

**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**Daniel D. Edwards**
District 2 – Kempsville**Sharon R. Felton**
District 6 – Beach**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, December 15, 2020

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 December 15, 2020 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 December 15, 2020. 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 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/webinar/register/WN_GkSmK3CkR4iYchVUagKt1Q Call-in (301) 715-8592 ID 878 2063 6246

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. *Swearing-In Ceremony for Re-Elected and Newly-Elected School Board Members Serving a Four-Year Term Commencing January 1, 2021 (School Board Chambers) 2:30 p.m.***
(Re-elected in order by tenure)
 - A. Beverly M. Anderson, At-Large since 2013
 - B. Victoria C. Manning, At-Large since 2017
 - C. Trenace B. Riggs, District 1 Centerville since 2017
 - D. Jessica L. Owens, District 3 Rose Hall since 2019
 - E. Jennifer S. Franklin, District 2 Kempsville
- 2. *Convene School Board Workshop (time approximate) 3:00 p.m.***
 - A. School Board Administrative Matters and Reports
 1. Leadership Interest
 2. Schedule of Meetings: Remaining /FY21 Affirmed; FY22 Proposed
 3. Committee Assignments: SY21 Adjustments
 4. Standing Rules: Affirmed or Revised
 - B. Forecast of Regular School Board Meeting Agenda Topics FY21, 3rd Quarter: January, February, March 2021



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, December 15, 2020

C. 2020-21 Plan Updates

3. **Closed Meeting:** (as needed)

FORMAL MEETING

4. **Call to Order and Verbal Roll Call**..... 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. **Public Hearing on FY2021/22 School Operating Budget and FY2021/22 through FY2026/27 Capital Improvement Program**

10. **Approval of Meeting Minutes:** December 1, 2020 Regular School Board Meeting **Added 12/14/2020**

11. **Hearing of Citizens and Delegations on Agenda Items**

The School Board will hear public comment on Agenda items at the December 15, 2020 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 December 15, 2020. 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. December 1, 2020. 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.

12. **Consent Agenda**

All items under the Consent Agenda are enacted on by one motion. During item 6 – 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. Textbook Adoptions:

1. AP Computer Science A

B. Recommendation of General Contractor

1. Green Run and Bayside High Schools Synthetic Turf/Track Improvements

2. Ocean Lakes High School Boiler Plant Replacement

13. **Action**

A. Personnel Report / Administrative Appointment(s) **Updated 12/16/2020**

B. Textbook Adoptions:

1. Elementary Art

14. **Information**

A. Interim Financial Statements: October 2020

B. Schoology: Comprehensive Evaluation

C. Policy Review Committee (PRC) Recommendations

1. Bylaw 1-36/Opening Meetings and Closed Meetings

2. Bylaw 1-38/Regular Meetings, Time, Place, Order of Business, Recessed Meetings, Work Sessions/Public Hearing

3. Policy 2-59/Outside Legal Counsel

4. Policy 4-17/Suspension of Work of Teachers or Classified Employees

5. Policy 4-39/Employee Professional Development and Growth in Job Skills

D. 2020-21 Plan Updates

15. **Standing Committee Reports**



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, December 15, 2020

16. Conclusion of Formal Meeting

17. Hearing of Citizens and Delegations on Non-Agenda Items

The School Board will hear public comment on Non-Agenda items at the December 15, 2020 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 December 15, 2020. 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. December 1, 2020. 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.

18. Workshop (as needed)

19. Closed Meeting

20. Vote on Remaining Action Items (as needed)

21. Adjournment



Subject: Forecast FY21, 3rd Quarter – January, February, March 2021 **Item Number:** 2B

Section: Workshop **Date:** December 15, 2020

Senior Staff: Marc A. Bergin, Chief of Staff

Prepared by: Marc A. Bergin, Chief of Staff

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

Recommendation:

That the School Board receive Administration's forecast of agenda topics to be presented on the School Board's regular meeting agenda in the FY21 third quarter – January, February, March 2021.

