 110.25, and 108.9)
19. Statistical, financial, and descriptive reports and data required by the Virginia Board of Education and/or the Virginia Department of Education with regard to career and technical education programs will be submitted as requested and within the specified timelines. (8VAC 20-120-70)
20. Procedures are in place to ensure that lists of essential competencies that are modified for students with Individualized Education Programs (IEPs) or Section 504 plans must, as a group, be selected so that student attainment of the modified list of essential competencies prepare the student for a job or occupation. (Sec. 134(b)(5)) (8VAC 20-120-130)
21. Career and technical services, programs, and activities will reflect labor market needs and student interest. (8VAC 20-120-110)
22. Career and technical student organizations will be an integral and active part of each career and technical program. (8VAC 20-120-160(B))
23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education. (8VAC 20-120-10)
24. The school division will conduct a comprehensive self-assessment of the career and technical education program. If applicable, the school division will develop a plan of action to address each unmet requirement and assure timely implementation of the plan. The CTE Federal Program Monitoring Review system requires school divisions to review the CTE program on a six-year cyclical schedule. If applicable, school divisions must complete a comprehensive self-assessment instrument and submit in conjunction with the CTE Local Plan by April 30, 2021.
(Refer to Superintendent's Memorandum #189-20, dated July 24, 2020)
25. Effective school year 2019-2020, local school divisions submitted the initial Comprehensive Local Needs Assessment. The next assessment will be due with submission of the 2022-2023 CTE Local Plan, and will subsequently be due every two years. (Sec 134(b)(c)).

Conditions

1. An inventory of all equipment purchased in whole or part with federal funds provided by the Virginia Board of Education will be maintained, and all such equipment will be available for use by students in the approved career and technical education program for which it was purchased. (8VAC 20-120-80)
2. Recipients of federal funding that plan to use any equipment purchased in whole or in part with federal funds provided by the Virginia Board of Education in any program, project or activity other than the one for which it was originally purchased, or who planned to dispose of or trade in such equipment, must comply with the provisions of Education Department General Administrative Regulations (EDGAR).
3. Funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable). In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this CTEMS plan, the eligible recipient must submit, in writing, a request to amend the CTEMS plan. This request must include an explanation of proposed changes along with a revised copy of Schedules 17 and 18.
4. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan (if applicable).
5. The local plan shall be for the same period of time as the State Plan submitted under Section 122 (four-year plan).
6. The locality will not fund any project, service, or activity for more than three years—the year of its inception and the two following years—unless showing continuous improvement, meeting or exceeding all Perkins performance standards.
7. Career and technical education programs will operate consistently with all federal and state requirements and regulations.
8. Reports and other information required by the Virginia Board of Education will be submitted within the dates and timelines established, and documentation will be maintained for five years.
9. Reimbursement requests from school divisions will not be processed for those school divisions that have outstanding data and/or reports required by federal legislation, state legislation, or the Virginia Board of Education.
10. The locality will comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion – lower tier covered transactions.
11. The locality will comply with all applicable assurances in Office of Management and Budget (OMB) Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable federal laws, executive orders and regulations.
12. With respect to the certification regarding lobbying in Department Form 80-0013, no federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of federal grants under this program; the State will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers; and, the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B).
13. The locality will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 2 CFR Part 200—Uniform Administration Requirements, Cost Principles, and Audit Requirements for Federal Awards; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 81—General Education Provisions Act—Enforcement; 34 CFR Part 82—New Restrictions on Lobbying.

Perkins V Technical Skills Assessment Certification
(To be submitted annually with Local Plan and Budget Application.)

1. I certify that all Career and Technical Education (CTE) programs in my school division are using the state developed CTE course frameworks to teach essential competencies in each course. It is understood that locally developed competencies may be added as appropriate.

2. I certify that the following operational guidelines are being followed in all CTE programs in my school division.
 - a) Competencies are specified to students prior to instruction.
 - b) Competencies include “all aspects of the industry” and “workplace readiness skills.”
 - c) An internal evaluation system (i.e., state supplied Student Competency Record)* is utilized for rating and documenting the competency performance of each student. (Students may be involved in assessing their work, but only a teacher or administrator may rate and document the performance.)

*Student Competency Records should be used accordingly:

- a) Teachers should review the task definitions for each essential task/competency to examine assessment requirements.
- b) Based on the performance level criteria and task definitions, teachers make independent professional decisions about the performance attainment level of students on each essential competency.
- c) Grading rubrics should be used where appropriate in skill performance applications.
- d) Student competency records should be retained in the school division for five years after graduation.

PERFORMANCE ASSESSMENT for 2019-2020
(Annual Submission Required)

The school division's local plan should reflect activities/projects that address Perkins V Performance Standards for the baseline year 2019-2020. The information will be used to inform appropriate technical assistance, on-site visits, and/or local Federal Program monitoring visits.

Directions: Provide the school division's actual performance levels for 2019-2020 for all completers and special populations.

Perkins V Secondary Performance Standards		Virginia Agreed Upon Baseline Target	2019 - 2020 Actual Performance from APR	
			All Completers	Special Populations
1S1	Four-Year Graduation Rate	93.00%	99.67%	
1S2	Extended Graduation Rate*	N/A*		
2S1	Academic Proficiency in Reading Language Arts	85.00%	97.21%	95.95%
2S2	Academic Proficiency in Mathematics	85.00%	98.18%	97.16%
2S3	Academic Proficiency in Science	85.00%	96.13%	94.08%
3S1	Post-Program Placement	93.00%	94.14%	
4S1	Nontraditional Program Concentration	28.00%	23.79%	
5S1	Program Quality - Attained Recognized Postsecondary Credential	65.00%	91.73%	87.80%
5S2	Program Quality - Attained Postsecondary Credits*	N/A*		
5S3	Program Quality - Participated in Work-Based Learning	10.00%	16.57%	14.27%
5S4	Program Quality - Technical Skills Attainment	80.00%	95.36%	93.66%

*The performance indicator will not be used.

Note: In FY 2020, Virginia will administer new end-of-course reading assessments, as a result of this change for FY 2021, an amendment to performance targets will be required to accurately reflect the new assessment data.

Note: In FY 2021, Virginia will administer new end-of-course science assessments, as a result of this change for FY 2022, an amendment to performance targets will be required to accurately reflect the new assessment data.

CTEMS CHECKLIST
2021-2022

1.

CTEMS Schedules Required for School Divisions and Regional Centers (All Schedules are required.)

X	Schedule 1 - Stakeholder Participation/Involvement	X	Schedule 10 - Improvement, Expansion, and Modernization
X	Schedule 2 - Advisory Committee Participation/Involvement	X	Schedule 11 - Using Data to Improve Career and Technical Education
X	Schedule 3 - Application for Local Career Cluster/Pathway Plans of Study	X	Schedule 12 - Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
X	Schedule 4 - Special Populations Report	X	Schedule 13 - Equity Provisions of General Education Provision Act
X	Schedule 5 - Strengthen/Improve Academic and Technical Skills	X	Schedule 14 - Labor Market Needs
X	Schedule 6 - Work-based Learning Opportunities	X	Schedule 15 - Participation in Regional Technical Education Programs
X	Schedule 7 - Technology in Career and Technical Education	X	Schedule 16 - Career and Technical Education Financial Data
X	Schedule 8 - Professional Development Provided	X	Schedule 17 - Budget of Perkins Funds and Schedule 18 - Administration/Administrative Equipment Funds and Budget Summary Worksheet (Go to CTEMS Budget Schedules Tab 17-18)
X	Schedule 9 - Evaluation of Career and Technical Education Programs	X	

CTEMS SCHEDULE 1
Stakeholder Participation/Involvement
2021-2022 Plan

Section 134(b): The local plan shall be for the same period of time as the State Plan submitted under Section 122. Please check the types of involvement each of the groups below have had in the development of your local plan.

Section 134(d) and Section 122(c)(1)(A): Describe how parents; students; academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; representatives of the Workforce Investment Council; representatives of business (including small business) and industry; labor organizations; representatives of special populations; representatives of agencies serving out-of-school, homeless, and/or at-risk youth; and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title, including career and technical programs of study.

	supplied information	provided substantive consultation	reviewed and critiqued the plan or sections of the plan
Representatives of business/industry	X	X	X
Representatives of business/industry	X	X	X
Representatives of business/industry	X	X	X
Representatives of labor organization	X	X	X
Representatives of agencies serving out-of-school, homeless, and/or at-risk youth	X	X	X
Representatives of Workforce Investment Council	X		X
Community representatives and other interested individuals	X		X
Representatives of special populations	X		X
Representatives of local community colleges	X	X	X
Teachers			X
Parents			X
Students			X

Describe how the required respective groups were involved in the development, implementation, and evaluation of your career and technical programs utilizing data from prior year(s) and/or any local evaluations that may have been conducted during the 2020-2021 school year.

General Advisory Council (GAC) members provide information on local labor market data, assist in developing new courses, and provide assistance in disseminating information to other stakeholders outside the school division. Members support career and technical education (CTE) via presenting at public hearings, emailing legislators, and contacting other educational agencies for the betterment of CTE and education for all students. Members are involved in the evaluation of CTE programs, and programs regularly present to the GAC. GAC members have been instrumental in fostering new partnerships between the CTE programs and other local businesses.

CTEMS SCHEDULE 2
Advisory Committee Participation/Involvement
2021-2022 Plan

The local advisory committee for CTE must be involved in the development, implementation, and evaluation of CTE programs and local needs assessment. The advisory committee, which meets regularly, is a group of persons representing business and industry; labor organization; Workforce Investment Council; agencies serving out-of-school, homeless, and/or at-risk youth; special populations; local community colleges; teachers; parents; students; and other interested community leaders for the purpose of providing recommendations, direction, and assistance to CTE. Other persons may be invited to participate at the discretion of the eligible recipient. Ex-officio members should include the CTE administrator.

This schedule must provide a list of the names of the stakeholders indicated on Schedule 1 that contribute to the development of the local Perkins plan.

List below only one individual from each category (with the exception of business and industry, which must list three-one for each of three different CTE programs) on the local advisory committee who have been appointed to serve in the development, implementation, and evaluation of CTE programs and local needs assessment. Additional members may be listed on the Comments Page of this application following Schedule 18.

Group ID Letter:	P : Parents S : Students T : Teachers L : Labor Organization W : Workforce Investment Council	B&I : Business and Industry (3 minimum) CC : Local Community College SP : Special Populations O : Community Representative/Other Interested Individuals A : Out-of-School, Homeless, and/or At-Risk Youth
-------------------------	--	--

NAME/TITLE OR POSITION	NAME OF COMPANY/BUSINESS/ORGANIZATION	GROUP ID LETTER
Nelson, Stephen	Parent	P
Swirzinski, Ava - Student	Student	S
Tunney, Michael	Technology Education Teacher	T
Mallinson, Amy	Virginia Beach Schools Federal Credit Union	B&I
Ekker, David - Engineering Dean	Tidewater Community College	CC
Myers-Daub, Roni - Executive Director Off	Virginia Beach City Public Schools	SP
White, Ron - Workforce Development Coord	City of Virginia Beach - Economic Development	L
Gall, Hunter - Biomodeling Engineer	CIRS	B&I
Burke, Diana - Executive Director	Virginia Beach Hotel Association	B&I
Brooks, Christina - Senior Director, Youth	Hampton Roads Workforce Council formerly	W
Master, Rupal - Community Member	Virginia Beach Resident	O
Arnold, Aaron - Workforce Development S	WIOA Contract Employee serving Out-of-Sch	A

Describe how members of the CTE advisory committee and the stakeholder participants involved in the development of the plan are annually informed about and assist in the understanding of the Act, and list activities planned in which the stakeholders will be involved for the 2020-2021 school year.

Members of the career and technical General Advisory (GAC) and the stakeholder participants are updated on the Perkins plan during the quarterly meetings. During the third quarter meeting, the proposed Plan is discussed and reviewed prior to submitting for approval of the School Board. Due to the COVID-19 pandemic the third quarter meeting was conducted using Zoom. During the 2021-22 school year, committee members will be actively engaged in promoting and sharing Virginia Beach CTE programs via presentations at local, state, and national audiences. Additionally, committee members will continue the review of CTE programs through participation in classroom observations, participation in the STEM Trifecta Challenge, and CTSO events and activities.

CTEMS SCHEDULE 3
Application for Local Career Cluster/Pathway Plans of Study
2021-2022 Plan

INSTRUCTIONS/PROCEDURES

Assistance for completing the CTE Career Cluster/Pathway Plans of Study may be found on the [CTE Career Cluster webpage](#).

Effective school year 2013-2014 and beyond, beginning in middle school, all students shall have an Academic and Career Plan that is reviewed before a student enters the ninth and eleventh grades (8VAC 20-131-140).

Assistance for completing Academic and Career Plans may be found on the [Academic and Career Plan webpage](#).

As of school year 2012-2103 and thereafter, all divisions shall implement at least one or more Career Pathway Plans of Study representing at least three or more corresponding Career Clusters (Section 134(b)(2)(B)). However, to ensure your school division's previous Plans of Study (submitted over the past 10 years) are preparing students to meet local, regional, and state economic and workforce needs, you are advised to review and revise each as necessary. Please email a Microsoft Word file of your completed 2021-2022 Plan of Study to CTE@doe.virginia.gov for separate approval.

LIST ALL PREVIOUSLY APPROVED PLANS OF STUDY

CLUSTER	PATHWAY	YEAR SUBMITTED	LOCAL OR STATE TEMPLATE (Please indicate which is being used)
Information Technology	Business Information Management-Business	2007-2008	State
Science, Technology, Engineering, & Transportation, Distribution, &	Engineering and Technology-Science, Facility and Mobile Equipment Maintenance-	2008-2009	Local
Science, Technology, Engineering, & Education & Training	Construction-Architecture and Construction Teaching/Training-Education and Training	2009-2010	Local
Marketing	Marketing Management-Marketing	2010-2011	State
Business Management & Finance	Business Information Management-Business Accounting-Finance	2011-2012	State
Manufacturing	Production-Manufacturing	2012-2013	Local
Information Technology	Information Support and Services-Information	2013-2014	Local
Information Technology	Network Systems-Information Technology	2014-2015	Local
Manufacturing	Production-Manufacturing	2015-2016	Local
Hospitality & Tourism	Lodging-Hospitality and Tourism	2016-2017	Local
Science, Technology, Engineering, &	Engineering and Technology-Science,	2017-2018	State
		2018-2019	State
		2019-2020	State
		2020-2021	State

Application for Local Career Cluster/Pathway Plans of Study 2021-2022 Plan

Please email a Microsoft Word file of your completed 2021-2022 Career Cluster/Pathway Plan of Study template to CTE@doe.virginia.gov for separate approval.

PLANS OF STUDY SUBMITTED FOR 2021-2022 LOCAL PLAN

[illegible]

1. Improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in –
 - i. the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and
 - ii. career and technical education subjects.*
2. Provide students with strong experience in, and understanding of, all aspects of an industry.*
3. Ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.*
4. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).*
5. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits/elements.
6. Must lead to a high school diploma and, if applicable, an industry certification/state licensure/occupational competency skill assessment at the secondary level and to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*

* Required

CTEMS SCHEDULE 3 (Continued)
Application for Local Career Cluster/Pathway Plans of Study
2021-2022 Plan

Section 134(b)(2)(B): Describe how the school division plans to implement the new Plan of Study to comply with all components listed on previous page.

Virginia Beach City Public Schools is developing a plan of study to include Early Childhood Education at the Technical and Career Education Center. The plan of study enhances the current program to add a dual enrollment certificate from Tidewater Community College as part of the high school program. Learning supports an economic need in the region identified by the Minus 9 to 5 (<https://www.minus9to5.org/about>) and student interest.

CTEMS SCHEDULE 4
Special Populations Report
2021-2022 Plan

A. Identify the total enrollment as well as the number of economically disadvantaged, disabled, homeless, English learners, foster care, students with parent(s) in active military, single parent, nontraditional (underrepresented gender groups), and out-of-workforce individuals, students eligible for services provided by your school division.

Total Enrollment (Grades 5-12)	Number of Economically Disadvantaged (Grades 5-12)	Number of Students with Disabilities (Grades 5-12)	Number of Homeless Students (Grades 5-12)	Number of English Learners (Grades 5-12)	Number of Students in Foster Care (Grades 5-12)	Number of Students with Parent(s) in Active Duty (Grades 5-12)	Number of Single Parents (Grades 5-12)	Number of Nontraditional (under- represented gender groups) (Grades 5-12)	Number of Out-of-Workforce Individuals (Grades 5-12)
63,675	28,208	7,004	435	2,419	108	12,200	0	1,536	0

B. Section 134(b)(5) Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to, and lowering success in, the programs for special populations.

CTE programs are open to all students, are publicized/promoted, and are included in the Student Course Guide given to students prior to enrolling/scheduling. Counselors provide information regarding CTE opportunities through advisory sessions conducted by school division personnel. Outreach and recruitment efforts include an academic and career planning fair (Navigating the Journey) that showcases career exploration (elementary, middle, and high). Workshops and professional development opportunities targeted for special populations are available. Disadvantaged/disabled youth are evaluated via the Vocational Evaluation program to assess the best fit for student aptitude/interests in CTE courses. Students at risk of dropping out or having little success in a traditional high school setting are referred to the Renaissance Academy for a combined academic and CTE program. At-risk students are also served through grant programs with our local workforce development board.

CTEMS SCHEDULE 4 (continued)
Special Populations Report
2021-2022 Plan

C. Section 134(b)(5) Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance.

Virginia Beach City Public Schools' Office of Technical and Career Education may modify CTE programs to enable students to meet the state adjusted levels of performance. Some modifications may include job coaching, transition employment services, and career counseling. Members of special populations are also eligible for funding for participation in Career and Technical Student Organizations for co-curricular leadership and competition opportunities.

D. Section 134(b)(5)(D) Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

Examples of monitoring tools to ensure that individuals are not discriminated against include the following: The Individualized Education Plan (IEP) of each special population student provides a vehicle to monitor the progress of students enrolled in CTE programs. CTE coordinators work with the schools to promote programs for all student populations, including disadvantaged, Limited English Proficiency (LEP), and disabled students. Vocational assessments, school tours, open houses, center brochures, back-to-school nights, individual counseling and planning, and parent involvement are all avenues used in planning the student's program of study.

CTEMS SCHEDULE 4 (continued)**Special Populations Report****2021-2022 Plan**

E. Section 134(b)(5)(A-B) Indicate below the activities and other resources/services your school division provides to prepare special populations, including single parents and out-of-work individuals, for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency, including promoting preparation for nontraditional fields.

SERVICES PROVIDED	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	HOMELESS	ENGLISH LEARNERS	FOSTER CARE	PARENT(S) IN ACTIVE DUTY	SINGLE PARENTS	NONTRADITIONAL	OUT-OF-WORK INDIVIDUALS
Supplemental basic academic instruction	X	X		X					
Supplemental social growth activities								X	
High-interest reading materials for struggling readers	X	X		X				X	
Instructional or teacher aides		X		X					
Mentoring programs	X	X	X	X	X	X		X	
Systematic tutoring	X	X	X	X	X	X		X	
Career and technical assessment	X	X		X					
Career counseling	X	X	X	X	X	X		X	
Transportation for work experience		X	X						
Student Apprenticeship									
Work-study programs									
Coop education	X	X	X	X	X	X		X	
Job placement and follow-up	X	X	X	X	X	X		X	
Job-coach and job-transition services	X	X	X						
Work-site visitation	X	X	X	X	X	X		X	
CT student organizations	X	X	X	X	X	X		X	
Field trips	X	X	X	X	X	X		X	
Child care									
Special transportation									
Special seminars for fathers, teens, etc.									
Other: (specify)									
Please indicate if non-federal funds, in whole or in part, are used to support any of the above services.	X	X	X	X	X	X		X	

CTEMS SCHEDULE 5
Strengthen/Improve Academic and Technical Skills
2021-2022 Plan

Section 135(b) Please follow the directions below to show how you strengthen/improve the academic and technical skills of students participating in career and technical education programs.