Background Summary:

Source:

Budget Impact:



Subject: 2020-21 Plan Updates

Item Number: 2C

Section: Workshop

Date: December 15, 2020

Senior Staff: Marc A. Bergin, Ed.D., Chief of Staff

Prepared by: Marc A. Bergin, Ed.D., Chief of Staff

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

Presenter(s): Marc A. Bergin, Ed.D., Chief of Staff

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

Recommendations:

That the School Board receive updates on the current health metrics and engage with members of the local panel of physicians about the health monitoring metrics in the adopted Fall 2020 Plan. As time permits, the administration will also provide updates on student scheduling for the second term as well as preliminary plans for student scheduling for the 2021-22 school year.

Background Summary:

The “VBCPS Fall 2020 Plan” was approved by the School Board on July 28, 2020?

Source:

School Board Minutes – July 28, 2020

Budget Impact:

TBD



Subject: School Board Public Hearing Item Number: 9

Section: Public Hearing Date: December 15, 2020

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

Prepared by: N/A

Presenter(s): N/A

Recommendation:

The School Board of the City of Virginia Beach is seeking public comment on the FY2021--22 Operating Budget, and FY2021-22 through FY2026-27 Capital Improvement Program (CIP) as advertised on page 7 in the Sunday, December 6, 2019, edition of the Beacon – a local publication of *The Virginian-Pilot* and duplicated below:

Client Name: VIRGINIA BEACH CITY PUBLIC SCHOOLS
Advertiser: VP The Beacon/Beacon2020
Estimate/Package: VP The Beacon/Beacon2020
Description:
Order Type: BULK
Publication Date: 12/06/2020

The Virginian-Pilot
Publication Date: 12/06/2020

VIRGINIA BEACH CITY PUBLIC SCHOOLS

NOTICE OF PUBLIC HEARING

INPUT ON OPERATING BUDGET AND CIP

The School Board of the City of Virginia Beach will hold a **PUBLIC HEARING** on **Tuesday, December 15, 2020, at 6:00 p.m.** in the School Administration Building, Municipal Center Building 6, 2512 George Mason Drive, Virginia Beach, Virginia.

The purpose of the hearing is to receive input from the public on the:

- 1) FY 2021–2022 Schools' Operating Budget; and
- 2) FY 2021–2022 through 2026–2027 Capital Improvement Program (CIP).

Any citizen who desires to speak at this hearing should contact the Clerk of the School Board at (757) 263-1016. If you are physically disabled, visually or hearing impaired, and need assistance please call the Clerk of the Board at 757-263-1016 (757-263-1240 TDD). This facility is equipped with a hearing assistance system.
TDD - Telecommunications Device for the Deaf

vbschools.com -- your virtual link to Hampton Roads' largest school system.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE 12/6

Background Summary:

Source:

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

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

Budget Impact:



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

Section: Approval of Minutes **Date:** December 15, 2020

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:

- December 1, 2020 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

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At-Large

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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 MINUTES

Tuesday, December 1, 2020

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 4:01 p.m. on the 1st day of December 2020 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, 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 VBTV 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 following School Board members were present in the School Board chambers: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Mr. Edwards, Ms. Felton, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems arrived at 4:07 p.m. The following School Board member was attending the meeting via Zoom but within the School Administration Building in room 113.

- A. **School Board Administrative Matters and Reports:** Chairwoman Rye reminded the School Board members of COIA and FOIA Training Reminder Verification Deadline of 12/31/2020; an email will be forthcoming from the School Board Clerk with information; reminder of upcoming VSBA webinar on collective bargaining; and reminder of information that School Board meeting will continue as they have been since the summer/fall and will monitor any developments.
- B. **Annual Recruitment, Staffing, Retention and Compensation Update:** The presenters were John A. Mirra, Chief Human Resources Officer, Anne C. Glenn-Zeljeznak, Coordinator (Recruitment and Retention, Instructional Applicants, Substitute Office, Guidance, Interns, Observations, Practicums & Student Teachers), and Judith Wood, Human Resources Specialist, Classification/Compensation presented an update to the School Board regarding the Recruitment, Staffing, Retention and Compensation of employees for the past year along with possible budgetary considerations for the coming year. The purpose is to keep school board members apprised of current market conditions around this important area and what impact they have on successful operation of the school division; Mr. Mirra provided a background of the presentation and introduced Ms. Glenn-Zeljeznak; topics included market conditions & challenges, strategies, results, and compensation update; teacher shortage continuing to impact the

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applicant pool; reviewed 2017-18 teacher preparation enrollment in Virginia; 2018 – number of graduates eligible to teach across the state; 2018 Fall teacher preparation program enrollment in Virginia by race & ethnicity, gender; 2020-21 top 5 critical teacher shortages in Virginia: special education, Elementary Education (PreK-Grade 6), Middle Education (Grades 6-8), Career and Technical Education, Mathematics (Grade 6-12, including Algebra I); instructional retirement and resignations; minority recruitment success; new teacher hires with experience; recruitment strategies; digital outreach, job postings; retiree opportunity program; retention of teachers;

The discussion continued regarding teacher residency program; teacher retention; and teacher candidates.

Judith Wood continued the presentation; overview of topics: compensation, employee benefits, budget considerations; compensation – local teacher salary comparison; educational allowances (advanced degrees, licenses and certifications); teacher comparison for advanced degrees; additional duty supplements (2020/21 comparisons, oversight committee, funds, short term goals, long range goals); Virginia minimum wage; selected non-instructional salary comparisons: bus drivers, custodians; pay grade levels for teacher assistants; comparison of local substitute teacher rates; clerical support market study; employee benefits; local school divisions' health insurance monthly premium cost comparisons – various plans; VRS health insurance credit plan update; FY2021/22 budget considerations; and reviewed accomplishments.

The discussion continued regarding budget considerations; due to time constraints questions can be directed to Mr. Mirra; presentation slides will be available for School Board members; teachers out on FMLA; board; teacher assistants and college degrees; insurance plans and funding; additional duty supplements; budget impact on minimum wage and pay grades; and pay differential for guidance department head.

- C. Reopening Plan Updates: The presenters were Marc A. Bergin, Ed.D., Chief of Staff, Natalie N. Allen, Chief Communications and Community Engagement Officer, Kipp D. Rogers, Ph.D., Chief Academic Officer, and Donald E. Robertson, Ph.D., Chief Schools Officer presented updates on the current health metrics, recommended modifications to the adopted plan, resuming operation of Safe Learning Centers, return of designated groups of special education students for in-person instruction, and plans for second semester. Dr. Bergin provided a presentation overview; reviewed health metrics for the Eastern Region; historical data for percent positivity for the Eastern Region since the onset of the pandemic; 7-day rolling average of new cases in the Eastern Region since the onset of the pandemic; reviewed VDH (Virginia Department of Health) guidance for schools; guidance from the VBDPH (Virginia Beach Department of Public Health);

Ms. Allen continued the presentation regarding updates to the comprehensive COVID-19 webpage, updates available on weekly updates button and within FAQs (Frequently Asked Questions), The Fall 2020 Plan accessible from webpage. Dr. Rogers continued the presentation regarding return of students with disabilities – approximately 1200 students; classrooms have lowest student-to-staff ratios; many of the same students were part of ESY (Extended School Year) services; Dr. Rogers introduced Dr. Robertson.

Dr. Robertson provided information on student progress (academic and attendance); Safe Learning Centers (SLC) – 14 elementary cluster sites, VBCPS sites open from 8 a.m. to 3:30 p.m., classroom monitors, SLC will end when Option 1 students return to school; stipends for concurrent instruction – elementary model and secondary model; middle school winter sports and activities: winter sports - season 1 cancelled (basketball, academic challenge), activities many continue with virtual option; high school winter sports and activities: winter sports – JV cancelled, varsity continuing, no spectators, use of livestreaming, RTP (return to participation) revisions and guidelines, activities may continue with virtual option; plans for term 2 / 2nd semester: all students continue in learning environment chosen in August, to change learning environment students and families must contact the school principal on or before December 18, 2020, the secondary central VLC may expand based on scheduling needs, families to be notified by Wednesday, January 27, 2021 of their term 2, semester 2 option placement; next steps: planning for the 2021-22 school year, middle school winter season 2, and high school winter sports.

The discussion continued regarding supplements for concurrent teaching (special education); concurrent teaching supplement unique to VBCPS; and middle school schedule and changing time.

2. **Closed Meeting:** NONE

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The workshop adjourned at 5:29 p.m.

FORMAL MEETING

3. ***Call to Order and Verbal Roll Call:*** Chairwoman Rye called the formal meeting to order at 6:01 p.m. on the 1st day of December 2020 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, 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.