Directions

For each of your Perkins supported programs, place an X by each activity that applies to that program and that is intended to improve the academic and technical skills of students participating in that program. For example, if “Using academic/career and technical team teaching” is designed to improve the academic and technical skills of students in Agriculture, place an X in the field marked “Using academic/career and technical team teaching” under Agriculture.

ACTIVITIES		DIVISION PROGRAMS							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY & CONSUMER SCIENCES	HEALTH & MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Integrating academics with career and technical education programs to ensure learning in the core academic and career and technical subjects		X	X	X	X	X	X	X	X
b. Providing a coherent sequence of courses to ensure learning in the core academic and career and technical subjects		X	X	X	X	X	X	X	X
c. Developing and implementing academic and career and technical collaborative lesson plans		X	X	X	X	X	X	X	X
d. Implementing academic/career and technical team teaching				X	X		X	X	
e. Providing dual credit options (Note: Also list on Schedule 12)			X		X	X	X	X	X
f. Providing joint academic/career and technical instructional assignments		X	X	X	X	X	X	X	X
g. Planning for and participating in joint academic/career and technical field trips to business/industry		X	X	X	X	X	X	X	X
h. Providing a senior research project with academic and career and technical education components			X					X	
i. Other (specify)									

CTEMS SCHEDULE 5 (Continued)
Strengthen/Improve Academic and Technical Skills
2021-2022 Plan

Section 134(b)(4) Describe how the school division will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical programs to ensure learning in the subjects that constitute a well-rounded education (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965).

Curriculum writing teams and individual teachers utilize the crosswalks available through curriculum frameworks at the CTE Resource Center to make connections between CTE competencies, relevant SOL standards, and local Virginia Beach Objectives. Professional development for teachers and staff focuses on unpacking the state, local, and industry certification standards to be sure that all students receive rigorous instruction that aligns with each. Curriculum resources are offered for instruction, remediation, and personalized enrichment. CTE courses rely on this model to provide world-class instruction. These efforts are enhanced with access to relevant industry credentials and real-world internships. Additionally, CTE students enroll in the same rigorous core academic programs as all students in the division.

CTEMS SCHEDULE 6
Work-Based Learning Opportunities
2021-2022 Plan

Section 134(b)(6): Please follow the directions below to show how the school division will provide students with strong experience in, and understanding of, work-based learning opportunities.

Directions

For each of your Perkins supported programs, place an X in the field for every activity for school year 2021-2022 that are intended to provide students with work-based learning opportunities.

ACTIVITIES		DIVISION PROGRAMS							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY & CONSUMER SCIENCES	HEALTH & MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. CTE curriculum frameworks reviewed by career/technical advisory committee to ensure that the local curriculum provides students with experience in and understanding of all aspects of an industry		X	X	X	X	X	X	X	X
b. Work-Based Learning experiences provided									
Clinical Experience						X			
Cooperative Education			X		X		X		
Entrepreneurship			X				X		
Externship		X	X	X	X	X	X	X	X
Internship			X		X			X	X
Job Shadowing		X	X	X	X	X	X	X	X
Mentorship			X					X	
School-based Enterprise							X		
Service Learning									X
Youth Registered Apprenticeship									
c. Participation of Business/Industry Reps									
Business/industry tours		X	X	X	X	X	X	X	X
Class presentations		X	X	X	X	X	X	X	X
Program evaluations		X	X	X	X	X	X	X	X
Other Specify:	Mentorship & Shadowing Opportunities Provided	X	X	X	X	X	X	X	X

CTEMS SCHEDULE 6 (Continued)
Work-Based Learning Opportunities
2021-2022 Plan

Section 134(b)(6): Describe the work-based learning opportunities that the school division will provide to students participating in career and technical education programs and how the school division will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable.

Virginia Beach City Public Schools relies on local industry partners to strengthen real-world connections to industry in all CTE classes. These partners serve on the CTE General Advisory Council (GAC) and volunteer time in classrooms. An example of one such partnership was developed with the support of the Hampton Roads Workforce Council (HRWC). In the 2020-21 school year the HRWC helped Virginia Beach host monthly career panel chats in various industries. These chats ran multiple times and were available in each class block on the event day. Up to 1200 students (300 per block) could attend throughout the day and interact with business professionals from companies willing to host work-based learning activities for high school students. In the 2021-22 school year these connections will be turned into actual work-based learning opportunities for students. This goal is supported by the work-based learning specialist position included in the current Perkins V budget.

CTEMS SCHEDULE 7
Technology in Career and Technical Education
2021-2022 Plan

Please follow the directions below to show how the school division will develop, improve, or expand the use of technology in career and technical education.

Directions

For each of your Perkins supported programs, place an X in the field for any activity for school year 2021-2022 that are intended to develop, improve, or expand the use of technology.

ACTIVITIES		DIVISION PROGRAMS							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY & CONSUMER SCIENCES	HEALTH & MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Train career and technical personnel to use state-of-the-art technology, which may include distance/virtual learning.		X	X	X	X	X	X	X	X
b. Provide students with the academic and career and technical skills that lead to entry into high-tech and communications fields.		X	X	X	X	X	X	X	X
c. Work with high-tech industries to offer volunteer internship, mentoring, shadowing, and/or cooperative education experience(s).		X	X	X	X	X	X	X	X
d. Provide technology applications in classroom instruction (including computer applications).		X	X	X	X	X	X	X	X
e. Verify that instructional personnel demonstrate proficiency in Virginia Technology Standards.		X	X	X	X	X	X	X	X
f. Other (specify)									

CTEMS SCHEDULE 7 (Continued)
Technology in Career and Technical Education
2021-2022 Plan

Describe how the school division will develop, improve, or expand the use of technology in career and technical education.

The division remains committed to exposing students to the latest technologies and tools used in industry. Business partners from our General Advisory Council (GAC) work with curriculum specialists and teachers to make recommendations on technology and equipment purchases. To support these recommendations, the division continues to allot Perkins funds to support purchases of technology and related training.

CTEMS SCHEDULE 8
Professional Development
2021-2022 Plan

Section 134(c)(2)(D) Please follow the directions below to show how the school division will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Directions

For each of your Perkins supported programs, place an X in the field for any activity for school year 2021-2022 that are intended to provide professional development to teachers, career/school counselors, and administrators associated with any CTE program.

ACTIVITIES		DIVISION PROGRAMS						
	AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY & CONSUMER SCIENCES	HEALTH & MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. In-service and pre-service professional development:								
(1)Training for guidance on (a) career clusters, career pathways, and career assessment; and (b) implementation of Plans of Study.	X	X	X	X	X	X	X	X
(2)Integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects as defined in section 9101 of the ESEA of 1965; and career and technical education subjects.	X	X	X	X	X	X	X	X
(3)Appropriate postsecondary courses and/or workshops for teachers with provisional licenses and/or career switchers	X	X	X	X	X	X	X	X
(4)State-of-the-art career/technical programs and techniques	X	X	X	X	X	X	X	X
(5)Effective teaching skills based on research	X	X	X	X	X	X	X	X
(6)Effective practices to improve parental and community involvement	X	X	X	X	X	X	X	X
(7)Opportunities for National Board Certification to provide teachers access to Virginia incentives	X	X	X	X	X	X	X	X
b. Programs for teachers and other school personnel to ensure they remain current with all aspects of an industry	X	X	X	X	X	X	X	X
c. Regional, state, and college teacher placement job fairs		X		X			X	
d. Virginia Teachers for Tomorrow training program.				X				
e. Business/industry internship programs for teachers								X
f. Other (specify)								

CTEMS SCHEDULE 8 (Continued)**Professional Development****2021-2022 Plan**

Section 134(c)(2)(D) Describe how the school division will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

VBCPS offers professional development opportunities for CTE teachers. To meet teacher needs and licensure requirements, CTE teachers are encouraged to attend summer conferences in their curriculum area (even virtually). They also may attend local seminars for professional development or propose their own professional development activities. These may include internships, shadowing, other conferences, and work with industry representatives. Additionally, the division sends teachers, administrators, and school counselors to national CTE and industry training/conferences each year. Attendees at these events are required to present best practices from the events to other staff members upon their return. To improve teaching practice and move toward transformational learning, CTE teachers are included with core practitioners in professional development geared toward pedagogy. (ex. VASCD conference)

CTEMS SCHEDULE 8 (Continued)**Professional Development****2021-2022 Plan****Directions**

For each of your Perkins supported programs, indicate the number of teachers who will participate in the professional development activities.

ACTIVITIES		DIVISION PROGRAMS							
Note: All professional development provided must meet requirements as identified in Perkins V. Indicate the number of teachers/ administrators participating within the fields for each program area(s).		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY & CONSUMER SCIENCES	HEALTH & MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
			1		45	7	8	52	
			1		10	4	3	4	
		1	68		90	7	23	52	27
		d. Internship in industry							
e. Other (specify)									

Section 134(b)(8) Describe how the school division will coordinate with the state agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.

Virginia Beach City Public Schools CTE administrative staff works with human resources to travel to hiring fairs and colleges (traditional and career-switcher) to recruit qualified teachers for hard-to-staff areas. This year those fairs were virtual. Once hired, teachers from both traditional preparation programs and career-switchers are assigned veteran CTE mentors. Additionally, new teachers work closely with curriculum coordinators in their subject area to ensure a smooth transition. The accomplishments of teachers and school counselors are recognized each year through a program naming a citywide CTE Teacher (high school and middle school) and a CTE School Counselor of the Year.

***COVID impacted participation in state and national professional development in 2020-21. Learning from larger organizations was included in local offerings to minimize teachers time away from the classroom during the pandemic.

CTEMS SCHEDULE 9
Evaluation of Career and Technical Education Programs
2021-2022 Plan

Section 134(c)(2)(A): Describe how the school division will use the state system of Performance Standards and Measures to develop, evaluate, and continuously improve the performance of the career and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met.

Programs are evaluated using a combination of factors. These include student competency mastery as described in the curriculum frameworks provided by the CTE Resource Center, student performance on industry certification exams identified for each course, and completer follow-up survey data. Additionally, teacher performance is evaluated through the same system used to evaluate core subject teachers in Virginia Beach. These benchmarks are combined with site visits from administrative staff and industry partners to provide comprehensive assessments of program performance. The needs of students from special populations are monitored by teachers, parents, CTE staff, and stakeholders from the Office for Programs for Exceptional Children.

CTEMS SCHEDULE 10
Improvement, Expansion, and Modernization
2021-2022 Plan

Section 135(b)(5)(D): Please follow the directions below to show how the school division will initiate, improve, expand, and modernize quality career and technical education programs.

Directions

For each of your Perkins supported programs, place an X in the field for any activity you will use to initiate, improve, expand, or modernize that particular program.

ACTIVITIES		DIVISION PROGRAMS							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY & CONSUMER SCIENCES	HEALTH & MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Revise/update curriculum			X	X	X	X	X	X	X
b. Revise/update instructional materials		X	X		X	X	X	X	X
c. Obtain input from business/industry/ community representatives to improve/modernize program		X	X		X	X	X	X	X
d. Modernize program offerings in occupational area			X		X	X	X	X	X
e. Conduct labor market analysis related to area			X		X	X	X	X	X
f. Conduct community surveys (may include surveys of groups such as your local boards and community groups)		X	X		X	X	X	X	X
g. Initiate new program(s) or courses based on labor market needs			X						
h. Expand career and technical program offerings to provide greater student choice			X					X	
i. Incorporate technology applications in the classroom/laboratory		X	X		X	X	X	X	X
j. Certify teachers in industry or professional/trade association		X	X		X	X	X	X	X
k. Incorporate industry or professional/trade association certification standards		X	X		X	X	X	X	X
l. Provide training in high tech or telecommunications occupations			X			X		X	X
m. Other (specify)									

CTEMS SCHEDULE 10 (Continued)
Improvement, Expansion, and Modernization
2021-2022 Plan

Section 135(b)(5)(D): Describe how the school division will initiate, improve, expand, and modernize quality career and technical education programs.

Virginia Beach City Public Schools will continue to work with all stakeholders (students, parents, teachers, administration, and industry partners) to evaluate and improve CTE programs for all students. The General Advisory Council (GAC) meets quarterly to review programs and make suggestions for program improvements. Programs that do not meet identified current needs will be retired and new opportunities will replace them.

CTEMS SCHEDULE 11
Using Data to Improve Career and Technical Education
2021-2022 Plan

Section 134(c)(2)(A): Describe the process the school division will use to evaluate and continuously improve performance, by using the data provided for your school division on the State System of Performance Standards and Measures, of career and technical education programs within the school division.

Virginia Beach City Public Schools will use the data provided on the State System of Performance Standards and Measures to explore the drop in the number of CTE completer from underrepresented gender groups, who during the reporting year, completed a program that leads to employment in non-traditional fields. The Office of Community Engagement and the Office of Student Support Services will assist with marketing and recruitment efforts to address this deficit.

CTEMS SCHEDULE 12**Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
2021-2022 Plan**

Section 135(b)(1)(A-F) Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Place an X in the field for each option you have implemented to facilitate a linkage between, and transition from, secondary to postsecondary programs.

Career assessment programs (please indicate programs that you are using).

	Virginia Education Wizard	
X	Or Other:	Describe: Career Scope is used in our vocational evaluation assessment program. The data provided from Career Scope is currently more valuable than that provided from Virginia Wizard. Major Clarity is used in Advisory.
X	Career and academic counseling/coaching. Section 135(b)(1)(D): Describe how career guidance and academic counseling provide information on postsecondary education and career options.	
	Describe: Virginia Beach has implemented regular school wide "Advisory" blocks for secondary students used for academic and career planning as well as exploration. Competencies for required career exploration are covered in this format. These efforts are paired with one-on-one counseling to prepare students to make informed choices about their futures. Student Support Services and the Office of Technical & Career Education have created a comprehensive plan for Academic and Career Planning. This plan includes a website with access to resources for families, an instructional video series, classroom instruction at the elementary, middle and high school levels, one-on-one career counseling in 7th and 10th grades. These resources have been demonstrated for all principals, all school counseling department chairs, and to the community on a Navigating the Journey night.	
X	Career fairs, placement services, and job seeking skills. Section 135(b)(1)(E): Describe activities that advance knowledge of career opportunities and assist students in making informed decisions about future education and employment goals, including nontraditional fields.	
	Describe: Schools continue to host career fairs (virtual in the current year). Students have the opportunity to attend regional career fairs and career chats hosted by the Hampton Roads Workforce Council, our regional workforce development authority. The division also plans to once again host citywide job shadow days in 2021-22. Examples include our city's Official for a Day and industry- sponsored events.	

CTEMS SCHEDULE 12 (Continued)
Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
2021-2022 Plan

	High Schools that Work (HSTW) and/or Making Middle Grades Work (Describe HSTW programs that will be implemented.)
	Describe:
X	Section 134(b)(7): Postsecondary Credit Options, such as dual or concurrent enrollment programs or early college high school. (Specify courses/programs.)
	Describe: Dual Enrollment credit is available to CTE students in: CISCO, Cybersecurity, Engineering, Welding, Hotel, and Virginia Teachers for Tomorrow. Additionally, Governor's Health Science Academy students can take EMT on campus at Tidewater Community College and students at the Kempsville Entrepreneurship and Business Academy can earn an entire associates degree in Business while still in high school.
	Other (specify)
	Describe:

CTEMS SCHEDULE 13
Equity Provisions of General Education Provision Act
2021-2022 Plan

Section 134(b)(5)(C-D) Develop a brief plan stating steps that will be taken to ensure equal access to, and equal participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equal participation, including barriers based on race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy specifically prohibits discrimination against veterans.

Virginia Beach City Public Schools provides awareness of and sensitivity to the issues listed above through workshops and group counseling; provides awareness of people functioning in nontraditional roles, jobs, and professions through job shadowing, field trips, career days, advisory committees, and tours of school facilities, classrooms, and laboratories that prepare students for nontraditional roles; encourages participation in all programs and activities through active recruitment in all programs and activities of under-represented genders, providing transportation or child care, and exchanges among educators and business representatives. Virginia Beach City Public Schools ensures appropriate representation of genders, race, color, national origins, disabilities, and age in all activities, in all instructional materials, and in all promotional materials.

CTEMS SCHEDULE 14
Labor Market Needs
2021-2022 Plan

Section 134(e)(2)(C-D): Describe how labor market needs are reviewed and addressed to ensure programs and courses offered meet local, regional, and state economic and workforce needs.

Labor market needs are reviewed and addressed when Virginia Beach City Public Schools brings a new course proposal to the School Board for approval. The course proposal process requires each new proposal to include data on labor market needs and job outlook for five years. Our General Advisory Council plays a major role in identifying potential new career and technical education courses that match local labor force requirements as determined by Virginia Beach Economic Development; council members provide input and information regarding the job outlook for specific industries in our area. The General Advisory Council resources used to obtain labor market data include Virginia Employment Commission and JobsEQ provided by the Virginia Department of Education.

CTEMS SCHEDULE 15**Participation in Regional Technical Education Centers**

(Only to be completed by school divisions participating in a CTE Regional Technical Center that serve multiple divisions.)

2021-2022 Plan

COLUMN A: Total CTE Students in School Division (Unduplicated Count, Grades 7-12) + Students Attending Regional Technical Center	COLUMN B: Number of CTE Students Participating In Regional Technical Center (Unduplicated Count, Grades 7-12, if applicable)	COLUMN C: Percent of CTE Students Attending Regional Technical Center (Column B/Column A)	COLUMN D: Amount of Perkins Funds Sent to Regional Technical Center (Based on percent in Column C)
		Complete Columns A and B for Automatic Calculation	

NOTE: Each school division that participates in a CTE Regional Technical Center must notify the center administrator of the amount of Perkins funding identified in Column D that will be allocated to the center.

CTEMS SCHEDULE 15 - A**CTE Regional Technical Center Funding****TO BE COMPLETED BY CTE REGIONAL TECHNICAL CENTERS ONLY****2021-2022 Plan**

List each school division that participates in the regional technical center including the Perkins funding allocated to the center.
(The "Amount" column must only contain numeric entries.)