The following School Board members were present in the School Board chambers: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Mr. Edwards, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

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

5. ***Student, Employee and Public Awards and Recognition:***

- A. 2020 Supervisor Award: The School Board recognized Ms. Sheila Jones as the recipient of the 2020 Supervisor Award by the Virginia Association for Health, Physical Education, Recreation, and Dance (VAHPERD). Ms. Jones is the Coordinator of Health and Physical Education with the Department of Teaching and Learning.
- B. 2020 Adapted Physical Education Award: The School Board recognized Ms. Jenn Vedder as the recipient of the 2020 Adapted Physical Education Award by the Virginia Association for Health, Physical Education, Recreation, and Dance (VAHPERD). Ms. Vedder is currently an adapted PE teacher at Bayside High School.
- C. Gymnastics State Champion VHSL Group 6A: The School Board recognized the Ocean Lakes High School Gymnastics Team. This was the first-ever state championship title for the team and.
- D. Gymnastics State Champion (Vault and Bars) VHSL Group 6A: The School Board recognized Brooke Gunter, student at Ocean Lakes High School who won two individual state champion wins in vault and bars.
- E. State Wrestling Champion VHSL Group 6: The School Board recognized Bryce Sanderlin, a 2020 graduate of Landstown High School who won the VHSL Group 6 State Wrestling Championship for the 160 lb. weight class. Bryce was Landstown High School's first ever two-time state wrestling champion. Also, mentioned was Tommy Baldwin and more information will be forthcoming at a future School Board meeting,

6. ***Adoption of the Agenda:*** Without any modifications, Chairwoman Rye called for a motion. Ms. Riggs made a motion, seconded by Ms. Hughes. Without any discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
7. ***Superintendent's Report:*** Superintendent Spence shared the following information: 1) VBSchools, William & Mary and Machut industries, Inc. partnered and launched the Military Assistance Portal or M.A.P., app designed to provided military families across Hampton Roads with access to social, emotional, and educational supports; 2) VBSchools through the Department of Technology was recognized by MCCi, a technology services company, with an Excellence Award. This is awarded to companies exhibiting innovative strategies for process or technology challenges; 3) Congratulations to bus driver, Ms. Margaret "Marge" Moore who has been nominated as one of two Virginia candidates for the first-ever Recognizing Inspirational School Employees Award (RISE Award). This award was created by Congress to honor classified school employees who provide exemplary service to students and their communities.
8. ***Approval of Meeting Minutes:*** November 10, 2020 Regular School Board Meeting. Without modifications, Chairwoman Rye called for a motion. Ms. Anderson made a motion, seconded by Mr. Edwards. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
9. ***Hearing of Citizens and Delegations on Agenda Items:*** Chairwoman Rye announced The School Board will now hear comments on Agenda Items from citizens and delegations who signed up with our Clerk prior to this meeting. In person speakers will be called first followed by speakers participating through Zoom or by telephone. It is not necessary for speakers to ask if they can be heard. Speakers should begin speaking once their name is called. As a reminder, each speaker has four minutes to present and will be given a thirty second warning before time expires. Once the speaker's time has

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expired, the speaker should stop making remarks and the next speaker will be cued to speak. Please keep in mind, the School Board invites the public to also submit comments through our group e-mail account which can be found on our website.

There were twenty-two (22) in-person speakers and twenty-six (26) on-line speakers discussing the Fall 2020 Plan, reopening of schools, health metrics, face-to-face instruction, virtual learning, and special education students.

10. Consent Agenda: Chairwoman Rye stated the following items for approval as part of the Consent Agenda:

A. Textbook Adoptions:

1. Trigonometry: That the School Board approve the following high school textbook as recommended by the Secondary Mathematics Textbook Adoption Committee for implementation in the fall of 2021.

Course Title	Textbook	Publisher	Copyright
Trigonometry	<i>Trigonometry</i> , 4 th Edition	Wiley Publishing	2017

2. Discrete Math: That the School Board approve the following high school textbook as recommended by the Secondary Mathematics Textbook Adoption Committee for implementation in the fall of 2021.