School Division	Amount
TOTAL	\$0.00

CTEMS SCHEDULE 16
Career and Technical Education Financial Data
2021-2022 Plan

ADMINISTRATION		
Funding Categories	State	Local
1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)	\$21,803.20	\$206,600.77
2. Assistant Principal (includes Special Career and Technical Centers)	\$21,803.20	\$183,650.26
EXTENDED CONTRACTS, ADULT SUPPLEMENTS		
Funding Categories	State	Local
3. Extended Contract Costs	\$174,425.60	\$66,794.55
4. Adult Occupation Supplements	\$0.00	\$0.00
5. Adult Occupation Teachers (Full-time)	\$0.00	\$0.00
6. Adult Occupation Teachers (Part-time)	\$22,198.00	\$80,794.23
LOCAL FUNDS ONLY		
Funding Categories	State	Local
7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs		\$11,246,709.03
8. Instructional Supplies/Materials		\$46,313.87
9. Other Instructionally Related Costs		\$109,376.61
10. Equipment		\$198,855.35

CTEMS SCHEDULE 17 (Continued on next page)**Budget of Perkins Funds****2021-2022 Plan**

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			See Appendix B				See Appendix C	Fed, State, or Local	Amount
Required Use: Professional Development	A.)	D	1 (A-F)	R2A	All	VBCPS will provide professional development programs to support individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical educations standards and curricula to secondary teachers, faculty, school leaders, support personnel, administrators, and career and academic counselors who are involved in integrating career and technical education programs.			
	B.)		2 (A-I)				3000	Fed	47,461.97
	C.)		3						
	D.)		4 (A or B)				5000	Fed	2,000.00
	E.)		5 (A-T)						
			6						
Required Use: Activities for Special Populations (to include nontraditional)	A.)	E	1 (A-F)	R1E	All	VBCPS will provide support for special populations including non-traditional: instructional materials, recruitment, evaluation and equipment as approved by VDOE.			
	B.)		2 (A-I)				8000	Fed	2,500.00
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
Required Use: Regional Program Participation (only school divisions submitting Schedule 15)	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	C	1 (A-F)	R5D	All	VBCPS will initiate, improve, expand, and modernize quality career and technical education programs including relevant technology to provide students with the skills necessary to pursue careers in high-skill, high-wage, and in-demand industry sectors. All instructional materials and equipment purchases will be from the state approved equipment list.			
	B.)		2 (A-I)				3000	Fed	15,000.00
	C.)		3						
	D.)		4 (A or B)				8000	Fed	433,452.50
	E.)		5 (A-T)						
			6						

CTEMS SCHEDULE 17 (Continued)

Budget of Perkins Funds

2021-2022 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			See Appendix B				See Appendix C	Fed, State, or Local	Amount
	A.)	E	1 (A-F)	R5M	All	VBCPS will develop, improve, and/or expand the use of technology in career and technical education, which may include providing students with the academic and career skills (including STEM) that lead to entry into the technology fields.	3000	Fed	12,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	E	1 (A-F)	P5F	All	VBCPS will provide support of other career and technical education activities that are consistent with the Act through offering industry credentialing opportunities to students enrolled in career and technical education programs. This amount will be utilized after spending the state industry credential allotments.	3000	Fed	70,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	E	1 (A-F)	P5O	All	VBCPS will assist career and technical education student organizations and support students from special populations and non-traditional genders for regional, state, and national competitions/conferences. These funds will only be used to support students in special populations, including non-traditional, and one advisor per organization/per school/per event for registration, transportation, lodging, and meals to CTSO district, regional, state, and national conferences.	5000	Fed	5,000.00
	B.)		2 (A-I)						
	C.)		3				3000	Fed	100,000.00
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	C	1 (A-F)	P5C	Marketing	VBCPS will provide support for entrepreneurship education through Virtual Enterprise International and Incubator EDU. Expenditures are limited to those that are consistent with the Act including network fees to access classroom resources, trade fair fees to access trade fairs, and teacher training.	3000	Fed	5,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						

CTEMS SCHEDULE 17 (Continued)

Budget of Perkins Funds

2021-2022 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			See Appendix B				See Appendix C	Fed, State, or Local	Amount
	A.)	E	1 (A-F)	R1F	All	Support to provide work-based learning opportunities and real-world experiences for students in career and technical education courses			
	B.)		2 (A-I)				3000	Fed	20,000.00
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	B	1 (A-F)	R5E	All	Educational Specialist to plan and carry out a continuum of work-based learning opportunities, including simulated work environments; SY 2021-22 will be year one of a three-year position.			
	B.)		2 (A-I)				1000	Fed	81,500.00
	C.)		3						
	D.)		4 (A or B)				2000	Fed	30,187.80
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						

CTEMS SCHEDULE 17 (Continued)

Budget of Perkins Funds

2021-2022 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			See Appendix B				See Appendix C	Fed, State, or Local	Amount
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						

CTEMS SCHEDULE 17 (Continued)**Budget of Perkins Funds****2021-2022 Plan**

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			See Appendix B				See Appendix C	Fed, State, or Local	Amount
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
Career and Technical Education Programs or Activities Funded						Federal	824,102.27		
						State	0.00		
						Local	0.00		
Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)							43,372.86		
Grand Total Career and Technical Education Federal Budget						867,475.13			

CTEMS SCHEDULE 18

Administration/Administrative Equipment Funds and Budget Summary Worksheet
2021-2022 Plan(Administration/Administrative Equipment **not to exceed five percent of the total federal grant**)

Administration - Description		Amount
1000 - Personal Services	Proctors for industry credentialing	25,269.34
2000 - Employee Benefits	Benefits for proctors	1,933.10
3000 - Purchased Services		
4000 - Internal Services		
5000 - Indirect Cost	Indirect costs	16,170.42
5000 - Other Charges		
Line 1 Administration SUBTOTAL		43,372.86
Administrative Equipment - Description - (All Object Code 8000)		Amount
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
Line 2 Administrative Equipment SUBTOTAL		0.00
Administration/Administrative Equipment		Amount
Line 3 Administration/Administrative Equipment TOTAL (transfers to Schedule 17)		43,372.86

CTEMS SCHEDULE 18 (Continued from previous page)
Administration/Administrative Equipment Funds and Budget Summary Worksheet

2021-2022 Plan

SUMMARY BUDGET WORKSHEET (A summary of the budget worksheets relevant to plan objectives that includes line items under the broad expenditures.)	
Expenditure Categories See Appendix C for Object Code Definitions	Amount
1000 - Personal Services	106,769.34
2000 - Employee Benefits	32,120.90
3000 - Purchased Services	269,461.97
4000 - Internal Services	0.00
5000 - Indirect Costs and Other Charges	23,170.42
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	NOT ALLOWED
8000 – Capital Outlay/Equipment	435,952.50
TOTAL <i>Expenditure Category Budget is calculated from the CTEMS Schedule 17 Budget and CTEMS Schedule 18 Administration/Administrative Equipment Funds and Budget Summary Worksheet (Federal)</i>	867,475.13

COMMENTS

2021-2022 Plan

Please use this page for any additional comments you may have on any of the previous schedules. Please identify the schedule number with the comments.



Subject: Teacher Appreciation Week **Item Number:** 11C

Section: Consent **Date:** April 27, 2021

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

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

Presenter(s): Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Recommendation:

That the School Board approve a resolution in observance of May 3-7, 2021 as Teacher Appreciation Week

Background Summary:

Since 1984, the National PTA has designated one week in May as a time to honor the men and women who lend their passion and skills to educating our children. Events at the local, state and national levels celebrate the outstanding contributions teachers make.

Source:

PTA.org

Budget Impact:

N/A

Teacher Appreciation Week Resolution
May 3-7, 2021

WHEREAS, research shows that classroom teachers have significant impact on student achievement and success; and

WHEREAS, teachers' efforts in planning, teaching and assessing directly impacts student growth; and

WHEREAS, teachers work in collaboration with school administrators to engage families and the community to create challenging, authentic learning opportunities for children; and

WHEREAS, the School Board appreciates the hard work and time teachers dedicate to support student achievement both in and outside of the classroom; and

WHEREAS, this dedication contributes to a strong, positive school culture; and

WHEREAS, the school division has partnered with our parents and community members to express our appreciation for teachers through the “#ThankATeacher” campaign; and

WHEREAS, the school division uses this campaign to highlight the work of our extraordinary instructional staff throughout the entire school year but especially during Teacher Appreciation Week.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes May 3-7, 2021 as Teacher Appreciation Week; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all community members to support and participate in activities designed to recognize teachers for their tireless work as educational leaders; and be it

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

FURTHER RESOLVED: That a copy of this resolution be distributed to each school in the division to be posted in a prominent location.

Adopted by the School Board of the City of Virginia Beach this 27th day of April 2021

Carolyn T. Rye, School Board Chair

S E A L

Aaron C. Spence, Ed.D., Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Personnel Report **Item Number:** 12A

Section: Action **Date:** April 27, 2021

Senior Staff: Mr. John A. Mirra, Chief Human Resources Officer

Prepared by: John A. Mirra

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 April 27, 2021, personnel report.

Background Summary:

List of appointments, resignations and retirements for all personnel

Source:

School Board Policy #4-11, Appointment

Budget Impact:

Appropriate funding and allocations

Personnel Report
Virginia Beach City Public Schools
April 27, 2021
2020-2021

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Appointments - Elementary School	Malibu	4/14/2021	Janine J Hansen	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	3/31/2021	Guerline G Petitma	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	4/12/2021	Lorraine Bryant	Kindergarten Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	4/12/2021	Christy M Gillen	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Salem	3/31/2021	Alyson J Herman	Special Education Assistant	Finlandia University, MI	Kids Town Learning Center, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	3/31/2021	Christiana A Mendiola	Physical Education Assistant	Florida State University, FL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	4/21/2021	Jahur Paige	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Virginia Beach	4/15/2021	Kaiyana D Harris	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Cox	3/31/2021	Arturo D Armoreda	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	3/31/2021	Erika Logan	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	4/14/2021	Juan S Aguda	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	4/14/2021	Rosario D Dizon	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	4/14/2021	Josephine D Garrido	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	3/31/2021	Kimberly G Armstrong	Special Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	3/31/2021	Haley Skeins	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	3/31/2021	Sherry L Dixon	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	4/15/2021	Davyd K Ridley	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	4/15/2021	Joshua D Smith	Technology Support Technician	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial and Distribution Services	4/15/2021	Ebony D Spaulding	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/14/2021	Venice Brickhouse	Bus Assistant, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/14/2021	Carmen M Lewis	Bus Assistant, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/14/2021	Hope D Varner	Bus Driver, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/14/2021	Emily M Vlcek	Bus Driver, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Alanton	4/16/2021	Jonathan C Cortes	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Christopher Farms	4/16/2021	Jenna Scarborough	School Administrative Associate I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Cooke	6/30/2021	Noelle L DuBois	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Green Run	4/2/2021	Zakilya L Holden	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Green Run	4/15/2021	Gordiano P Eloppe	Custodian I (death)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Hermitage	6/30/2021	Cirella L Scott	Physical Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempsville Meadows	4/30/2021	Caitlin M Hetrick	Physical Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kingston	6/30/2021	Jessica J Pickering	Physical Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Landstown	3/26/2021	Kristy L Pfeiffer	Custodian II Head Night (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	North Landing	6/30/2021	Alyssa M Madore	Kindergarten Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	4/16/2021	Theresa A Mejia	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	4/29/2021	Sarah D Mendoza	Physical Education Assistant, .500 (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Princess Anne	4/16/2021	Andrea Birch	Kindergarten Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Brandon	4/19/2021	Terrance L Hinton	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempsville	4/12/2021	James A Dunbar	Custodian I (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Cox	4/13/2021	Yumita P Guimba	Custodian I (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Green Run	4/14/2021	LeSha Wrim	Security Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Green Run	4/30/2021	Valerie Palmer	Guidance Department Chairman (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Renaissance Academy	4/13/2021	Ashlee D Richie	Special Education Assistant (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	4/1/2021	Rowena M Cando	Cafeteria Assistant, 5.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Consolidated Benefits	5/5/2021	Dana Arneson	Benefits Specialist II (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of the Superintendent	5/31/2021	Marc A Bergin	Chief of Staff (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	4/6/2021	Rhonda Grinels	Bus Driver, 5.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	4/30/2021	Dan A Peifer	Bus Driver, 6.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Birdneck	4/30/2021	Maria A Bair	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Birdneck	6/30/2021	Sheryl E Gessner	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Diamond Springs	6/30/2021	Wendy H Rose	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Hermitage	6/30/2021	Letha F Sheffy	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Landstown	6/30/2021	Maureen Morgan	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Red Mill	6/30/2021	Susan L Thuma	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Thalia	6/30/2021	Ingrid W Squires	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Trantwood	6/30/2021	Susan E Jerasa	Library/Media Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Trantwood	6/30/2021	LouAnne Metzger	Principal	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Great Neck	4/19/2021	Judy H Beach	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Kempsville	6/30/2021	Kathleen M DeFendi	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Plaza	6/30/2021	Melchora E Ilagan	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Plaza	6/30/2021	Deborah U Price	Principal	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Green Run	3/31/2021	Pamela C Brown	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Green Run	6/30/2021	Ronnie D Ferebee	Custodian III	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Landstown	3/31/2021	Pamela V Whitehurst	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Ocean Lakes	6/30/2021	Valerie M Humphrey	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Princess Anne	6/30/2021	Debra A Hansen	Cafeteria Manager III	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Salem	7/31/2021	Mark A Harrison	Student Activities Coordinator	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Tallwood	6/30/2021	Herbert Battle	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Tallwood	6/30/2021	Mary F Williams	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Consolidated Benefits	6/30/2021	Anselma Samson	Benefits Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Custodial and Distribution Services	6/30/2021	Stephanie White	Custodian II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Student Leadership	6/30/2021	Mary S Shaw	Coordinator Health Sciences	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2021	Vanessa L Brown	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2021	Janet L Creekmore	Bus Driver - Special Ed, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Elementary School	Lynnhaven	4/30/2021	Nina M Banks	Cafeteria Manager I (employee changed fro resignation to retirement)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Middle School	Landstown	4/30/2021	Dianne M Rywalt	Special Education Assistant (employee changed the retirement date from 6/30/2021 to 4/30/2021)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Brookwood	6/30/2021	Elizabeth M Buda	Special Education Teacher (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Brookwood	6/30/2021	Shannon Jenik	Kindergarten Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Christopher Farms	6/30/2021	Lauren M Griffin	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Cooke	6/30/2021	Jourdan S Boyd	Fifth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Glenwood	6/30/2021	Danielle Ganze	Third Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville	6/30/2021	Meghan Fernandez	Fourth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Landstown	4/30/2021	Sandra Novkovic	Special Education Teacher (continuing education)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Pembroke Meadows	6/30/2021	Deborah D Little	First Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Pembroke Meadows	6/30/2021	Marie E Young	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Point O'View	6/30/2021	Dane C Crunk	Second Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Red Mill	6/30/2021	Jaime L Kurowski	Fourth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Salem	6/30/2021	Amanda B Lloyd	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Seatack	6/30/2021	Vanessa J Bennett	Third Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Lynnhaven	6/30/2021	Grace C Yuskat	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	6/30/2021	Grier S Crosby	Literacy Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Ocean Lakes	6/30/2021	Christina M Frierman	English Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	6/30/2021	Sharelle M Milo	English Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	6/30/2021	Annette Patino	Not Applicable	Not Applicable	Not Applicable

Personnel Report
Virginia Beach City Public Schools
April 27, 2021
2020-2021

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	6/30/2021	Stephanie M Rich	Speech/Language Pathologist, .800 (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	6/30/2021	Ashley A Wykle	Speech/Language Pathologist, .800 (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Brookwood	6/30/2021	Janet L Mikluschak	Art Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Hermitage	6/30/2021	Phyllis McCann	Third Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Holland	6/30/2021	Deborah M Dunn	Instructional Technology Specialist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Kempsville Meadows	6/30/2021	Dolores M Gresalfi	Second Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Kempsville Meadows	6/30/2021	Amy W Rimarski	Kindergarten Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	King's Grant	6/30/2021	Deborah J Little	Reading Specialist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	King's Grant	6/30/2021	Patricia M Mason	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	North Landing	6/30/2021	Tracy J Coffin	Third Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Point O'View	6/30/2021	Helen D Ryan	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Princess Anne	6/30/2021	Edith I Compo	Fourth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Red Mill	6/30/2021	Tamyra L Natividad	Gifted Resource Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Shelton Park	6/30/2021	Amanda L Mule	Kindergarten Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Strawbridge	6/30/2021	Lynn S Gibson	Kindergarten Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Three Oaks	6/30/2021	Deborah M Gowen	Fourth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Salem	6/30/2021	Julia M Staylor	Health & Physical Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Tallwood	6/30/2021	Thomas W Muckle	Science Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Other Employment Actions - Elementary School	Luxford	6/30/2021	Kelly D Richards	Second Grade Teacher (employee rescinded resignation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Other Employment Actions - Middle School	Plaza	4/30/2021	Alexandria J Huff-Reynolds	Special Education Teacher (employee changed resignation date from 6/30/2021 to 4/30/2021)	Not Applicable	Not Applicable
Administrative	Appointments - Middle School	Bayside	4/28/2021	Richard J Plank	Dean of Students	George Washington University, DC	Wooster School, CT
Administrative	Appointments - Middle School	Plaza	4/28/2021	Andrew K Midgette	Assistant Principal	Old Dominion University, VA	Not Applicable



Subject: Interim Financial Statements – March 2021

Item Number: 13A

Section: Information

Date: April 27, 2021

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

Prepared by: Crystal M. Pate, Director of Business Services

Presenter(s): Farrell E. Hanzaker, Chief Financial Officer; Crystal M. Pate, Director of Business Services

Recommendation:

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

Background Summary:

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

Source:

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

Budget Impact:

None



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INTERIM FINANCIAL STATEMENTS
FISCAL YEAR 2020-2021
MARCH 2021

The financial statements include the following:

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

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

School Operating Fund

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

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

Revenues realized this month totaled **\$70.9 million**. Of the amount realized for the month, **\$38.3 million** was realized from the City, **\$6.5 million** was received in state sales tax, and **\$26.0 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue.

School Operating Fund Expenditures (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **69.75%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY20 was **70.41%**, and FY19 was **70.81%**. Please note that **\$13,367,223** of the current year budget is funded by the prior year fund balance for encumbrances.

Athletics Fund (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. This fund has realized **\$1,050** (interest) this month or **91.3%** of the estimated revenue for the current fiscal year compared to **100.1%** of FY20 actual. Expenditures totaled **\$525,345** for this month. This fund has incurred expenditures and encumbrances of **43.9%** of the current fiscal year budget compared to **67.6%** of the FY20 actual. Please note that **\$7,418** of the current year budget is funded by the prior year fund balance for encumbrances.

Cafeterias Fund (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$2,751,935** (includes **\$2,112,650** from the Federal USDA Summer Feeding Program) this month or **42.5%** of the estimated revenue for the current fiscal year compared to **59.6%** of the FY20 actual. Expenditures totaled **\$2,621,277** for this month. This fund has incurred expenditures and encumbrances of **47.5%** of the current fiscal year budget compared to **62.6%** of the FY20 actual. Please note that **\$6,160,851** of the current year budget is funded by the prior year fund balance (**\$4,971,333**) and prior year fund balance for encumbrances (**\$1,189,518**).

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$355,469** (includes **\$352,802** from the Department of Education) this month or **74.8%** of the estimated revenue for the current fiscal year compared to the **76.0%** of the FY20 actual. Expenditures totaled **\$11,270** for this month. This fund has incurred expenditures and encumbrances of **80.7%** of the budget for the current fiscal year compared to **68.6%** of the FY20 actual. Please note that **\$115,802** of the current year budget is funded by the prior year fund balance.

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$342,539** (includes **\$6,235** in interest) in revenue this month. Expenses for this month totaled **\$263,711** (includes **\$16,000** in Motor Vehicle Insurance premiums and **\$206,021** in Worker's Compensation payments).

Communication Towers/Technology Fund (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. The fund realized **\$38,052** in revenue (includes **\$2,341** in tower rent-Cox High, **\$27,500** in tower rent-Bayside High, **\$5,289** in tower rent-Tech Center, and **\$1,634** in tower rent – Woodstock Elementary) this month or **98.4%** of the estimated revenue for the current fiscal year compared to **127.0%** of FY20 actual. Please note that **\$284,000** of the current year budget is funded by the prior year fund balance.

Grants Fund (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$4,502,540** in expenditures was incurred for various grants this month.

Health Insurance Fund (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$12,418,685** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$12,741,117**. This includes medical and prescription drug claim payments for City and School Board employees.

Vending Operations Fund (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of **\$690** in revenue (interest) has been realized this month or **40.3%** of the estimated revenue for the current fiscal year compared to the **65.5%** of the FY20 actual. Expenditures totaled **\$36,000** for this month. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

Instructional Technology Fund (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. A total of **\$7,010** in revenue (interest) has been realized this month. Please note that **\$698,000** of the current year budget is funded by the prior year fund balance.

Equipment Replacement Fund (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. A total of **\$349** in revenue (interest) has been realized this fiscal year. Please note that **\$1,051,000** of the current year budget is funded by the prior year fund balance.

Capital Projects Fund (page B17)

The Capital Projects Fund accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$2,944,961** in expenditures was incurred for various school capital projects this month. This includes **\$1,281,247** for Princess Anne Middle Replacement project, **\$719,743** for Plaza Annex Addition project, and **\$670,693** for Grounds Phase III Renovation and Replacement projects.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$4,076,486** in revenue for the current fiscal year (from General Fund) or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **58.1%** of the current year fiscal year budget compared to **64.0%** of FY20 actual.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

REVENUES

MARCH 2021

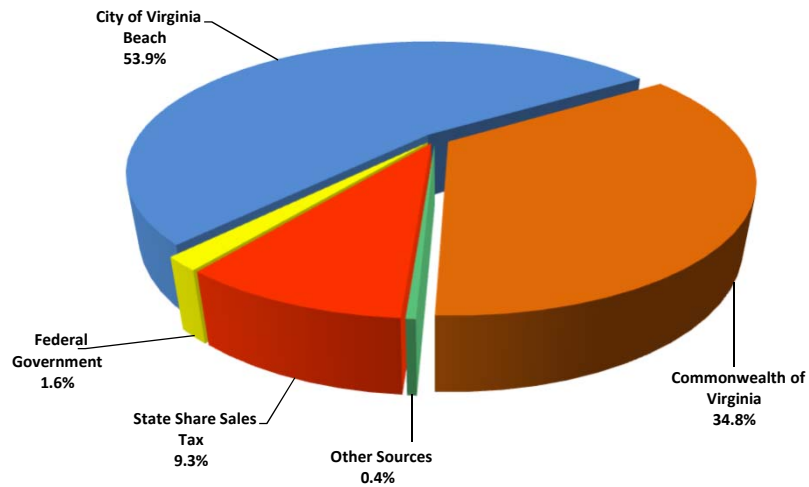
BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
COMMONWEALTH OF VIRGINIA	2021	297,791,599	<-----	210,624,303	70.73%	A
	2020	284,825,537	285,102,568	199,498,950	70.04%	
	2019	272,725,078	274,756,361	192,570,899	70.61%	
STATE SALES TAX	2021	79,209,739	<-----	57,485,576	72.57%	A
	2020	78,981,847	79,610,836	54,824,169	69.41%	
	2019	75,344,490	76,320,888	51,271,119	68.05%	
FEDERAL GOVERNMENT	2021	13,500,000	<-----	15,114,789	111.96%	F
	2020	12,200,000	16,671,591	13,781,526	112.96%	
	2019	12,200,000	15,961,332	13,228,965	108.43%	
CITY OF VIRGINIA BEACH	2021	460,646,169	<-----	342,823,753	74.42%	A
	2020	465,523,561	465,523,561	350,749,902	75.35%	
	2019	457,402,684	457,402,684	339,469,509	74.22%	
OTHER SOURCES	2021	3,082,803	<-----	1,616,735	52.44%	A
	2020	3,032,803	4,046,738	3,060,217	100.90%	
	2019	2,782,803	4,001,625	2,064,799	74.20%	
SCHOOL OPERATING FUND TOTAL	2021	854,230,310	<-----	627,665,156	73.48%	A
	2020	844,563,748	850,955,294	621,914,764	73.64%	
	2019	820,455,055	828,442,890	598,605,291	72.96%	

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

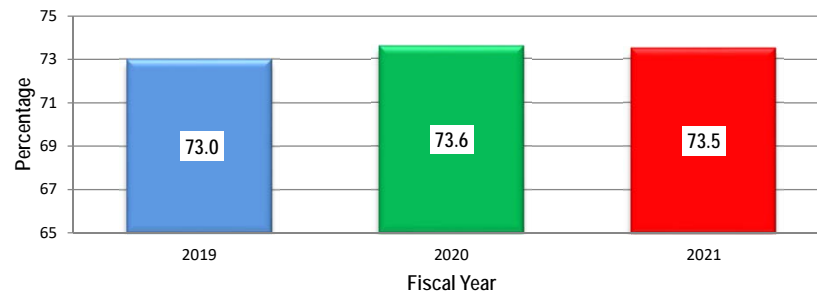
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

A 2

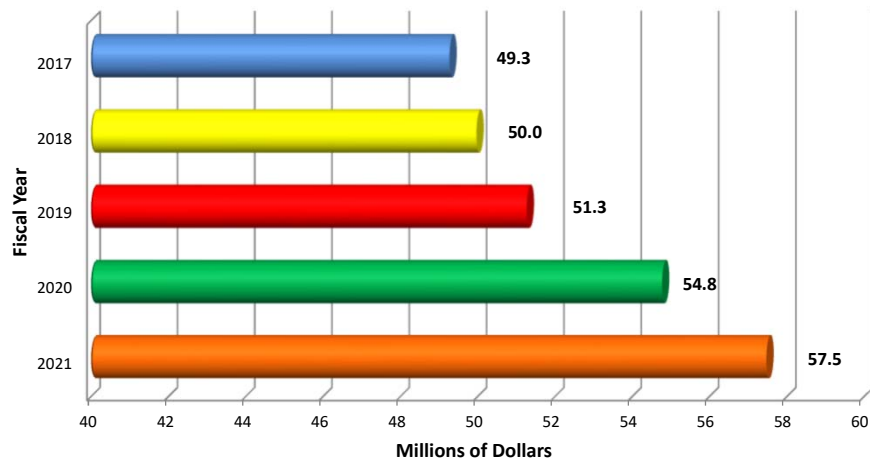
Fiscal Year 2021 Revenue Budget by Major Source



School Operating Fund Revenue
Percentage of Actual to Budget/Actual as of March 31, 2021



State Sales Tax Revenue through March 31, 2021



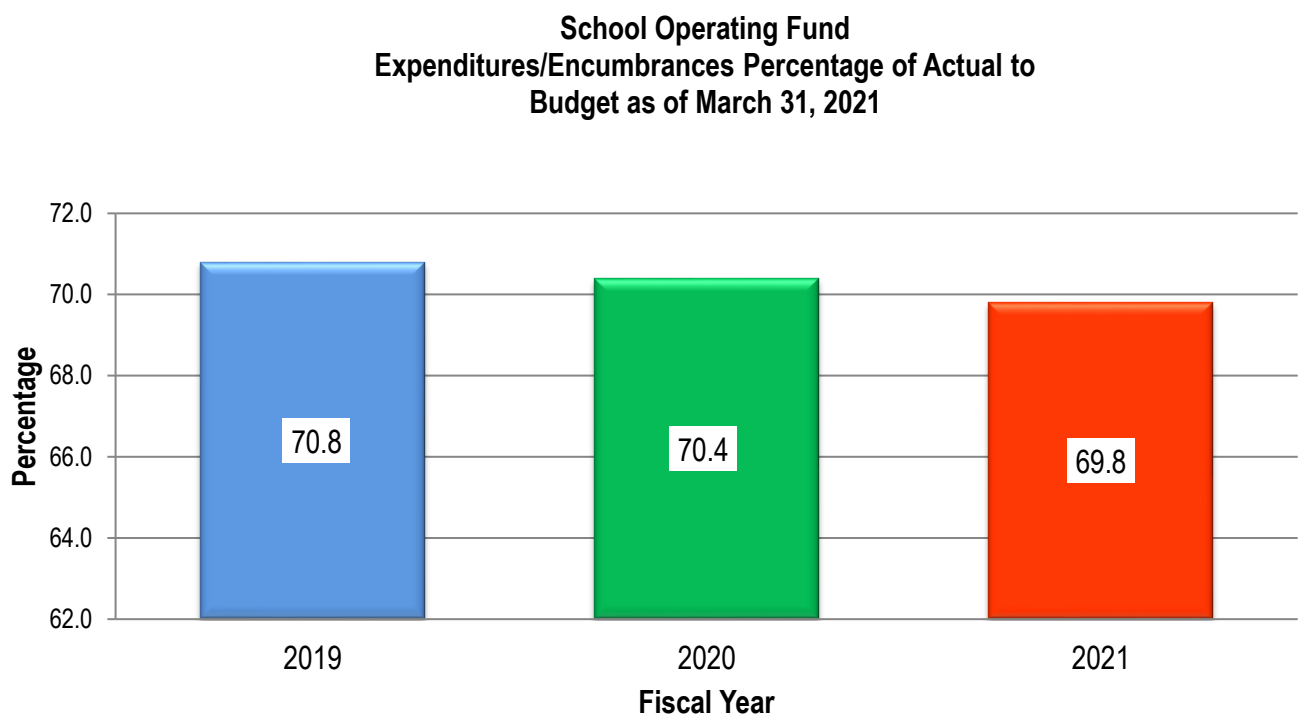
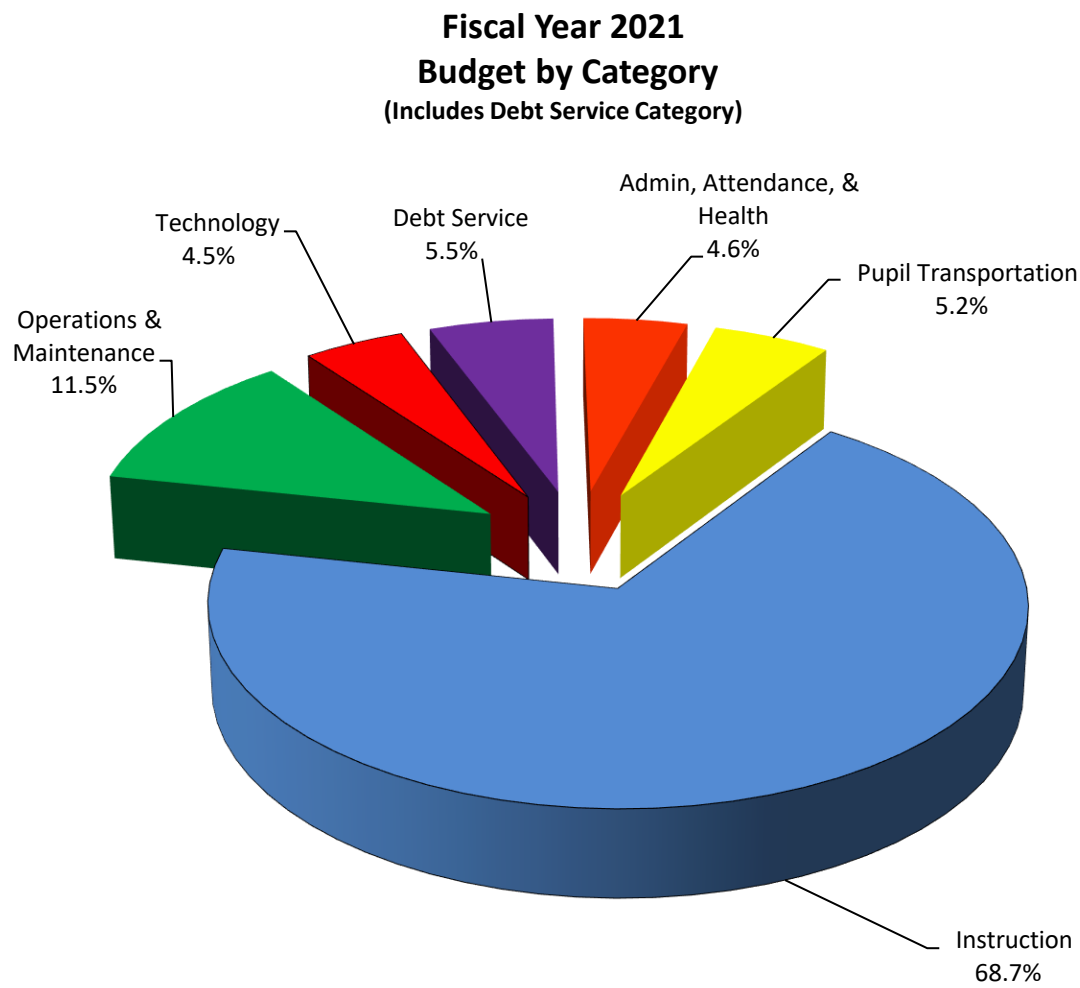
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

EXPENDITURES/ENCUMBRANCES

MARCH 2021

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
INSTRUCTION CATEGORY	2021	596,312,315	<-----	415,371,545	69.66%	A
	2020	597,197,050	577,167,812	414,421,320	69.39%	
	2019	576,532,705	564,422,174	409,185,775	70.97%	
ADMINISTRATION, ATTENDANCE & HEALTH CATEGORY	2021	40,290,112	<-----	25,941,260	64.39%	A
	2020	26,273,771	24,530,187	18,320,171	69.73%	
	2019	27,757,408	26,446,361	19,733,236	71.09%	
PUPIL TRANSPORTATION CATEGORY	2021	44,776,609	<-----	29,511,323	65.91%	A
	2020	42,405,656	41,232,908	32,056,027	75.59%	
	2019	40,914,622	40,103,993	30,622,456	74.84%	
OPERATIONS AND MAINTENANCE CATEGORY	2021	99,752,466	<-----	69,698,621	69.87%	A
	2020	99,738,735	93,760,634	70,624,813	70.81%	
	2019	95,992,689	92,855,284	66,452,726	69.23%	
TECHNOLOGY CATEGORY	2021	38,835,703	<-----	31,429,545	80.93%	A
	2020	45,933,211	42,639,283	35,950,873	78.27%	
	2019	44,344,757	42,839,605	30,253,299	68.22%	
SCHOOL OPERATING FUND TOTAL (EXCLUDING DEBT SERVICE)	2021	819,967,205	<-----	571,952,294	69.75%	A
	2020	811,548,423	779,330,824	571,373,204	70.41%	
	2019	785,542,181	766,667,417	556,247,492	70.81%	
DEBT SERVICE CATEGORY	2021	47,630,328	<-----	39,951,990	83.88%	A
	2020	43,313,882	42,933,085	37,474,358	86.52%	
	2019	41,951,320	41,768,217	34,650,036	82.60%	

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



VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

A 5

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
ELEMENTARY CLASSROOM	166,127,553	15,199,695	112,917,127	108,867	53,101,559	68.0%
MIDDLE CLASSROOM	63,195,790	5,965,134	42,715,979	32,392	20,447,419	67.6%
HIGH CLASSROOM	82,438,335	7,914,620	56,503,241	110,434	25,824,660	68.7%
SPECIAL ED CLASSROOM	100,047,247	7,215,658	73,889,671	153,976	26,003,600	74.0%
TECH AND CAREER ED CLASSROOM	19,184,476	1,631,229	12,059,702	75,476	7,049,298	63.3%
GIFTED CLASSROOM	15,061,637	1,399,103	10,371,641	28,030	4,661,966	69.0%
ALTERNATIVE EDUCATION CLASSROOM	7,264,040	489,079	3,794,819	2,468	3,466,753	52.3%
REMEDIAL ED CLASSROOM	8,580,872	748,848	5,618,128		2,962,744	65.5%
SUMMER SCHOOL CC	1,602,285	(12,126)	870,703		731,582	54.3%
SUMMER SLIDE	270,483		180,742	317	89,424	66.9%
ADULT ED	2,094,153	186,871	1,373,100	423	720,630	65.6%
GUIDANCE	18,996,965	1,696,210	13,621,681	153	5,375,131	71.7%
SOCIAL WORKERS SCHOOL	4,258,652	316,436	2,545,900		1,712,752	59.8%
HOMEBOUND	410,433	6,668	56,677		353,756	13.8%
TEACHING AND LEARNING	18,193,373	746,460	13,863,407	45,852	4,284,114	76.5%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,311,856	66,876	781,459	65,994	464,403	64.6%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	142,490	37,133	67,598	58,905	15,987	88.8%
STUDENT LEADERSHIP	1,583,450	74,063	1,301,796		281,654	82.2%
SCHOOL LEADERSHIP	2,129,659	154,624	1,382,748	41,070	705,841	66.9%
STUDENT ACTIVITIES	8,772,346	296,686	7,327,470	18,766	1,426,110	83.7%
SPECIAL ED SUPPORT	3,695,106	309,185	2,632,604		1,062,502	71.2%
TECH AND CAREER ED SUPPORT	1,010,464	81,764	722,766	583	287,115	71.6%
GIFTED ED SUPPORT	2,513,851	193,525	1,641,862	9,506	862,483	65.7%
ALTERNATIVE ED SUPPORT	1,556,180	222,845	1,617,974		(61,794)	104.0%
LIBRARY MEDIA SUPPORT	13,601,854	1,226,869	9,036,775	163,947	4,401,132	67.6%
OFFICE OF PRINCIPAL-ELEMENTARY	27,267,442	2,213,828	19,459,026	27,000	7,781,416	71.5%
OFFICE OF PRINCIPAL-MIDDLE	11,619,999	983,496	8,429,316	8,011	3,182,672	72.6%
OFFICE OF PRINCIPAL-HIGH	12,672,411	1,020,518	9,108,331	30,645	3,533,435	72.1%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	708,913	60,474	496,379	108	212,426	70.0%
TOTAL INSTRUCTION	596,312,315	50,445,771	414,388,622	982,923	180,940,770	69.7%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD,LEGAL AND GOVT SERVICES	1,288,811	33,319	672,157	21,994	594,660	53.9%
OFFICE OF SUPERINTENDENT	1,152,950	76,950	887,205	2,449	263,296	77.2%
MEDIA AND COMMUNICATIONS	2,124,111	208,715	1,308,008	369	815,734	61.6%
HUMAN RESOURCES SCHOOL	5,963,049	384,640	4,222,150	3,653	1,737,246	70.9%
PROFESSIONAL GROWTH AND INNOVATION	911,886	63,841	582,331		329,555	63.9%
CONSOLIDATED BENEFITS	2,578,388	162,581	1,592,789	701	984,898	61.8%
PLANNING INNOVATION AND ACCOUNTABILITY	2,332,478	132,374	1,191,299	7,648	1,133,531	51.4%
BUDGET AND FINANCE	7,320,807	373,326	3,882,371	13,848	3,424,588	53.2%
INTERNAL AUDIT	488,479	39,127	362,200		126,279	74.1%
PURCHASING SERVICES	1,116,221	92,194	787,758		328,463	70.6%
HEALTH SERVICES	8,380,865	762,149	5,571,056	170,180	2,639,629	68.5%
PSYCHOLOGICAL SERVICES	6,120,941	518,244	4,284,582	67	1,836,292	70.0%
AUDIOLOGICAL SERVICES	511,126	42,613	376,445		134,681	73.7%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	40,290,112	2,890,073	25,720,351	220,909	14,348,852	64.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

A 6

	FY 2021	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
PUPIL TRANSPORTATION CATEGORY:						
TRANSPORTATION MANAGEMENT	2,665,562	213,207	1,937,135		728,427	72.7%
VEHICLE OPERATIONS	26,910,053	1,478,750	15,029,337	3,081,873	8,798,843	67.3%
VEHICLE OPERATIONS-SPECIAL ED	7,436,764	496,586	4,688,620		2,748,144	63.0%
MONITORING SERVICES-SPECIAL ED	3,774,499	287,795	2,162,031		1,612,468	57.3%
VEHICLE MAINTENANCE	3,989,731	291,047	2,612,327		1,377,404	65.5%
TOTAL PUPIL TRANSPORTATION	44,776,609	2,767,385	26,429,450	3,081,873	15,265,286	65.9%
OPERATIONS AND MAINTENANCE CATEGORY:						
SCHOOL DIVISION SERVICES	325,220	25,789	224,965		100,255	69.2%
FACILITIES AND MAINTENANCE SERVICES	51,633,130	3,797,625	32,673,632	4,706,543	14,252,955	72.4%
CUSTODIAL SERVICES SCHOOL	29,294,236	2,189,168	17,980,593	842,252	10,471,391	64.3%
GROUNDS SERVICES	4,479,888		3,359,916		1,119,972	75.0%
VEHICLE SERVICES	2,414,481	71,438	1,510,136	346,858	557,487	76.9%
SAFE SCHOOLS	8,420,466	789,634	5,656,047		2,764,419	67.2%
DISTRIBUTION SERVICES	2,047,037	125,012	1,380,338	2,319	664,380	67.5%
TELECOMMUNICATIONS CC	1,138,008	79,531	899,842	115,180	122,986	89.2%
TOTAL OPERATIONS AND MAINTENANCE	99,752,466	7,078,197	63,685,469	6,013,152	30,053,845	69.9%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	592,199	8,455	393,845	9,481	188,873	68.1%
MIDDLE CLASSROOM	476,302	8,082	459,203	5,450	11,649	97.6%
HIGH CLASSROOM	372,008	6,637	295,289	44,235	32,484	91.3%
SPECIAL ED CLASSROOM	318,762	5,131	571,653	21,030	(273,921)	185.9%
TECH AND CAREER ED CLASSROOM	311,245	21,604	69,822	9,416	232,007	25.5%
GIFTED CLASSROOM	91,974	2,858	84,396	9,054	(1,476)	101.6%
ALTERNATIVE EDUCATION CLASSROOM		330	330		(330)	
REMEDIAL ED CLASSROOM	18,714		8,680		10,034	46.4%
SUMMER SCHOOL CC	10,742				10,742	
ADULT ED	75,810	333	66,139	75,172	(65,501)	186.4%
GUIDANCE	45,015	4,360	49,962	3,112	(8,059)	117.9%
SOCIAL WORKERS SCHOOL	8,219	12	5,898	225	2,096	74.5%
HOMEBOUND	40,143	4,140	7,914	6,217	26,012	35.2%
TEACHING AND LEARNING	541,437	9,235	597,808	50,053	(106,424)	119.7%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	32,366	26,272	26,272		6,094	81.2%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	9,562	1,994	5,235	98	4,229	55.8%
STUDENT LEADERSHIP	2,411	159	1,106		1,305	45.9%
SCHOOL LEADERSHIP	30,279	1,162	11,697	9,101	9,481	68.7%
STUDENT ACTIVITIES	836		821		15	98.2%
SPECIAL ED SUPPORT	9,946	231	5,362		4,584	53.9%
TECH AND CAREER ED SUPPORT	4,519	402	3,000		1,519	66.4%
GIFTED ED SUPPORT	36,225		78,164		(41,939)	215.8%
ALTERNATIVE ED SUPPORT	171,286	3,022	63,220	19,021	89,045	48.0%
LIBRARY MEDIA SUPPORT	605,447	4,712	577,380	4,953	23,114	96.2%
OFFICE OF PRINCIPAL-ELEMENTARY	10,015	8,487	34,652	6,307	(30,944)	409.0%
OFFICE OF PRINCIPAL-MIDDLE		1,480	23,097	8,301	(31,398)	
OFFICE OF PRINCIPAL-HIGH		9,029	27,375	3,533	(30,908)	
OFFICE OF PRINCIPAL-TECH AND CAREER ED	501	420	2,332	490	(2,321)	563.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