Course Title	Textbook	Publisher	Copyright
Discrete Mathematics	<i>Excursion in Modern Mathematics</i> , 9 th Edition	Pearson Education	2018

3. Computer Programming: That the School Board approve the following high school textbook as recommended by the Secondary Mathematics Textbook Adoption Committee for implementation in the fall of 2021.

Course Title	Textbook	Publisher	Copyright
Computer Programming	<i>Alice to Java 3</i>	Pearson	2018

4. Probability and Statistics: That the School Board approve the following high school textbook as recommended by the Secondary Mathematics Textbook Adoption Committee for implementation in the fall of 2021.

Course Title	Textbook	Publisher	Copyright
Probability and Statistics	<i>Statistics and Probability with Applications (High School)</i> , 3 rd Edition	Bedford, Freeman, & Worth	2017

- B. 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 October 15, 2020 meetings and presented to the School Board for Information at the November 10, 2020 Meeting, and now presented for the Consent Agenda.

1. Policy 2-1/ Management Plans, Goals and Objectives: The PRC recommends amending Policy 2-1 (A) Management Plan to clarify that each school principal is responsible for operating the assigned school in accordance with policies, rules and regulations of the School Board and under the supervision of the Superintendent.
2. Policy 2-2/ Definition/Administrator: The PRC reviewed Policy 2-2 and does not recommend changes.
3. Policy 2-3/ Administration/Consultant: The PRC recommends removing references to Related Links and Policy and scrivener's changes.
4. Policy 2-13/ Administration/Job Consultants: The PRC recommends removing references to Editor's Notes and scrivener's changes.
5. Policy 3-15/ Local Funds: The PRC recommends adding references to the City Council and the School Board's agreement for revenue sharing, adding a subsection authorizing expenditure of

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excess local revenues for capital projects, adding a subsection allowing for expenditures of excess funds as agreed to by the City Council and the School Board, and scrivener's changes.

6. Policy 3-19/ Certain Special Revenue Funds: The PRC recommends amending Section A to include other instructional materials and related costs in addition to textbooks, amending Section B to clarify that funds to operate the Food Service Program are derived primarily for the sale of food items and special subsidies from the federal and state governments, amending Section C clarify funding of the Athletics Fund, and scrivener's changes.
- C. Religious Exemption: That the School Board approve Religious Exemption Case No. RE-20-16, RE-20-17, RE-20-18, RE-20-19, RE-20-20, RE-20-21.

Without any modifications, Chairwoman Rye called for a motion. Ms. Riggs made a motion, seconded by Ms. Melnyk. Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

11. Action

- A. Personnel Report / Administrative Appointment(s): Ms. Melnyk made a motion, seconded by Ms. Anderson that the School Board approve the appointments and accept the resignations, retirements, and other employment actions as presented on the December 1, 2020 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. Superintendent Spence introduced the following: Paula Johnson, Ed.D., Principal, Bayside Middle School as Principal, Landstown High School.
- B. School Board Legislative Agenda for 2021 General Assembly Session: Ms. Holtz made a motion, seconded by Ms. Melnyk that the School Board approve the Legislative Agenda for the 2021 Virginia General Assembly Session as proposed by School Board Legislative Committee.
A discussion followed regarding ADM and funding, extended through March 31 but requesting to extend and honor projections; question about which packet voting on, the published version has information on Charter School and the handout did not; voting on the published version with Charter School information; discussion continued regarding Charter Schools. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Mr. Edwards, Ms. Felton, Ms. Holtz, Ms. Owens, Ms. Riggs, and Ms. Weems. There were two (2) nays opposed to the motion: Ms. Hughes, and Ms. Manning. The motion passed 9 to 2.
- C. Fall 2020 Plan: Ms. Melnyk made a motion to have the superintendent make a presentation regarding the status of the Fall 2020 reopening plan and answer questions by School Board members, School Board members will be limited to two questions, subsidiary motions will be accepted after the presentation and questions are complete. The motion was seconded by Ms. Anderson. A brief discussion followed regarding the number of questions a School Board member could ask and was clarified that it was two questions at a time then put back in the queue; the motion was clarified, and Chairwoman Rye called for a vote. The School Board Clerk announced a unanimous vote.