A 7

	FY 2021	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
TECHNOLOGY CATEGORY:						
INSTRUCTIONAL TECHNOLOGY SUPPORT	14,812,425	1,536,079	11,284,850	43,770	3,483,805	76.5%
BOARD,LEGAL AND GOVT SERVICES	2,233		2,007		226	89.9%
OFFICE OF SUPERINTENDENT	7,658	246	3,504	27	4,127	46.1%
MEDIA AND COMMUNICATIONS	268,343	5,371	161,506	5,496	101,341	62.2%
HUMAN RESOURCES SCHOOL	295,639	(1,307)	259,086	47,400	(10,847)	103.7%
PROFESSIONAL GROWTH AND INNOVATION	136,328	187	120,756		15,572	88.6%
CONSOLIDATED BENEFITS	44,679	375	13,388	34,056	(2,765)	106.2%
PLANNING INNOVATION AND ACCOUNTABILITY	467,003	4,717	208,420	51,039	207,544	55.6%
BUDGET AND FINANCE	352,471	23,688	178,108	176	174,187	50.6%
INTERNAL AUDIT	1,607	12	99		1,508	6.2%
PURCHASING SERVICES	51,967	65	35,544	6,749	9,674	81.4%
OFFICE OF TECHNOLOGY	958,683	65,304	597,065	21,635	339,983	64.5%
HEALTH SERVICES	5,485		3,489	170	1,826	66.7%
PSYCHOLOGICAL SERVICES	32,915	455	24,629	13,358	(5,072)	115.4%
TRANSPORTATION MANAGEMENT	6,068	834	1,590		4,478	26.2%
VEHICLE OPERATIONS	344,417	40,714	310,049	40,714	(6,346)	101.8%
VEHICLE OPERATIONS-SPECIAL ED	108,552	12,857	97,910	12,857	(2,215)	102.0%
VEHICLE MAINTENANCE	39,652	435	18,601	9,255	11,796	70.3%
SCHOOL DIVISION SERVICES	1,420	8	1,280		140	90.1%
FACILITIES AND MAINTENANCE SERVICES	1,410,204	104,194	886,383	147,017	376,804	73.3%
CUSTODIAL SERVICES SCHOOL	2,672	124	5,176	7,792	(10,296)	485.3%
VEHICLE SERVICES	94,765	11,111	83,626	11,111	28	99.9%
SAFE SCHOOLS	145,596	293	95,961	1,215	48,420	66.7%
DISTRIBUTION SERVICES	52,927	84	45,546	14,198	(6,817)	112.9%
TELECOMMUNICATIONS CC	10,212	1,405	1,405		8,807	13.8%
TECHNOLOGY MAINTENANCE	<u>15,365,819</u>	<u>811,630</u>	<u>11,963,523</u>	<u>802,108</u>	<u>2,600,188</u>	<u>83.1%</u>
TOTAL TECHNOLOGY	<u>38,835,703</u>	<u>2,747,428</u>	<u>29,874,153</u>	<u>1,555,392</u>	<u>7,406,158</u>	<u>80.9%</u>
 TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	 <u>819,967,205</u>	 <u>65,928,854</u>	 <u>560,098,045</u>	 <u>11,854,249</u>	 <u>248,014,911</u>	 <u>69.8%</u>
 DEBT SERVICE CATEGORY:	 <u>47,630,328</u>	 <u>6,154,263</u>	 <u>39,951,990</u>	 <u></u>	 <u>7,678,338</u>	 <u>83.9%</u>

Virginia Beach City Public Schools
Interim Financial Statements
School Operating Fund Summary
For the period July 1, 2020 through March 31, 2021

B1

Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	297,791,599	34.86%	210,624,303	(87,167,296)	70.73%
State Share Sales Tax	79,209,739	9.27%	57,485,576	(21,724,163)	72.57%
Federal Government	13,500,000	1.58%	15,114,789	1,614,789	111.96%
City of Virginia Beach	460,646,169	53.93%	342,823,753	(117,822,416)	74.42%
Other Sources	3,082,803	0.36%	1,616,735	(1,466,068)	52.44%
Total Revenues	854,230,310	100.0%	627,665,156	(226,565,154)	73.48%
Prior Year Local Contribution*	13,367,223				
	<u>867,597,533</u>				

Expenditures/Encumbrances:

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	596,312,315	68.73%	415,371,545	180,940,770	69.66%
Administration, Attendance and Health	40,290,112	4.64%	25,941,260	14,348,852	64.39%
Pupil Transportation	44,776,609	5.16%	29,511,323	15,265,286	65.91%
Operations and Maintenance	99,752,466	11.50%	69,698,621	30,053,845	69.87%
Technology	38,835,703	4.48%	31,429,545	7,406,158	80.93%
Debt Service	47,630,328	5.49%	39,951,990	7,678,338	83.88%
Total Expenditures/Encumbrances	<u>867,597,533</u>	100.0%	611,904,284	255,693,249	70.53%

*Fiscal year 2019-2020 encumbrances brought
forward into the current year

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL OPERATING FUND
BALANCE SHEET
JULY 1, 2020 THROUGH MARCH 31, 2021

B 2

ASSETS:

CASH	1,915,594
DUE FROM GENERAL FUND	84,982,654
PREPAID ITEM	145,363

LIABILITIES:

CHECKS PAYABLE	326,825
WIRES PAYABLE	6,152,984
ACH PAYABLE	194,970
ACCOUNTS PAYABLE	21,509
ACCOUNTS PAYABLE-SCHOOLS	113,086
SALARIES PAYABLE-OPTIONS	35,906,211
FICA PAYABLE-OPTIONS	2,732,250
TOTAL LIABILITIES	<u>45,447,835</u>

FUND EQUITY:

FUND BALANCE	613,432
ESTIMATED REVENUE	(854,230,310)
APPROPRIATIONS	867,597,533
ENCUMBRANCES	11,854,249
RESERVE FOR ENCUMBRANCES	(11,854,249)
EXPENDITURES	(600,050,035)
REVENUES	<u>627,665,156</u>
TOTAL FUND EQUITY	<u>41,595,776</u>

TOTAL ASSETS	<u><u>87,043,611</u></u>
--------------	--------------------------

TOTAL LIABILITIES AND FUND EQUITY	<u><u>87,043,611</u></u>
-----------------------------------	--------------------------

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B 3

	<u>FY 2021</u>	<u>MONTH'S</u>	<u>YR-TO-DATE</u>	<u>UNREALIZED</u>	<u>PERCENT</u>
	<u>ESTIMATED</u>	<u>REALIZED</u>	<u>REALIZED</u>	<u>REVENUES</u>	<u>REALIZED</u>
COMMONWEALTH VRS RETIREMENT	26,230,301	2,173,214	19,558,927	(6,671,374)	74.6%
SOCIAL SECURITY	11,241,558	932,316	8,390,839	(2,850,719)	74.6%
GROUP LIFE	788,881	65,656	590,904	(197,977)	74.9%
BASIC SCHOOL AID	194,239,903	16,163,735	145,591,907	(48,647,996)	75.0%
REMEDIAL SUMMER SCHOOL	188,358		102,027	(86,331)	54.2%
VOCATIONAL EDUCATION	1,656,651	137,877	1,240,899	(415,752)	74.9%
GIFTED EDUCATION	2,051,091	170,705	1,536,351	(514,740)	74.9%
SPECIAL EDUCATION	20,668,688	1,720,188	15,481,689	(5,186,999)	74.9%
PREVENTION, INTERVENTION AND REMEDIATION	4,733,287	393,936	3,545,425	(1,187,862)	74.9%
SPECIAL EDUCATION HOMEBOUND	117,991	12,829	38,487	(79,504)	32.6%
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	12,394,018	2,671,676	6,679,190	(5,714,828)	53.9%
FOSTER CARE	455,023			(455,023)	
SPECIAL ED-REGIONAL TUITION	9,690,078			(9,690,078)	
CAREER AND TECH ED-OCCUPATIONAL	328,669			(328,669)	
ENGLISH AS A SECOND LANGUAGE	1,707,149	131,611	1,184,494	(522,655)	69.4%
AT-RISK	5,930,533	513,293	4,362,989	(1,567,544)	73.6%
K-3 PRIMARY CLASS SIZE REDUCTION	5,369,420	924,568	2,311,420	(3,058,000)	43.0%
OTHER STATE FUNDS			8,755	8,755	
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>297,791,599</u>	<u>26,011,604</u>	<u>210,624,303</u>	<u>(87,167,296)</u>	70.7%
STATE SHARE SALES TAX	<u>79,209,739</u>	<u>6,453,311</u>	<u>57,485,576</u>	<u>(21,724,163)</u>	72.6%
TOTAL FROM STATE SHARE SALES TAX	<u>79,209,739</u>	<u>6,453,311</u>	<u>57,485,576</u>	<u>(21,724,163)</u>	72.6%
IMPACT AID PUBLIC LAW 874	9,935,191		6,530,079	(3,405,112)	65.7%
IMPACT AID SPECIAL ED			3,029,184	3,029,184	
IMPACT AID DEPT OF DEFENSE	1,500,000		2,735,852	1,235,852	182.4%
DEPT. OF THE NAVY NJROTC	100,000		143,551	43,551	143.6%
DEPT OF DEFENSE SPECIAL ED			2,102,900	2,102,900	
MEDICAID REIMB-MEDICAL	1,964,809		552,129	(1,412,680)	28.1%
MEDICAID REIMB-TRANSPORTATION		715	21,046	21,046	
OTHER FEDERAL FUNDS		48	48	48	
TOTAL FROM FEDERAL GOVERNMENT	<u>13,500,000</u>	<u>715</u>	<u>15,114,789</u>	<u>1,614,789</u>	112.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B 4

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	454,846,169	37,840,927	338,437,848	(116,408,321)	74.4%
TRANSFER FROM SCHOOL RESERVE FUND	5,800,000	471,365	4,385,905	(1,414,095)	75.6%
TOTAL TRANSFERS	460,646,169	38,312,292	342,823,753	(117,822,416)	74.4%
RENT OF FACILITIES SCHOOLS	450,000		167,000	(283,000)	37.1%
TUITION CHARGES	20,811			(20,811)	
TUITION REGULAR DAY	100,000	8,763	96,034	(3,966)	96.0%
TUITION GEN ADULT ED	142,839			(142,839)	
TUITION VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION LPN PROGRAM	25,575			(25,575)	
TUITION SUMMER SCHOOL	700,000		205,774	(494,226)	29.4%
TUITION DRIVERS ED	322,125	8,085	74,765	(247,360)	23.2%
PLANETARIUM FEES			(20)	(20)	
DONATION		224	224	224	
STOP ARM ENFORCEMENT	300,000	42,986	178,501	(121,499)	59.5%
SALE OF SALVAGE MATERIALS	12,000	3,545	39,733	27,733	331.1%
SALE OF CAPITAL ASSETS AND VEHICLES	15,000	9,960	76,620	61,620	510.8%
SALE OF SCHOOL BUSES		11,460	141,028	141,028	
REIMB SYSTEM REPAIRS		565	5,455	5,455	
LOST AND STOLEN-TECHNOLOGY			3,210	3,210	
DAMAGED-TECHNOLOGY		1,737	16,961	16,961	
LOST AND DAMAGED-CALCULATORS			865	865	
LOST AND DAMAGED-HEARTRATE MONITORS			396	396	
MISCELLANEOUS REVENUE	224,703	2,825	104,077	(120,626)	46.3%
INDIRECT COST-GRANTS	600,000	81,139	506,112	(93,888)	84.4%
TOTAL FROM OTHER SOURCES	3,082,803	171,289	1,616,735	(1,466,068)	52.4%
TOTAL SCHOOL OPERATING FUND	854,230,310	70,949,211	627,665,156	(226,565,154)	73.5%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B 5

ASSETS:		LIABILITIES:	
CASH	2,661,112	CHECKS PAYABLE	3,292
		TOTAL LIABILITIES	3,292
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(5,478,274)
		APPROPRIATIONS	5,485,692
		ENCUMBRANCES	56,137
		RESERVE FOR ENCUMBRANCES	(56,137)
		EXPENDITURES	(2,349,546)
		REVENUES	4,999,948
		TOTAL FUND EQUITY	2,657,820
TOTAL ASSETS	2,661,112	TOTAL LIABILITIES AND FUND EQUITY	2,661,112

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2020 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	1,050	25,314	20,314	506.3%	1073.4%
BASKETBALL	120,000			(120,000)		98.3%
FOOTBALL	250,000			(250,000)		92.1%
GYMNASTICS	4,000			(4,000)		150.2%
WRESTLING	13,000			(13,000)		109.6%
SOCCER	42,000			(42,000)		
MIDDLE SCHOOL	65,000			(65,000)		96.8%
TRANSFER FROM SCHOOL OPERATING	4,974,274		4,974,274		100.0%	100.0%
OTHER INCOME	5,000		360	(4,640)	7.2%	461.5%
TOTAL REVENUES	5,478,274	1,050	4,999,948	(478,326)	91.3%	100.1%
PYFB-ENCUMBRANCES	7,418					
TOTAL REVENUES AND PYFB	5,485,692					

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2020 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,805,767	337,868	995,897		1,809,870	35.5%	71.9%
FICA BENEFITS	195,437	26,005	77,620		117,817	39.7%	71.9%
PURCHASED SERVICES	1,282,029	98,480	463,369		818,660	36.1%	58.9%
VA HIGH SCHOOL LEAGUE DUES	51,250		17,148		34,102	33.5%	40.8%
ATHLETIC INSURANCE	190,000		178,534		11,466	94.0%	94.6%
MATERIALS AND SUPPLIES	772,218	62,992	530,425	56,137	185,656	76.0%	72.6%
CAPITAL OUTLAY	188,991		86,553		102,438	45.8%	38.8%
TOTAL	5,485,692	525,345	2,349,546	56,137	3,080,009	43.9%	67.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B 6

ASSETS:		LIABILITIES:	
CASH	7,423,585	CHECKS PAYABLE	79
CASH WITH CAFETERIAS	5,451	SALARIES PAYABLE-OPTIONS	743,320
FOOD INVENTORY	455,396	FICA PAYABLE-OPTIONS	56,862
FOOD-USDA INVENTORY	171,401	UNEARNED REVENUE	754,978
SUPPLIES INVENTORY	161,813	TOTAL LIABILITIES	<u>1,555,239</u>
		FUND EQUITY:	
		FUND BALANCE	4,415,922
		ESTIMATED REVENUE	(32,568,966)
		APPROPRIATIONS	38,729,817
		ENCUMBRANCES	651,275
		RESERVE FOR ENCUMBRANCES	(651,275)
		EXPENDITURES	(17,749,275)
		REVENUES	<u>13,834,909</u>
		TOTAL FUND EQUITY	<u>6,662,407</u>
TOTAL ASSETS	<u>8,217,646</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>8,217,646</u>

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2020 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	200,000	2,660	51,452	(148,548)	25.7%	278.4%
SERVICE CHARGES	11,183,378	13,570	83,886	(11,099,492)	0.8%	64.2%
USDA REBATES FROM VENDORS	650,000	31,746	205,033	(444,967)	31.5%	58.6%
MISCELLANEOUS REVENUE			61,699	61,699		
TOTAL LOCAL REVENUE	<u>12,033,378</u>	<u>47,976</u>	<u>402,070</u>	<u>(11,631,308)</u>	3.3%	65.3%
SCHOOL BREAKFAST INITIATIVE	55,000	7,710	7,710	(47,290)	14.0%	
SCHOOL LUNCH	550,000		268,810	(281,190)	48.9%	91.7%
SCHOOL BREAKFAST		9,594	23,985	23,985		
TOTAL REVENUE FROM COMMONWEALTH	<u>605,000</u>	<u>17,304</u>	<u>300,505</u>	<u>(304,495)</u>	49.7%	97.6%
SCHOOL BREAKFAST PROGRAM	5,052,450			(5,052,450)		
NATIONAL SCHOOL LUNCH PROGRAM	12,524,138			(12,524,138)		43.0%
USDA COMMODITIES	1,854,000			(1,854,000)		
CHILD & ADULT CARE FOOD PROGRAM	350,000	574,005	1,931,583	1,581,583	551.9%	81.1%
USDA SUMMER FEEDING PROGRAM	<u>150,000</u>	<u>2,112,650</u>	<u>11,200,751</u>	<u>11,050,751</u>	7467.2%	93.1%
TOTAL REVENUE FROM FEDERAL GOV'T	<u>19,930,588</u>	<u>2,686,655</u>	<u>13,132,334</u>	<u>(6,798,254)</u>	65.9%	55.4%
TOTAL REVENUES	<u>32,568,966</u>	<u>2,751,935</u>	<u>13,834,909</u>	<u>(18,734,057)</u>	42.5%	59.6%
PRIOR YEAR FUND BALANCE (PYFB)	4,971,333					
PYFB-ENCUMBRANCES	<u>1,189,518</u>					
TOTAL REVENUES AND PYFB	<u>38,729,817</u>					

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2020 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	12,576,815	943,103	7,440,952		5,135,863	59.2%	58.6%
FRINGE BENEFITS	4,965,156	386,123	2,833,098		2,132,058	57.1%	49.2%
PURCHASED SERVICES	1,155,424	41,648	695,588	26,275	433,561	62.5%	151.1%
OTHER CHARGES	49,801	141	5,186		44,615	10.4%	88.2%
MATERIALS AND SUPPLIES	16,976,720	1,250,262	6,573,495		10,403,225	38.7%	61.7%
CAPITAL OUTLAY	<u>3,005,901</u>		<u>200,956</u>	<u>625,000</u>	<u>2,179,945</u>	27.5%	129.4%
TOTAL	<u>38,729,817</u>	<u>2,621,277</u>	<u>17,749,275</u>	<u>651,275</u>	<u>20,329,267</u>	47.5%	62.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B 7

ASSETS:		LIABILITIES:	
CASH	7,630,582	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	7,757,568
		ESTIMATED REVENUE	(4,295,536)
		APPROPRIATIONS	4,411,338
		ENCUMBRANCES	103,033
		RESERVE FOR ENCUMBRANCES	(103,033)
		EXPENDITURES	(3,456,120)
		REVENUES	3,213,332
		TOTAL FUND EQUITY	7,630,582
TOTAL ASSETS	<u>7,630,582</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>7,630,582</u>

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2020 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	29,483	2,667	36,777	7,294	124.7%	347.8%
LOST AND DAMAGED	27,000		1,278	(25,722)	4.7%	4.2%
MISCELLANEOUS			54	54		
TOTAL LOCAL REVENUE	<u>56,483</u>	<u>2,667</u>	<u>38,109</u>	<u>(18,374)</u>	67.5%	186.5%
DEPT OF EDUCATION	4,239,053	352,802	3,175,223	(1,063,830)	74.9%	74.4%
TOTAL REVENUE-COMMONWEALTH	<u>4,239,053</u>	<u>352,802</u>	<u>3,175,223</u>	<u>(1,063,830)</u>	74.9%	74.4%
TOTAL REVENUES	<u>4,295,536</u>	<u>355,469</u>	<u>3,213,332</u>	<u>(1,082,204)</u>	74.8%	76.0%
PRIOR YEAR FUND BALANCE (PYFB)	115,802					
TOTAL REVENUES AND PYFB	<u>4,411,338</u>					

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2020 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	93,976	7,105	61,929		32,047	65.9%	75.1%
FRINGE BENEFITS	35,641	2,972	24,203		11,438	67.9%	96.5%
PURCHASED SERVICES			191,390		(191,390)		
MATERIALS AND SUPPLIES	4,281,721	1,193	3,178,598	103,033	1,000,090	76.6%	68.3%
TOTAL	<u>4,411,338</u>	<u>11,270</u>	<u>3,456,120</u>	<u>103,033</u>	<u>852,185</u>	80.7%	68.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B 8

ASSETS:		LIABILITIES:	
CASH	17,477,009	ACCOUNTS PAYABLE	6,350
PREPAID ITEM	254,760	EST CLAIMS/JUDGMENTS PAYABLE	7,808,151
		TOTAL LIABILITIES	<u>7,814,501</u>
		FUND EQUITY:	
		RETAINED EARNINGS	7,227,041
		ENCUMBRANCES	86,085
		RESERVE FOR ENCUMBRANCES	(86,085)
		EXPENSES	(5,344,238)
		REVENUES	8,034,465
		TOTAL FUND EQUITY	<u>9,917,268</u>
TOTAL ASSETS	<u>17,731,769</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>17,731,769</u>

	MONTH'S REALIZED	YR-TO-DATE REALIZED
REVENUES:		
INTEREST ON BANK DEPOSITS	6,235	104,434
RISK MANAGEMENT CHARGES		6,805,724
INSURANCE PROCEEDS	2,662	120,395
MISCELLANEOUS REVENUE	309	3,912
TRANSFER FROM SCHOOL OPERATING FUND	333,333	1,000,000
TOTAL REVENUES	<u>342,539</u>	<u>8,034,465</u>

	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
EXPENSES:			
PERSONNEL SERVICES	30,162	241,013	
FRINGE BENEFITS	10,653	81,356	
OTHER PURCHASED SERVICES	120	201,202	68,159
FIRE AND PROPERTY INSURANCE		2,218,827	
MOTOR VEHICLE INSURANCE	16,000	855,571	
WORKER'S COMPENSATION	206,021	1,440,158	
SURETY BONDS		11,140	
GENERAL LIABILITY INSURANCE		271,031	
MISCELLANEOUS	385	1,145	
MATERIALS AND SUPPLIES	370	22,795	17,926
TOTAL	<u>263,711</u>	<u>5,344,238</u>	<u>86,085</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B 9

ASSETS:		LIABILITIES:	
CASH	3,621,453	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	75,000
		FUND EQUITY:	
		FUND BALANCE	2,754,868
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	800,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	507,585
		TOTAL FUND EQUITY	3,546,453
TOTAL ASSETS	3,621,453	TOTAL LIABILITIES AND FUND EQUITY	3,621,453

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2020 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	16,000	1,288	20,077	4,077	125.5%	319.2%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-COX HIGH		2,341	203,611	203,611		
TOWER RENT-BAYSIDE HIGH		27,500	27,500	27,500		
TOWER RENT-FIRST COLONIAL HIGH			32,920	32,920		
TOWER RENT-LANDSTOWN HIGH			35,265	35,265		
TOWER RENT-OCEAN LAKES HIGH			41,278	41,278		
TOWER RENT-TALLWOOD HIGH			48,374	48,374		
TOWER RENT-TECH CENTER		5,289	85,735	85,735		
TOWER RENT-WOODSTOCK ES		1,634	12,825	12,825		
TOTAL REVENUES	516,000	38,052	507,585	(8,415)	98.4%	127.0%
PRIOR YEAR FUND BALANCE (PYFB)	284,000					
TOTAL REVENUES AND PYFB	800,000					

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2020 PERCENT OBLIGATED
EXPENDITURES:							
MATERIALS AND SUPPLIES	800,000				800,000		47.8%
TOTAL	800,000				800,000		48.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B10

Revenues :

	FY 2021 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	18,915,714	999,109	4,801,944	(14,113,770)	25.39%
Federal Government	66,942,768	212,936	14,226,364	(52,716,404)	21.25%
Other Sources	624,287	38,950	344,734	(279,553)	55.22%
Transfers from School Operating Fund	6,433,806	(235,643)	6,433,806		100.00%
Total Revenues	92,916,575	1,015,352	25,806,848	(67,109,727)	27.77%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B 11

	<u>FY 2021</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
2 REVOLUTIONS	195,000	13,269	78,465		116,535	40.2%
ADULT BASIC EDUCATION	327,144	22,963	252,188		74,956	77.1%
ADVANCING COMPUTER SCIENCE EDUCATION	148,678	22,496	66,258	20,000	62,420	58.0%
ALGEBRA READINESS	1,728,099	43,493	370,182	2,092	1,355,825	21.5%
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK	991				991	
CAREER & TECH ED STATE EQUIP ALLOC	72,946	30,203	72,604		342	99.5%
CAREER SWITCHER PROG MENTOR REIMB	7,000				7,000	
CARES ACT CORONA VIRUS RELIEF FUND (CRF)	11,677,033	6,399	10,642,872		1,034,161	91.1%
CARES ACT ESSER	10,141,569	401,824	713,603	1,303,991	8,123,975	19.9%
CARES ESSER CLEANING SUPPLIES	50,000	44,314	44,314		5,686	88.6%
CARES ESSER FACILITIES AND PPE	37,500	10,713	36,533		967	97.4%
CARES ESSER INS DELIVERY SUPPORT	27,000	4,982	6,044		20,956	22.4%
CARES ESSER SE UNIVERSAL SCRNR	50,312				50,312	
CARES ESSER SPED SRVCS SUPPORT	233,142				233,142	
CARES GEER VISION	2,610,828			120,000	2,490,828	4.6%
CARL PERKINS	1,051,189	72,957	567,084	230,802	253,303	75.9%
CHAMPIONS TOGETHER-IDEA	4,000		3,952		48	98.8%
CTE SPECIAL STATE EQUIP ALLOC	57,113	57,113	57,113			100.0%
DODEA MCASP OPERATION GRIT	320,115	10,177	145,296	107,673	67,146	79.0%
DUAL ENROLLMENT TCC	750,000				750,000	
EARLY READING INTERVENTION	3,361,231	207,283	1,353,397	1,422	2,006,412	40.3%
GENERAL ADULT ED	30,993	5,181	20,082		10,911	64.8%
GO OPEN VA	8,708	2,664	2,664		6,044	30.6%
GREEN RUN COLLEGIATE CHARTER SCHOOL SUPPORT	9,928				9,928	
HAMPTON ROADS COMMUNITY FOUNDATION	30,000			30,000		100.0%
HAMPTON ROADS WORKFORCE COUNCIL-ALC	129,600	9,550	61,143		68,457	47.2%
HAMPTON ROADS WORKFORCE COUNCIL-STEM (ISY)	117,618	4,467	31,556		86,062	26.8%
HAMPTON ROADS WORKFORCE COUNCIL-STEM (OSY)	141,136	7,807	67,927		73,209	48.1%
INDUSTRY CERT EXAMINATIONS	88,032	28,884	35,134		52,898	39.9%
INDUSTRY CERT EXAMINATIONS STEM-H	24,033	(1,950)	11,593		12,440	48.2%
ISAP	70,240	4,263	27,672	6,451	36,117	48.6%
JAIL EDUCATION PROGRAM	315,555	12,317	103,844		211,711	32.9%
JUVENILE DETENTION HOME	1,502,627	110,505	852,965		649,662	56.8%
MCKINNEY VENTO	86,059	4,078	20,591		65,468	23.9%
MYCAA-LPN	1,000				1,000	
NATIONAL BOARD CERTIFICATION INCENTIVE	400,000		400,000			100.0%
NETWORK IMPROVEMENT COMMUNITY (NIC)	2,500		1,120		1,380	44.8%
NEW TEACHER MENTOR	34,768				34,768	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B 12

	<u>FY 2021</u>	<u>MONTH'S</u>	<u>YR-TO-DATE</u>	<u>OUTSTANDING</u>	<u>REMAINING</u>	<u>PERCENT</u>
	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT	19,702		15,434		4,268	78.3%
POST 9-11 GI BILL	1,626				1,626	
PRESCHOOL- IDEA SECTION 619	781,051	39,934	336,749		444,302	43.1%
PROJECT GRADUATION	112,500	66	15,633		96,867	13.9%
PROJECT HOPE - CITY WIDE SCA	2,454				2,454	
RACE TO GED	65,191	9,194	47,884		17,307	73.5%
RESERVE FOR CONTINGENCY	3,331,345				3,331,345	
SCHOOL SECURITY EQUIPMENT	102,746			102,746		100.0%
START ON SUCCESS	5,220				5,220	
STARTALK	84,375		(133)		84,508	-0.2%
STEM COMPETITION	18,761				18,761	
TECHNOLOGY INITIATIVE	7,585,976	(883)	1,771,950	9,540	5,804,486	23.5%
TITLE I PART A	15,002,712	1,117,975	7,518,352	553,763	6,930,597	53.8%
TITLE I PART D SUBPART 1	36,909	1,865	9,857		27,052	26.7%
TITLE I PART D SUBPART 2	596,385	12,351	125,059	19,709	451,617	24.3%
TITLE II PART A	1,921,445	139,807	981,299		940,146	51.1%
TITLE III PART A LANGUAGE ACQUISITION	277,120	17,875	100,823	30,480	145,817	47.4%
TITLE IV PART A	1,916,796	35,047	447,313	38,557	1,430,926	25.3%
TITLE IV PART B 21ST CCLC-LYNNHAVEN ES	2,604				2,604	
TITLE IV PELL	30,200		14,002		16,198	46.4%
TITLE VI-B IDEA SECTION 611	19,100,100	1,421,610	9,976,675		9,123,425	52.2%
VA PRESCHOOL INITIATIVE	6,004,602	540,726	3,721,797		2,282,805	62.0%
VBEF SCHOOL PLUS COMMUNITY SUPER GRANT	4,989	31	4,814		175	96.5%
VERIZON INNOVATIVE LEARNING LAB	15,000	15,000	15,000			100.0%
VIRGINIA MIDDLE SCHOOL TEACHER CORPS	5,000	1,154	3,750		1,250	75.0%
VPI+	33,243		33,243			100.0%
WORKPLACE READINESS	14,836	14,836	14,836			100.0%
TOTAL SCHOOL GRANTS FUND	<u>92,916,575</u>	<u>4,502,540</u>	<u>41,200,533</u>	<u>2,577,226</u>	<u>49,138,816</u>	47.1%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL HEALTH INSURANCE FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B 13

ASSETS:		LIABILITIES:	
CASH	45,575,667	CHECKS PAYABLE	75,340
		ACCOUNTS PAYABLE-HSA	435
		UNEARNED REVENUE	4,133,186
		EST CLAIMS-JUDGMENTS PAYABLE	5,108,000
		TOTAL LIABILITIES	<u>9,316,961</u>
		FUND EQUITY:	
		RETAINED EARNINGS	35,703,141
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(65,641,373)
		REVENUES	<u>66,196,938</u>
		TOTAL FUND EQUITY	<u>36,258,706</u>
TOTAL ASSETS	<u>45,575,667</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>45,575,667</u>

REVENUES:	<u>MONTH'S REALIZED</u>	<u>YEAR-TO-DATE REALIZED</u>
INTEREST ON BANK DEPOSITS	16,058	225,087
EMPLOYEE PREMIUMS-SCHOOLS	1,481,002	13,382,664
EMPLOYER PREMIUMS-SCHOOLS	5,930,906	52,461,113
COBRA ADMINISTRATIVE FEE-SCHOOLS	<u>7,205</u>	<u>128,074</u>
TOTAL REVENUES	<u>7,435,171</u>	<u>66,196,938</u>

EXPENSES:	<u>MONTH'S EXPENSES</u>	<u>YEAR-TO-DATE EXPENSES</u>	<u>OUTSTANDING ENCUMBRANCES</u>
SALARIES AND BENEFITS	316,842	1,898,131	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	<u>7,242,670</u>	<u>63,743,242</u>	
TOTAL EXPENSES	<u>7,559,512</u>	<u>65,641,373</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B 14

ASSETS:		LIABILITIES:	
CASH	86,402	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	55,772
		ESTIMATED REVENUE	(149,000)
		APPROPRIATIONS	155,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(35,469)
		REVENUES	60,099
		TOTAL FUND EQUITY	86,402
TOTAL ASSETS	<u>86,402</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>86,402</u>

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2020 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS		690	6,972	6,972		
VENDING OPERATIONS RECEIPTS	149,000		53,127	(95,873)	35.7%	65.2%
TOTAL REVENUES	149,000	690	60,099	(88,901)	40.3%	65.5%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	<u>155,000</u>					

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2020 PERCENT OBLIGATED
EXPENDITURES:							
SCHOOL ALLOCATIONS	144,280		36,000		108,280	25.0%	103.8%
MATERIALS AND SUPPLIES	10,520		(531)		11,051	-5.0%	
PURCHASED SERVICES	200				200		
TOTAL	<u>155,000</u>		<u>35,469</u>		<u>119,531</u>	22.9%	99.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B 15

ASSETS:		LIABILITIES:	
CASH	1,242,491	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	423,687
		ESTIMATED REVENUE	
		APPROPRIATIONS	698,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	120,804
		TOTAL FUND EQUITY	1,242,491
TOTAL ASSETS	<u>1,242,491</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,242,491</u>

REVENUES:	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		7,010	120,804	120,804
TOTAL REVENUES		<u>7,010</u>	<u>120,804</u>	<u>120,804</u>
PRIOR YEAR FUND BALANCE (PYFB)	698,000			
TOTAL REVENUES AND PYFB	<u>698,000</u>			

EXPENDITURES:	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE
MATERIALS AND SUPPLIES	698,000				698,000
TOTAL	<u>698,000</u>				<u>698,000</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2020 THROUGH MARCH 31, 2021

B 16

ASSETS:		LIABILITIES:	
CASH	977,612	CHECKS PAYABLE	144
		TOTAL LIABILITIES	144
		FUND EQUITY:	
		FUND BALANCE	93,582
		ESTIMATED REVENUE	
		APPROPRIATIONS	1,051,000
		ENCUMBRANCES	55,662
		RESERVE FOR ENCUMBRANCES	(55,662)
		EXPENDITURES	(173,562)
		REVENUES	6,448
		TOTAL FUND EQUITY	977,468
TOTAL ASSETS	977,612	TOTAL LIABILITIES AND FUND EQUITY	977,612

REVENUES:	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		349	6,448	6,448
TOTAL REVENUES		349	6,448	6,448
PRIOR YEAR FUND BALANCE (PYFB)	1,051,000			
TOTAL REVENUES AND PYFB	1,051,000			

EXPENDITURES:	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE
PURCHASED SERVICES		498	38,938	45,677	(84,615)
MATERIALS AND SUPPLIES	1,051,000		134,624	9,985	906,391
TOTAL	1,051,000	498	173,562	55,662	821,776

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2020 THROUGH MARCH 31, 2021

B 17

	FY 2021	MONTH'S	YEAR-TO-DATE	PROJECT-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
601001-RENOV-REPLACMT-ENERGY MGMT II	9,475,000	23,165	230,938	7,053,458	92,081	2,329,461	75.41%
601002-TENNIS COURT RENOVATIONS II	1,400,000	1,921	18,622	1,010,827	36,242	352,931	74.79%
601005-JOHN B DEY ES MODERNIZATION	28,040,076	4,864	443,385	27,233,794	160,117	646,165	97.70%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000	595	1,588,491	32,279,863	60,587	129,550	99.60%
601007-PRINCESS ANNE MS REPLACEMENT	77,238,759	1,281,247	14,000,538	69,298,022	7,072,730	868,007	98.88%
601008-SCHOOL BUS FACILITY RENOVATION-EXPANSION	21,821,574			21,821,574			100.00%
601009-COMPREHENSIVE LONG RANGE FACILITIES PLANNING UPD	284,602			284,602			100.00%
601010-RENOV & REPLACE-GROUNDS PHASE II	11,675,000		100	11,672,701		2,299	99.98%
601012-RENOV & REPLACE-HVAC SYSTEMS PHASE II	45,367,724			45,365,842	1,473	409	100.00%
601013-RENOV & REPLACE-REROOFING PHASE II	35,025,639		138,839	34,923,261	102,378		100.00%
601014-RENOV & REPLACE-VARIOUS PHASE II	15,033,273			15,021,915	8,861	2,497	99.98%
601015-PRINCESS ANNE HS REPLACEMENT	43,462,277					43,462,277	
601016-ENERGY PERFORMANCE CONTRACTS PHASE II	25,000,000		3,989,506	18,419,434	4,465,061	2,115,505	99.90%
601017-RENOV & REPLACE-GROUND PH III	9,229,510	670,693	1,235,552	2,618,084	977,118	5,634,308	38.95%
601018-RENOV & REPLACE-HVAC PH III	20,371,541	28,082	6,030,538	16,883,290	1,918,243	1,570,008	92.29%
601019-RENOV & REPLACE-REROOFING PH III	11,650,000	22,970	3,387,684	5,125,092	2,390,765	4,134,143	64.51%
601020-RENOV & REPLACE - VARIOUS PH III	13,491,223	64,783	1,202,372	3,760,664	1,521,553	8,209,006	39.15%
601021-PLAZA ANNEX-LASKIN ROAD ADDITION	13,500,000	719,743	6,301,917	12,482,660	870,514	146,826	98.91%
601022-ELEMENTARY PLAYGROUND EQUIPMENT REP	1,084,737		134,206	797,904	186,194	100,639	90.72%
601023-STUDENT DATA MANAGEMENT SYSTEM	12,187,001		48,700	12,097,873		89,128	99.27%
601024-KEMPS LANDING-ODC REPLACEMENT	63,514,563			63,514,562		1	100.00%
601025-SCHOOL HR-PAYROLL	9,196,000			8,867,573		328,427	96.43%
601026-LYNNHAVEN MIDDLE SCHOOL EXPANSION	21,500,000	22,894	101,202	101,202	654,348	20,744,450	3.51%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	200,000		57,267	57,267	108,437	34,296	82.85%
601999-PAYROLL ALLOCATION		104,004	312,605	312,605		(312,605)	
TOTAL CAPITAL PROJECTS	<u>522,218,499</u>	<u>2,944,961</u>	<u>39,222,462</u>	<u>411,004,069</u>	<u>20,626,702</u>	<u>90,587,728</u>	82.65%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2020 THROUGH MARCH 31, 2021

B18

ASSETS:		LIABILITIES:	
CASH	1,905,112.00	SALARIES PAYABLE-OPTIONS	178,518
		FICA PAYABLE-OPTIONS	13,657
		TOTAL LIABILITIES	<u>192,175</u>
		FUND EQUITY:	
		FUND BALANCE	700
		ESTIMATED REVENUE	(4,076,486)
		APPROPRIATIONS	4,076,486
		ENCUMBRANCES	4,660
		RESERVE FOR ENCUMBRANCES	(4,660)
		EXPENDITURES	(2,364,249)
		REVENUES	<u>4,076,486</u>
		TOTAL FUND EQUITY	<u>1,712,937</u>
TOTAL ASSETS	<u>1,905,112</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,905,112</u>

	FY 2021	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT	FY 2020
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED	PERCENT
TRANSFER FROM GENERAL FUND	<u>4,076,486</u>	<u></u>	<u>4,076,486</u>	<u></u>	100.0%	100.0%
TOTAL REVENUES	<u>4,076,486</u>	<u></u>	<u>4,076,486</u>	<u></u>	100.0%	100.0%

	FY 2021	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT	FY 2020
EXPENDITURES:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED	PERCENT
PERSONNEL SERVICES	2,414,953	220,059	1,617,640		797,313	67.0%	67.0%
FRINGE BENEFITS	870,157	80,865	585,797		284,360	67.3%	70.6%
PURCHASED SERVICES	412,672	25,070	83,266		329,406	20.2%	43.6%
OTHER CHARGES	77,339	5,635	17,166		60,173	22.2%	66.4%
MATERIALS AND SUPPLIES	<u>301,365</u>	<u>(928)</u>	<u>60,380</u>	<u>4,660</u>	<u>236,325</u>	21.6%	42.2%
TOTAL	<u>4,076,486</u>	<u>330,701</u>	<u>2,364,249</u>	<u>4,660</u>	<u>1,707,577</u>	58.1%	64.0%



Subject: FY 2021/22 General Fees Schedule **Item Number:** 13B

Section: Action **Date:** April 27, 2021

Senior Staff: Farrell Hanzaker, Chief Financial Officer

Prepared by: Farrell Hanzaker, Chief Financial Officer

Presenter(s): Farrell Hanzaker, Chief Financial Officer

Recommendation:

That the School Board approve the proposed FY 2021/22 General Fees Schedule including the rates for student fees for optional/ancillary services or activities.