Marc A. Bergin, Ed.D., Chief of Staff provided a condensed version of the workshop presentation; reviewed health metrics; VDH (Virginia Department of Health) guidance for schools; 7-day timeline; will be updating website to communicate the decision points and timelines for transitioning between virtual and in-person instruction, following the metrics in the adopted plan; special education students return to in-person instruction; Donald E. Robertson, Ph.D., Chief Schools Officer continued the presentation.

Dr. Robertson recapped information from the workshop presentation on Safe Learning Centers, return to participation for middle and high school winter sports and activities; and plans for Term 2 and 2nd Semester.

The discussion continued regarding Special Education students; increase in case numbers; Safe Learning Centers; case numbers (student and staff); SAT testing and cancelled tests; sports; cleaning protocols;

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teachers teaching Special Education students – compared to summer; guidance from health department and physicians; metrics and red/red.

Ms. Manning made a motion that VB School Board adjust the Fall reopening plan as follows:

1. Remove the current metrics that determine school openings and closures.
2. Return all Option 1 students back to school starting on December 7th as they were on November 12th.
3. Monitor individual schools and if an outbreak occurs of COVID transmission within a school, then the Superintendent in consultation with Mary Shaw and the VB Department of Health may make a decision to close an individual school.
4. If COVID transmission with VB Schools becomes a concern, the Superintendent can request an emergency meeting of the School Board to discuss and the Board can determine how to move forward.

Ms. Weems seconded the motion.

Ms. Holtz made a substitute motion that no in-person instruction including Special Education students, will take place when either of the VBCPS health metrics is in the red range. Also, that after a metric is red, we should be in the yellow zone for at least 7 days until we can return to in-person instruction. Ms. Riggs seconded the motion.

Discussion continued regarding special education students and staff; COVID numbers rising; staff members and accommodations; Ms. Holts reread her motion and Chairwoman Rye called for a vote. The School Board Clerk announced there were four (4) ayes in favor of Ms. Holtz's substitute motion: Ms. Holtz, Ms. Anderson, Ms. Owens, and Ms. Riggs. There were seven (7) nays opposed to the substitute motion: Chairwoman Rye, Ms. Melnyk, Mr. Edwards, Ms. Felton, Ms. Hughes, Ms. Manning, and Ms. Weems. The substitute motion did not pass with a vote of 4 to 7.

A discussion followed regarding the original motion by Ms. Manning. Ms. Manning reread motion. Chairwoman Rye called for a vote. The School Board Clerk announced there were three (3) ayes in favor of Ms. Manning's motion: Ms. Manning, Ms. Hughes, and Ms. Weems. There were eight (8) nays opposed to the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Mr. Edwards, Ms. Felton, Ms. Holtz, Ms. Owens, and Ms. Riggs. The motion did not pass with a vote of 3 to 8.

12. Information

A. Textbook Adoptions:

1. Elementary Art: Nicole M. DeVries, Ph.D., Director of K-12 and Gifted Programs and Christopher J. Buhner, Visual Arts Coordinator presented an overview of the elementary art digital textbooks as recommended by the Elementary Art Textbook Adoption Committee for implementation in the fall of 2021.

Course Title	Textbook	Publisher	Copyright
Elementary Art Grade 1-5	<i>Explorations in Art</i> , 2 nd Edition eBook	Davis Publications, Inc.	Program 2019 Platform 2020

2. AP Computer Science A: Matthew D. Delaney, Executive Director of Secondary Teaching and Learning presented an overview of the following high school textbook as recommended by the Secondary Mathematics Textbook Adoption Committee for implementation in the fall of 2021.

Course Title	Textbook	Publisher	Copyright
AP Computer Science A	CSAwesome (Open Education Resource)	CSAwesome	2019

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

Tuesday, December 1, 2020
School Board Regular Meeting
Page 7 of 7

13. **Standing Committee Reports:** Ms. Holtz mentioned the Mayor's Disability Committee and looking for people to nominate for awards, contact Ms. Holtz for information and if you have a recommendation; Chairwoman Rye thanked colleagues for work on protocols manual and introduced guest, Jennifer Franklin, School Board member elect.
14. **Conclusion of Formal Meeting:** The formal meeting concluded at 12:21 a.m.
15. **Hearing of Citizens and Delegations on Non-Agenda Items** – There were no speakers on Non-Agenda items.
16. **Workshop** (as needed) - NONE
17. **Closed Meeting** (as needed) - NONE
18. **Vote on Remaining Action Items** (as needed) - NONE
19. **Adjournment:** Chairwoman Rye adjourned the meeting at 12:22 a.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