Background Summary:

FY 2021/22 Student Fees

School divisions may charge student fees approved by their local school boards pursuant to the provisions of 8 VAC 20-720-80 *Student Fees and Charges*. The attached fee schedule lists the current and recommended rates for student fees that are subject to school board approval. Fee adjustments or new fees for the 2021-22 school year are shown in blue.

Source:

- 8 VAC 20-720-80 *Student Fees and Charges*
- Code of Virginia § 22.1-5 *Regulations concerning admission of certain persons to schools; tuition charges*
- School Board Policy 3-22 *Tuition Fees*
- School Board Policy 5-69 *Fees/Materials/Deposits/Reimbursements*
- School Board Regulation 5-10.1 *Admission Requirements: General*
- School Board Regulation 5-10.3 *International Students*

Budget Impact:

Revenues from General Fees typically cover all costs.

Virginia Beach City Public Schools

General Fees Schedule

Fee/Assessment	Approved 2020-21 Rate(s)	Proposed 2021-22 Rate(s)
Student Meal Prices		
Paid Lunch - Elementary/Secondary	\$2.85	\$2.85
Reduced Lunch - Elementary/Secondary	\$0.40	\$0.40
Paid Breakfast - Elementary/Secondary	\$1.40	\$1.40
Reduced Breakfast - Elem./Secondary	\$0.30	\$0.30
A la Carte Items - Student	As needed—will not exceed 4% on any items	As needed—will not exceed 4% on any items
Summer School Tuition/Programs		
Level I - Summer School (full cost lunch)	Middle School = \$140.00 High School, semester = \$200.00 High School, year = \$300.00	Middle School = \$140.00 High School, semester = \$200.00 High School, year = \$300.00
Level II - Summer School (reduced cost lunch)	Middle School = \$70.00 High School, semester = \$100.00 High School, year = \$150.00	Middle School = \$70.00 High School, semester = \$100.00 High School, year = \$150.00
Level III - Summer School (free lunch)	Middle School = No charge High School, semester = \$40.00 High School, year = \$75.00	Middle School = No charge High School, semester = \$40.00 High School, year = \$75.00
Online Courses (Summer School)	\$300.00 (full cost meals) \$150.00 (reduced cost meals) \$75.00 (free meals)	\$300.00 (full cost meals) \$150.00 (reduced cost meals) \$75.00 (free meals)
Online HPE 10 – (Virginia Driver Education Traffic Safety)	\$300.00 (full cost meals) \$150.00 (reduced cost meals) \$75.00 (free meals)	\$335.00 (full cost meals) \$185.00 (reduced cost meals) \$75.00 (free meals)
HS/MS Band Summer Enrichment Program	\$110.00	\$110.00
HS/MS Strings Summer Enrichment Program	\$110.00	\$110.00
HS/MS Summer Vocal Music Camp Program	\$110.00	\$110.00
HS/MS Summer Theatre Camp Program (new to summer program)		\$110.00
Algebra Prep Program (Summer School)	\$140.00	\$140.00
Getting to Know Pre-Algebra (Summer School)	No Fee	No Fee

Fee/Assessment	Approved 2020-21 Rate(s)	Proposed 2021-22 Rate(s)
Evening Credit Program Tuition (Renaissance Academy)		
Evening Credit Program Tuition	\$300.00 per session (up to 3 one-credit courses) \$200.00 per session (up to 6 one-half credit courses) \$150.00 per credit recovery course	300.00 per session (up to 3 one-credit courses) \$200.00 per session (up to 6 one-half credit courses) \$150.00 per credit recovery course
Evening Credit Program Tuition - Reduced Lunch	\$150.00 per session (up to 3 one-credit courses) \$100.00 per session (up to 6 one-half credit courses) \$75.00 per credit recovery course	\$150.00 per session (up to 3 one-credit courses) \$100.00 per session (up to 6 one-half credit courses) \$75.00 per credit recovery course
Evening Credit Program Tuition – Free Lunch	\$75.00 per session (up to 3 one-credit courses) \$40.00 per session (up to 6 one-half credit courses) \$37.50 per credit recovery course	\$75.00 per session (up to 3 one-credit courses) \$40.00 per session (up to 6 one-half credit courses) \$37.50 per credit recovery course
Driver Education Program Fees		
Behind the Wheel (School Year)	\$210.00	\$210.00
Behind the Wheel (Summer School)	\$210.00	\$210.00
Student Transcript Fees		
Current Students - Transcript Requests	\$2.00 (only if mailed)	\$2.00 (only if mailed)
Former Students - Transcript Requests	\$5.00	\$5.00
Student Parking Fees		
General Parking Fees	\$45.00	\$45.00
ATC and Vo-Tech Parking Fee (\$10.00 discount at home school)	\$10.00	\$10.00
Parking Fines	\$25.00	\$25.00
Course Fees (Materials and Other Fees)		
Adult Learning Center - Adult Basic Education Courses		
Registration Fee - VB Residents	\$30.00	\$30.00
Tuition - Nonresidents	Day Class - \$40 per month Evening Class - \$30 per month	Day Class - \$40 per month Evening Class - \$30 per month
Placement Evaluation Fee	\$5.00 per person	\$5.00 per person
Adult Learning Center - Community Education Courses		
Tuition, texts, and materials	\$23.00 - \$2,899.00	\$23.00 - \$2,899.00
Nonresident surcharge	\$12.00 per course	\$12.00 per course
Processing fee (for transfers/withdrawals)	\$15.00	\$15.00
Adult Student Licensed Practical Nursing (LPN) Program	\$6,188.00	\$6,246.00
Adult Learning Center - English Language Acquisition Program (ELA)		
Registration Fee - VB Residents	\$50.00	\$50.00
Tuition - Nonresidents	\$100.00	\$100.00
ELA Textbooks	\$22.00 - \$64.00	\$22.00 - \$64.00

Fee/Assessment	Approved 2020-21 Rate(s)	Proposed 2021-22 Rate(s)
Advanced Technology Center Courses		
Engineering Technology	\$15.00	\$15.00
Digital Design	\$20.00	\$20.00
TCE Career Pathway Summer Enrichment Camps (new for FY 2016/17)	\$125.00	\$125.00
Business and Information Technology Courses		
Computer Courses	\$4.00-\$10.00	\$4.00-\$10.00
Family & Consumer Sciences		
Intro to Culinary Arts (HS)	\$15.00 - \$25.00 Year Long	\$15.00 - \$25.00 Year Long
Intro to Hospitality & Catering (HS)	\$15.00 - \$25.00 Year Long	\$15.00 - \$25.00 Year Long
Independent Living (HS)	\$10.00	\$10.00
Parenting & Child Development (HS)	\$3.00 - \$5.00	\$3.00 - \$5.00
Intro to Child Care Occupations (HS)	\$3.00 - \$5.00	\$3.00 - \$5.00
Introduction to Design I (HS)	\$20.00	\$20.00
Introduction to Design II (HS)	\$20.00	\$20.00
Teen Living 6, 7, 8 (MS)	\$12.00 - \$20.00	\$12.00 - \$20.00
Substance Abuse Intervention Program (SAIP)		
SAIP Drug Assessment Requirement	\$35.00 – \$65.00	\$35.00 - \$65.00
Technology Education Courses		
Photo Com/Graphics	\$10.00 - \$15.00	\$10.00 - \$15.00
Electronic Systems	\$10.00 - \$15.00	\$10.00 - \$15.00
Construction Production	\$10.00 - \$15.00	\$10.00 - \$15.00
Power & Transportation Technology	\$10.00 - \$15.00	\$10.00 - \$15.00
CAD Technical Drawing	\$5.00	\$5.00
Technology Education 6, 7, 8 (MS)	\$5.00-\$15.00	\$5.00-\$15.00

Fee/Assessment	Approved 2020-21 Rate(s)	Proposed 2021-22 Rate(s)
Technical and Career Education Center Courses		
Practical Nursing I and II (LPN High School)	\$854.00	\$750.00
Cosmetology (tool kits)	\$260.00	\$268.00
Electronics I (lab pack fee)	\$20.00	\$20.00
Electronics II (lab pack fee)	\$30.00	\$30.00
Post-grad Program Completer Fee	\$250.00 per semester	\$250.00 per semester
Dental Assisting I & II Liability Insurance Fee	\$17.50	\$0.00
Middle and High School Summer Programs		
Summer Camps/Programs		
Beginning Summer Band & Orchestra (MS Guide Only)	\$110.00	\$110.00
Intermediate Summer Band & Orchestra (MS Guide Only)	\$110.00	\$110.00
Career Pathway Summer Enrichment Camps	\$125.00	\$125.00
Cyber Security Summer Camp (ATC)	\$125.00	\$125.00
Nonresident Student Tuition		
VBCPS Employees: Elementary Level (ADM eligible, no transportation)	\$3,760	\$3,760
VBCPS Employees: Secondary Level (ADM eligible, no transportation)	\$4,600	\$4,600
Other: Elementary Level (ADM eligible, no transportation)	\$5,200	\$5,200
Other: Secondary Level (AMD eligible, no transportation)	\$5,300	\$5,300
F-1 Student Tuition (Unsubscribed, Not ADM eligible)	\$12,400	\$12,400



Subject: Superintendent's Evaluation Instrument for FY21 Amendments **Item Number:** 13C

Section: Information **Date:** April 27, 2021

Senior Staff: Dr. Aaron Spence, Superintendent

Prepared by: Governance Committee

Presenter(s): Dr. Aaron Spence, Superintendent, Kamala Lannetti, Deputy City Attorney

Recommendation:

That the School Board adopt the Governance Committee's recommendations for amendments to the Superintendent's Evaluation Instrument for FY21.

Background Summary:

The School Board previously adopted a Superintendent's Evaluation Instrument based on the 2012 Virginia Department of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents. In January 2020, the Virginia Board of Education revised the Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents. In 2020, the Governance Committee reviewed the Superintendent's summative evaluation process, and the School Board approved a process for the FY20 summative evaluation. After completing the FY20 summative evaluation process, the Governance Committee studied the indices for each Standard under the Superintendent's summative evaluation instrument and developed realignment and consolidation of the indices to avoid repetition of evaluation criteria under multiple Standards and the address areas of evaluation that were not previously well defined under the current summative evaluation instrument. The Governance Committee determined that the weighting of the Standards on the summative evaluation instrument should remain the same for FY21 as FY20.

Source:

The Virginia Board of Education Guidelines for Uniform Performance Standards and Evaluation Criteria, January 10, 2020.

Code of Virginia §22.1-60.1, as amended.

Code of Virginia §22.1-253.13:5, as amended.

Budget Impact:

\$0

RATING SUPERINTENDENT PERFORMANCE

The role of a superintendent requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of the superintendent.

Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from *exemplary* to *unacceptable*. The use of the scale enables the school board to acknowledge effective performance (i.e., *exemplary* and *proficient*) and provides two levels of feedback for a superintendent not meeting expectations (i.e., *developing/needs improvement* and *unacceptable*). The definitions in the figure below offer general descriptions of the ratings. *Note:* Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators. The superintendent is expected to perform at the *proficient* level.

Definitions of Terms used in Rating Scale

Category	Description	Definition
Exemplary	The superintendent performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the division's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	Exceptional performance: <ul style="list-style-type: none">• sustains high performance over the evaluation cycle• empowers principals, teachers, and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school division climate• serves as a role model to others
Proficient	The superintendent meets the performance standard in a manner that is consistent with the division's mission and goals and has a positive impact on student academic progress.	Effective performance: <ul style="list-style-type: none">• consistently meets the requirements contained in the job description as expressed in the evaluation criteria• engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate• demonstrates willingness to learn and apply new skills

Category	Description	Definition
Developing/ Needs Improvement	The superintendent is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the superintendent's performance is lacking in a particular area (i.e., needs improvement). The superintendent often performs less than required in the established performance standard or in a manner that is inconsistent with the division's mission and goals and results in below average student academic progress.	Below acceptable performance: <ul style="list-style-type: none"> • requires support in meeting the standards • results in less than expected quality of student academic progress • requires superintendent professional growth be jointly identified and planned between the superintendent and school board
Unacceptable	The superintendent consistently performs below the established performance standard or in a manner that is inconsistent with the school division's mission and goals and results in minimal student academic progress.	Ineffective performance: <ul style="list-style-type: none"> • does not meet the requirements contained in the job description as expressed in the evaluation criteria • results in minimal student academic progress • may contribute to a recommendation for the superintendent not being considered for continued employment

Formative Assessment

Formative assessment can provide valuable information to the superintendent. At any point during the year, the school board has the option to share its assessment of the superintendent's performance by discussing evidence related to the seven standards. An optional *Superintendent Formative Assessment Performance Report* is provided below. It should be noted that this report does not include an actual rating in any of the performance standards.

Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The superintendent will be rated on all seven performance standards using performance appraisal rubrics (see forms, below). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each performance standard. The scale states the measure of performance expected of the superintendent and provides a general description of what each rating entails.

The school board makes judgments about performance of the seven performance standards based on all available evidence. After collecting information gathered through multiple data sources, the school board applies the four-level rating scale to evaluate the superintendent's performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. The results of the evaluation must be discussed with the superintendent at a summative evaluation conference.

Cumulative Summative Rating

Performance standards 1-6 will be weighted equally at 10 percent and Standard 7 will account for 40 percent of the evaluation. Scores will be calculated using the following scale:

Exemplary = 4

Proficient = 3

Developing/Needs Improvement = 2

Unacceptable = 1

Figure 9 shows an example of how a cumulative summative rating will be calculated.

Figure 9: *Example of Weighted Calculations*

Superintendent Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	<i>Exemplary</i>	4	1	4
Standard 2	<i>Proficient</i>	3	1	3
Standard 3	<i>Proficient</i>	3	1	3
Standard 4	<i>Proficient</i>	3	1	3
Standard 5	<i>Proficient</i>	3	1	3
Standard 6	<i>Exemplary</i>	4	1	4
Standard 7	<i>Exemplary</i>	4	4	16
Cumulative Summative Rating				36

The overall summative rating will be judged as *exemplary*, *proficient*, *developing/needs improvement*, or *unacceptable* using the following range of scores:

Unacceptable = 10 – 19

Developing/Needs Improvement = 20 – 25

Proficient = 26 – 34

Exemplary = 35 – 40

Note: Regardless of the overall total points earned, a superintendent who receives three or more *developing/need improvement* ratings on individual performance standards will receive an overall rating of *developing/needs improvement* or *unacceptable*. Similarly a superintendent who receives one *unacceptable* rating on a performance standard may receive an overall *unacceptable* rating.

These summative rating criteria are not specified in the Guidelines. These criteria listed correspond with the guidance VDOE has provided for principal ratings.

PERFORMANCE STANDARDS

The superintendent is evaluated on the performance standards using the performance appraisal rubrics following each of the standards in this section. The performance indicators are provided as samples of activities that address the standard.

Performance Standard 1: Mission, Vision, and Goals

The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.

The superintendent:

- 1.1 Works in a collegial and collaborative manner with stakeholders and the Board to promote and support the mission and goals of the school division.
 - 1.1.a Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.
 - 1.1.b Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.
 - 1.1.c Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.
- 1.2 Works with the school board to develop and recommend policy additions or modifications that define organizational expectations and improve student learning and division effectiveness.
 - 1.2.a Supports and enforces all school board policies and informs all constituents of changes to the policies.
- 1.3 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.
- 1.4 Develops and maintains a positive relationship with the City Manager and supports the Board as it works to maintain a positive relationship with City Council.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The superintendent establishes a highly productive relationship with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent has not reached a level of proficiency in working with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.	The superintendent does not work with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.

Performance Standard 2: Planning and Assessment

The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.

The superintendent:

- 2.1 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.
- 2.2 Works collaboratively to develop division-wide long- and short-range goals and objectives consistent with the strategic plan, and monitors progress in achieving these goals and objectives as defined by the School Board.
- 2.3 Collaboratively identifies needs, determines priorities for, and provides direction and support for program implementation at both the school (continuous improvement) and division (strategic plan) level using data and researched-based instructional practices that are aligned with strategic goals and objectives and that result in attainment of those goals.
- 2.4 Supports and ensures the assessment of programs designed to meet long- and short-range goals at both the school (continuous improvement) and division (strategic plan) level, reporting to the Board on those assessments and developing and recommending improvements that enhance teaching and student achievement and division efficiency and effectiveness.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The superintendent proactively seeks out research on the effective use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.	The superintendent has not reached a level of proficiency in gathering, analyzing, and using a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.	The superintendent does not gather, analyze, and use a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.

Performance Standard 3: Instructional Leadership

The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.

The superintendent:

- 3.1 Functions as the primary instructional leader for the school division, directing staff to set specific and challenging goals for higher performance that result in improved student learning, delegating authority and responsibility to staff to meet these goals, and seeking out and relying on support from staff and others as necessary when advising the Board.
 - 3.1.a Assesses factors affecting student achievement and directs change for needed improvements.
 - 3.1.b Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.
 - 3.1.c Oversees the alignment, coordination, and delivery of assigned programs and curricular areas to ensure the school division and all schools meet all required federal, state, and local standards.
 - 3.1.d Ensures that curricular design, instructional strategies—including the integration of appropriate technologies—and learning environments maximize student learning.
- 3.2 Provides staff development programs for all categories of personnel consistent with division level needs, program evaluation results, school instructional improvement plans, and individual needs.
- 3.3 Demonstrates responsibility for division academic achievement and a focus on student outcomes through proactive interactions with parents, staff, and other community stakeholders.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The superintendent actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects excellence.	The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent has not reached a level of proficiency in fostering the success of all teachers, staff, and students by facilitating the development, communication, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent does not foster the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.

Performance Standard 4: Organizational Leadership and Safety

The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

The superintendent:

- 4.1 Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.
 - 4.1.a Evaluates the financial needs of the division and, based on these needs, recommend expenditures and prepares a budget for the School Board.
 - 4.1.b Maintains adequate control and accounting of funds.
 - 4.1.c Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.
 - 4.1.d Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.
 - 4.1.e Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.
- 4.2 Oversees the administration of the school division's day-to-day operations, stays informed on plant/facilities and equipment needs and assures that adequate supplies are available to schools and to staff.
- 4.3 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.
 - 4.3.a Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.
 - 4.3.b Clearly communicates expectations regarding behavior to students, parents, staff and other members of the community.
 - 4.3.c Implements and enforces school division code of conduct and appropriate disciplinary policies in a timely and consistent manner.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The superintendent is highly effective at organizational management, demonstrating proactive decision making, coordinating safe, efficient operations, and maximizing available resources.	The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.	The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the division's organization, operation, safety, or use of resources.	The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or use of resources.

Performance Standard 5: Communication and Community Relations

The superintendent fosters the success of all students through effective communication with stakeholders.

The superintendent:

- 5.1 Models and promotes effective communication and interpersonal relations within the school division and the community.
 - 5.1.a Establishes and maintains effective channels of communication with board members and between the schools and community, and with the various news media outlets.
 - 5.1.b Keeps the school board informed on needs and issues confronting school division employees and students.
 - 5.1.c Uses formal and informal techniques to gather internal and external perceptions and input as a part of the decision-making process.
 - 5.1.d Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.
- 5.2 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.
- 5.3 Demonstrates the skills necessary to build community support for division goals and priorities, including participation in community events and activities.
- 5.4 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The superintendent proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The superintendent fosters the success of all students through effective communication with stakeholders.	The superintendent has not reached a level of proficiency in communicating on issues of importance to stakeholders.	The superintendent demonstrates ineffective or detrimental communication with stakeholders.

Performance Standard 6: Professionalism

The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

The superintendent:

- 6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.
- 6.2 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.
- 6.3 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and/or serving as a mentor.
- 6.4 Takes responsibility for and participates in a meaningful and continuous process of professional professional development that results in the enhancement of student learning in the division and across the profession.
 - 6.4.a Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.
 - 6.4.b Maintains a high level of personal knowledge regarding new or improved instructional strategies or related issues, and shares the information with appropriate staff and others.
 - 6.4.c Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.
 - 6.4.d Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The superintendent has not reached a level of proficiency in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.

Performance Standard 7: Divisionwide Student Academic Progress

The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.

The superintendent:

- 7.1 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.
- 7.2 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.
 - 7.2.a Sets division benchmarks with the School Board and implements appropriate strategies and interventions to accomplish desired outcomes.
 - 7.2.b Collaborates with division staff to monitor, improve, and provide evidence of multiple measures of student progress.
 - 7.2.c Provides evidence that students in all subgroups are meeting acceptable and measurable academic progress.
- 7.3 Supports the development, implementation, monitoring, and updating of continuous improvement plans that result in increased student academic progress.
 - 7.3.a Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The superintendent's leadership results in a high level of student academic progress with all populations of learners.	The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.	The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.	The superintendent's leadership consistently results in inadequate student academic progress.

FORMS

INTRODUCTION

This section contains copies of forms VBCPS will use during the superintendent's evaluation cycle (Figure 12). The school board maintains the forms and provides copies to the superintendent. At a minimum, the school board retains copies of the completed *Documentation Cover Sheet* (if used), *Superintendent's Annual Goals*, *Superintendent Formative Assessment Performance Report* (if used), *Superintendent Summative Performance Report*, and *Targeted Professional Growth* (if needed).

Forms used by VBCPS

Form		Documentation Completed by	
		School Board	Superintendent
Self-Evaluation	Superintendent Self-Evaluation Form		✓
Documentation	Documentation Cover Sheet (<i>optional</i>)		✓
Goal Setting	Superintendent's Annual Goals	✓	✓
Reports	Superintendent Formative Assessment Performance Report (<i>optional</i>)	✓	
	Superintendent Summative Performance Report	✓	
Improvement	Targeted Professional Growth (<i>optional</i>)	✓	✓

Superintendent Self-Evaluation Form

Directions: The superintendent should use this form annually to reflect on the effectiveness and adequacy of his/her practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Superintendent: _____ **Date:** _____

School Division: _____ **School Year:** _____

1. Mission, Vision, and Goals

The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.

Areas of strength:

Areas needing work/strategies for improving performance:

2. Planning and Assessment

The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Instructional Leadership

The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.

Areas of strength:

Areas needing work/strategies for improving performance:

4. Organizational Leadership and Safety

The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Communication and Community Relations

The superintendent fosters the success of all students through effective communication with stakeholders.

Areas of strength:

Areas needing work/strategies for improving performance:

6. Professionalism

The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Divisionwide Student Academic Progress

The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.

Areas of strength:

Areas needing work/strategies for improving performance:

Documentation Cover Sheet *(optional)*

Directions: The superintendent should list the items he/she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. This form is optional. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the superintendent's practice and process for the evaluator.

Superintendent: _____

School Division: _____ **School Year:** _____

Standard	Documentation Included
1. Mission, Vision, and Goals <i>The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.</i>	
2. Planning and Assessment <i>The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.</i>	
3. Instructional Leadership <i>The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.</i>	

Standard	Documentation Included
<p>4. Organizational Leadership and Safety</p> <p><i>The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.</i></p>	
<p>5. Communication and Community Relations</p> <p><i>The superintendent fosters the success of all students through effective communication with stakeholders.</i></p>	
<p>6. Professionalism</p> <p><i>The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i></p>	
<p>7. Divisionwide Student Academic Progress</p> <p><i>The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.</i></p>	

Superintendent's Annual Goals

Directions: This form is a tool to assist the superintendent in setting goals that result in measurable divisionwide student academic progress. Goals may relate to other standards, but all goals should address Standard 7 as well. Use a separate sheet for each goal.

Superintendent: _____ **Date:** _____

School Division: _____ **School Year:** _____

Preliminary approval granted by school board on: _____

Midyear review conducted by school board on: _____

Year-end review conducted by school board on: _____

Goal:	
Check the standard(s) to which the goal relates <input type="checkbox"/> 1. Mission, Vision, and Goals <input type="checkbox"/> 2. Planning and Assessment <input type="checkbox"/> 3. Instructional Leadership <input type="checkbox"/> 4. Organizational Leadership and Safety <input type="checkbox"/> 5. Communication and Community Relations <input type="checkbox"/> 6. Professionalism <input checked="" type="checkbox"/> 7. Divisionwide Student Academic Progress	
Expected term to completion: <input type="checkbox"/> Short-term <input type="checkbox"/> Mid-term <input type="checkbox"/> Long-term	
<i>Indicators of Success</i> 	<i>Midyear Assessment of Goal by School Board</i>
	<i>Evidence to Date</i>

Superintendent's Signature

Date

Superintendent's Name

Evaluator's Signature

Date

Evaluator's Name

Superintendent Formative Assessment Performance Report (*optional*)

Directions: Use this form to comment on evidence related to the standards. Evaluators may use multiple formative assessment forms, as applicable.

Superintendent: _____

Date: _____

Evaluator: _____

Performance Standard 1: Mission, Vision, and Goals

The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.

Comments:

Performance Standard 2: Planning and Assessment

The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.

Comments:

Performance Standard 3: Instructional Leadership

The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.

Comments:

Performance Standard 4: Organizational Leadership and Safety

The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

Comments:

Performance Standard 5: Communication and Community Relations

The superintendent fosters the success of all students through effective communication with stakeholders.

Comments:

Performance Standard 6: Professionalism

The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Comments:

Performance Standard 7: Divisionwide Student Academic Progress

The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.

See Superintendent's Annual Goals for details.

Comments:

Commendations:

Areas of Growth:

Superintendent's Name: _____

Superintendent's Signature: _____ Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____

Superintendent Summative Performance Report

Directions: Evaluators use this form to provide the superintendent with an assessment of performance. The superintendent should be given a copy of the form at the end of each evaluation cycle.

Superintendent: _____ **School Year(s):** _____

Performance Standard 1: Mission, Vision, and Goals

The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.

The superintendent:

- 1.1 Works in a collegial and collaborative manner with stakeholders and the Board to promote and support the mission and goals of the school division.
 - 1.1.a Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.
 - 1.1.b Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.
 - 1.1.c Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.
- 1.2 Works with the school board to develop and recommend policy additions or modifications that define organizational expectations and improve student learning and division effectiveness.
 - 1.2.a Supports and enforces all school board policies and informs all constituents of changes to the policies.
- 1.3 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.
- 1.4 Develops and maintains a positive relationship with the City Manager and supports the Board as it works to maintain a positive relationship with City Council.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent establishes a highly productive relationship with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent has not reached a level of proficiency in working with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.	The superintendent does not work with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 2: Planning and Assessment

The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.

The superintendent:

- 2.1 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.
- 2.2 Works collaboratively to develop division-wide long- and short-range goals and objectives consistent with the strategic plan, and monitors progress in achieving these goals and objectives as defined by the School Board.
- 2.3 Collaboratively identifies needs, determines priorities for, and provides direction and support for program implementation at both the school (continuous improvement) and division (strategic plan) level using data and researched-based instructional practices that are aligned with strategic goals and objectives and that result in attainment of those goals.
- 2.4 Supports and ensures the assessment of programs designed to meet long- and short-range goals at both the school (continuous improvement) and division (strategic plan) level, reporting to the Board on those assessments and developing and recommending improvements that enhance teaching and student achievement and division efficiency and effectiveness.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent proactively seeks out research on the effective use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.	The superintendent has not reached a level of proficiency in gathering, analyzing, and using a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.	The superintendent does not gather, analyze, and use a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 3: Instructional Leadership

The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.

The superintendent:

- 3.1 Functions as the primary instructional leader for the school division, directing staff to set specific and challenging goals for higher performance that result in improved student learning, delegating authority and responsibility to staff to meet these goals, and seeking out and relying on support from staff and others as necessary when advising the Board.
 - 3.1.a Assesses factors affecting student achievement and directs change for needed improvements.
 - 3.1.b Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.
 - 3.1.c Oversees the alignment, coordination, and delivery of assigned programs and curricular areas to ensure the school division and all schools meet all required federal, state, and local standards.
 - 3.1.d Ensures that curricular design, instructional strategies—including the integration of appropriate technologies—and learning environments maximize student learning.
- 3.2 Provides staff development programs for all categories of personnel consistent with division level needs, program evaluation results, school instructional improvement plans, and individual needs.
- 3.3 Demonstrates responsibility for division academic achievement and a focus on student outcomes through proactive interactions with parents, staff, and other community stakeholders.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects excellence.	The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent has not reached a level of proficiency in fostering the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent does not foster the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 4: Organizational Leadership and Safety

The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

The superintendent:

- 4.1 Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.
 - 4.1.a Evaluates the financial needs of the division and, based on these needs, recommend expenditures and prepares a budget for the School Board.
 - 4.1.b Maintains adequate control and accounting of funds.
 - 4.1.c Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.
 - 4.1.d Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.
 - 4.1.e Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.
- 4.2 Oversees the administration of the school division's day-to-day operations, stays informed on plant/facilities and equipment needs and assures that adequate supplies are available to schools and to staff.
- 4.3 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.
 - 4.3.a Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.
 - 4.3.b Clearly communicates expectations regarding behavior to students, parents, staff and other members of the community.
 - 4.3.c Implements and enforces school division code of conduct and appropriate disciplinary policies in a timely and consistent manner.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent is highly effective at organizational management, demonstrating proactive decision making, coordinating safe, efficient operations, and maximizing available resources.	The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.	The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the division's organization, operation, safety, or use of resources.	The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or use of resources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 5: Communication and Community Relations

The superintendent fosters the success of all students through effective communication with stakeholders.

The superintendent:

- 5.1 Models and promotes effective communication and interpersonal relations within the school division and the community.
 - 5.1.a Establishes and maintains effective channels of communication with board members and between the schools and community, and with the various news media outlets.
 - 5.1.b Keeps the school board informed on needs and issues confronting school division employees and students.
 - 5.1.c Uses formal and informal techniques to gather internal and external perceptions and input as a part of the decision-making process.
 - 5.1.d Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.
- 5.2 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.
- 5.3 Demonstrates the skills necessary to build community support for division goals and priorities, including participation in community events and activities.
- 5.4 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The superintendent fosters the success of all students through effective communication with stakeholders.	The superintendent has not reached a level of proficiency in communicating on issues of importance to-stakeholders.	The superintendent demonstrates ineffective or detrimental communication with stakeholders.

Comments:

Performance Standard 6: Professionalism

The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

The superintendent:

- 6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.
- 6.2 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.
- 6.3 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and/or serving as a mentor.
- 6.4 Takes responsibility for and participates in a meaningful and continuous process of professional professional development that results in the enhancement of student learning in the division and across the profession.
 - 6.4.a Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.
 - 6.4.b Maintains a high level of personal knowledge regarding new or improved instructional strategies or related issues, and shares the information with appropriate staff and others.
 - 6.4.c Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.
 - 6.4.d Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The superintendent has not reached a level of proficiency in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.

☐☐☐☐

Comments:

The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.

- 7.1 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.
- 7.2 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.
 - 7.2.a Sets division benchmarks with the School Board and implements appropriate strategies and interventions to accomplish desired outcomes.
 - 7.2.b Collaborates with division staff to monitor, improve, and provide evidence of multiple measures of student progress.
 - 7.2.c Provides evidence that students in all subgroups are meeting acceptable and measurable academic progress.
- 7.3 Supports the development, implementation, monitoring, and updating of continuous improvement plans that result in increased student academic progress.
 - 7.3.a Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.

Comments:

Evaluation Summary (p. 1 of 2)

Cumulative Summative Rating. Enter the rating for each standard and assign a point value of 1 – 4. The weighted total is the points time the weight. The cumulative summative rating is the sum of all weighted totals. The scale on page 3 provides an overall evaluation rating based on the cumulative summative rating score.

Superintendent Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1			1	
Standard 2			1	
Standard 3			1	
Standard 4			1	
Standard 5			1	
Standard 6			1	
Standard 7			4	
Cumulative Summative Rating				

Overall Evaluation Summary (based on Cumulative Summative rating range on page 3):

Include comments here

- ☐ **Exemplary**
- ☐ **Proficient**
- ☐ **Developing/Needs Improvement**
- ☐ **Unacceptable**
- ☐ **Recommended for *Targeted Professional Growth*. (One or more standards are *Unacceptable*, or two or more standards are *Developing/Needs Improvement*.)**

Evaluation Summary (p. 2 of 2)

Commendations:

Areas Noted for Improvement:

Superintendent Improvement Goals (as needed):

Superintendent's Name: _____

Superintendent's Signature: _____ Date: _____

(Superintendent's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____

Targeted Professional Growth (*optional*)

Directions: The school board and superintendent may use this form to facilitate discussion on areas that need additional support. This form is optional.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Superintendent's Name: _____

Superintendent's Signature: _____ Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____



Subject: Superintendent's Summative Performance Evaluation Process **Item Number:** 13D

Section: Information **Date:** April 27, 2021

Senior Staff: Kamala Lannetti, Deputy City Attorney

Prepared by: Kamala Lannetti, Deputy City Attorney

Presenter(s): Governance Committee, Kamala Lannetti, Deputy City Attorney

Recommendation:

That the School Board adopt a Superintendent Summative Evaluation Process.

Background Summary:

In 2020, the Governance Committee began reviewing the process for the Superintendent's summative evaluation process and the Superintendent's summative evaluation instrument. The Governance Committee proposed, and the School Board adopted a summative evaluation process in May 2020 for the FY20 Superintendent's summative evaluation process. After reviewing how well the process adopted in 2020 addressed the evaluation process, the Governance Committee is recommending that the School Board adopt the same process to be used each year until amended by the School Board.

Source:

The Virginia Board of Education Guidelines for Uniform Performance Standards and Evaluation Criteria, January 10, 2020.

Code of Virginia §22.1-60.1, as amended.

Code of Virginia §22.1-253.13:5, as amended.

Budget Impact:

\$0

SUPERINTENDENT'S SUMMATIVE PERFORMANCE EVALUATION PROCESS

1. The Superintendent's Summative Performance Evaluation Instrument will be submitted to each School Board Member by May 1st.
2. Prior to preparing their evaluation of the Superintendent, School Board Members will familiarize themselves with:
 - a. VDOE Guidance of the Superintendent's Annual Evaluation January 10, 2020;
 - b. VSBA guidance documents regarding the Superintendent's annual evaluation;
 - c. The Superintendent's employment contract;
 - d. School Board Bylaw Appendix A & B; and
 - e. Applicable law, regulation, bylaw and policy.
3. The Superintendent will submit or present to the School Board Members his self-evaluation and any supporting documentation no later than May 15th.
4. At the Superintendent's discretion, the Superintendent may request to meet with the School Board in closed session to present his self-evaluation and to provide any requested clarification prior to the first School Board Meeting in June.
5. Performance ratings are made at the performance standard level, NOT at the performance indicator level. The ratings should be based on a preponderance of the evidence basis related to all indicators for each standard after reviewing the supporting evidence.
 - a. For data sources to be acceptable, they must meet the tests of logic, validity, reliability, fairness, and legality;
 - b. To the extent reasonable, the performance ratings should be based on the Superintendent's performance during the current fiscal year;
 - c. Student achievement data from the prior year will be considered when current year date is not available; and
 - d. Constructive or explanatory comments should be included.

SUPERINTENDENT'S SUMMATIVE PERFORMANCE EVALUATION PROCESS

6. School Board Members should review the summative evaluation instrument and come to the School Board Meeting prepared to substantiate assessment for each Standard.
 - a. The best practice would be for each School Board Member to prepare an individual draft of the summative evaluation instrument to use as personal reference while deliberating on the final summative evaluation;
 - b. School Board Members, who anticipate being absent from the closed session to complete the Superintendent's summative evaluation, may submit a draft summative evaluation or comments to the Chair for consideration by the remainder of the School Board; and
 - c. Final summative evaluation point values and comments will be determined by those School Board Members present at the meeting.
7. The School Board will complete the Superintendent's summative evaluation no later than the first meeting in June
 - a. For each Standard (1-7) of the Superintendent's summative evaluation instrument, the School Board must rate a point value of 1-4. The final point value for each Standard should be determined through collective discussion and consensus. If a consensus cannot be reached, the final point value for each Standard will be determined by a majority vote of the School Board Members present.
 - b. The final weighted rating score inclusive of all standards will be determined using the calculation formula set forth in the Superintendent's summative evaluation instrument. At its discretion, the School Board as a whole may provide written comments on the Superintendent's final summative evaluation.
8. The Chair and Vice Chair will meet with the Superintendent to present the written summative evaluation no later than June 15th.
9. At any time prior to June 30th, The School Board and the Superintendent may meet in closed session to discuss the summative evaluation and the School Board may amend the summative evaluation based on such meeting.
10. The School Board must vote on a final summative evaluation no later than June 30th.
11. School Board Members will respect the confidentiality of the annual evaluation process and will not disseminate confidential personnel information regarding the process without authorization of the Superintendent.



Subject: Presentation on New Collective Bargaining Laws **Item Number:** 17A

Section: Workshop **Date:** April 27, 2021

Senior Staff: Dr. Aaron Spence, Superintendent; John Mirra, Chief Human Resources Officer; Farrell Hanzaker, Chief Finance Officer

Prepared by: Kamala Lannetti, Deputy City Attorney, Dr. Aaron Spence, Superintendent

Presenter(s): Kamala Lannetti, Deputy City Attorney, Dr. Aaron Spence, Superintendent

Recommendation:

The Superintendent, School Board Legal Counsel and Senior Staff will present an overview of the new Virginia Laws relevant to collective bargaining and the options for school boards and local governments relating to these laws.

Background Summary:

During the FY20 Virginia General Assembly term, the General Assembly passed legislation that allows public employees to participate in collective bargaining if the local governing body or a school board adopts a resolution to allow for collective bargaining within its jurisdiction. The effective date of the law is May 1, 2021.

Source:

Code of Virginia § 40.1-57.2, as amended.

Budget Impact:

N/A



Subject: Closed Session Item Number: 18

Section: Closed Meeting Date: April 27, 2021

Senior Staff: N/A

Prepared by: Kamala Lannetti, Deputy City Attorney

Presenter(s): Kamala Lannetti, Deputy City Attorney

MOTION: I move that the School Board recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1, 7 and 8 of the Code of Virginia, 1950, as amended, for

1. **CONSULTATION WITH LEGAL COUNSEL:** 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: namely to discuss:
 - A. Status of certain pending complaints and or litigation against the School Board;
 - B. Discussion regarding collective bargaining laws and procedures and hiring of outside counsel.
2. **CONSULTATION WITH LEGAL COUNSEL.** Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Consultation with Legal Counsel concerning current legal matters.

RECONVENE IN OPEN SESSION:

CERTIFICATION:

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.

ACTION AS NEEDED:

Background Summary:

Appropriate requests have been made for a closed meeting.

Source:

Bylaw 1-37 and Code of Virginia, Section 2.2-3711

Budget Impact:

N/A