Subject: Textbook Adoption: AP Computer Science A Item Number: 12A1

Section: Consent Date: December 15, 2020

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

Prepared by: Matthew D. Delaney, Executive Director of Secondary Teaching and Learning

George Thomas Coker Jr., Secondary Mathematics Coordinator

Presenter(s): Matthew D. Delaney, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board approve the following high school textbook as recommended by the Secondary Mathematics Textbook Adoption Committee for implementation in the fall of 2021.

Course Title	Textbook	Publisher	Copyright
AP Computer Science A	CSAwesome	CSAwesome	2019

Background Summary:

The members of the Secondary Mathematics Textbook Adoption Committee reviewed textbooks and materials sent by publishers. The committee evaluated the textbooks based on alignment to the Virginia Standards of Learning, its ability to integrate seamlessly into our Learning Management System, and the digital resources it provides for students and teachers. The textbooks were reviewed by teachers, parents, student representatives, and a university representative. After reviewing the textbooks, the Secondary Mathematics Textbook Adoption Committee recommends adoption of the Open Educational Resources CSAwesome for the fall of 2021.

The proposed textbook will replace the current textbook as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
AP Computer Science A	Java Software Solutions for AP Computer Science A, Third Ed.	2011	6

Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252
School Board of the City of Virginia Beach Policy 6-60

Budget Impact:

Total initial implementation costs:

Course Title	First-choice Recommendation Totals
AP Computer Science A	\$0.00

**Discrete Mathematics
Textbook Adoption
Implementation for Fall 2021**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs (5%)	Total Implementation Cost
AP Computer Science A	<i>CSAwesome</i>	400	\$0	\$0	\$0

TEXTBOOK ADOPTION RECOMMENDATION

AP COMPUTER SCIENCE A

December 15, 2020

*Department of Teaching and Learning
Office of Secondary Mathematics*

SECONDARY MATHEMATICS TEXTBOOK ADOPTION TIMELINE

January 2020	Request for Proposal initiated. Memo calling for Secondary Mathematics teachers to serve on the Textbook Adoption Committee by completing an application process.
February 2020	Committee Members Selected and Proposals due from Vendors
March 2020	Teachers were given textbooks and associated materials including online access to review and evaluate.
June 2020	The Textbook Adoption Committee met to discuss the textbook. Prior to the meeting, each committee member completed an evaluation form for each textbook. The team discussed their individual evaluations, built consensus, and determined which textbooks were their first and second recommendation.
October 2020	The Secondary Mathematics coordinator used the recommendations from the committee to prepare the report for the School Board.

**AP COMPUTER SCIENCE A
TEXTBOOK ADOPTION COMMITTEE**

City-wide Representatives:

George Coker, Secondary Mathematics Coordinator
Dena McElligott, Secondary Mathematics Coordinator
Teresa Ansell, Secondary Mathematics Specialist

Instructor Representatives

Leigh Anne Fitz, Princess Anne High School
Lisa Ferran, Landstown High School
Jason Byzewski, Salem High School
Jack Wheeler, Ocean Lakes High School

University Representative

Fabian Mante, Ph.D., Old Dominion University

SECONDARY MATHEMATICS TEXTBOOK ADOPTION COMMITTEES

FIRST RECOMMENDATION

The Secondary Mathematics Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

CSAwesome

The recommended textbook displays the following strengths:

- Aligns to the curriculum framework as set forth by the College Board.
- Runs Seamlessly online through student Chromebooks including access to the full curriculum and a Java Script Editor
- Curriculum Provides full lessons for each Objective set forth by the college board including videos, practice problems, and worked solutions
- Offers valuable additional instructional resources for planning, teaching, and assessing AP Computer Science A

FIRST-CHOICE RECOMMENDATION

IMPLEMENTATION COSTS FOR *CSAwesome*

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (15%)	Total Implementation
CSAwesome	All high school students taking the course	\$0.00	400	\$0.00	\$0.00	\$0.00
Total Implementation Cost				\$0.00	\$0.00	\$0.00

SECONDARY MATHEMATICS TEXTBOOK ADOPTION COMMITTEES
SECOND RECOMMENDATION

The Secondary Mathematics Textbook Adoption Committee was unable to recommends a second choice for adoption by Virginia Beach City Public Schools. The textbooks submit through the RFP were not aligned to the new College Board Standards for AP Computer Science A. In addition, by selecting the Open Education Resources, there is no cost associated with choosing this Curriculum.



Green Run High School and Bayside High School Stadium Synthetic

Subject: Turf & Track Overlay Recommendation of General Contractor **Item Number:** 12B1

Section: Consent **Date:** December 15, 2020

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 Astro Turf Corporation for the Green Run High School and Bayside High School Stadium Synthetic Turf & Track Overlay in the amount of \$2,844,166.

Background Summary:

Project Architect:	Waller, Todd & Sadler Architects, Inc.
Contractor:	Astro Turf Corporation
Contract Amount:	\$2,844,166*
Construction Budget:	\$2,850,000
Number of Responsive Bidders:	6
Average Bid Amount:	\$3,538,627
High Bid:	\$4,200,000

*This represents the negotiated amount representation of value engineering.

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-020



Ocean Lakes High School Boiler Plant Replacement

Subject: Recommendation of General Contractor **Item Number:** 12B2

Section: Consent **Date:** December 15, 2020

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 JRC Mechanical for the Ocean Lakes High School Boiler Plant Replacement in the amount of \$599,300.

Background Summary:

Project Architect:	HBA Architecture & Interior Design, Inc.
Contractor:	JRC Mechanical
Contract Amount:	\$599,300
Construction Budget:	\$675,000
Number of Responsive Bidders:	8
Average Bid Amount:	\$640,088
High Bid:	\$690,000

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-018



Subject: Personnel Report **Item Number:** 13A

Section: Action **Date:** December 15, 2020

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 December 15, 2020, 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
December 15, 2020
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	College Park	12/3/2020	Deirdre Givens	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	11/30/2020	Kenneth C Lynch	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	11/30/2020	Valerie J Johnson-Hanks	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	12/3/2020	Amanda J Meek	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Oaks	11/30/2020	Kristian S Seeley	Physical Education Assistant	SUNY College Brockport, NY	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	12/3/2020	Ahmad R Parks	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	12/3/2020	Teresa D Settelen	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	12/3/2020	Sean P Alvarez	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	12/3/2020	Quentin E King	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	12/3/2020	Richard Boone	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Virginia Beach	12/2/2020	Hailey L Gardner	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	11/30/2020	Monica Cooper	Cafeteria Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	1/4/2021	Meghan E Mosher	Instructional Specialist	Pepperdine University, CA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Consolidated Benefits	11/30/2020	Teresa R Urruh	Benefits Assistant	St Leo College, FL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial and Distribution Services	1/1/2021	Marshall Everett Jr	Coordinator Custodial Services	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial and Distribution Services	1/1/2021	Samol Hak	Coordinator Distribution Services	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	12/8/2020	Sharon A Herbert	Instructional Specialist	George Washington University, DC	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Leadership	12/16/2020	Heidi M Sowala	Health Services Nursing Specialist	University of Calif San Diego, CA	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/30/2020	Taylor M Chatto	Transportation Dispatcher	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Brookwood	11/20/2020	Dario G Sunga	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Fairfield	11/15/2020	Robert B Hooten	Security Assistant (death)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	New Castle	12/11/2020	Meghan Durkin	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Shelton Park	12/1/2020	Hezekiah J Gladde	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thalia	12/4/2020	Bradley Dyson	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Trantwood	11/30/2020	Amanda J Feliciano	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Woodstock	11/25/2020	Emily S O'Connor	General Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Woodstock	12/11/2020	Beverly L Gibbons	Cafeteria Assistant, 5.0 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Bayside	11/25/2020	Shaquille Black	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Green Run	6/30/2020	Melissa Smith	Cafeteria Assistant, 5.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kellam	6/30/2020	Christine L Belger	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempville	11/16/2020	Deirdre L Patterson	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempville	12/1/2020	Julian M Adams	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	9/22/2020	Eric Magwood	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	10/12/2020	Maria Sandra M Faye	Cafeteria Assistant, 5.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	10/12/2020	William M Kraus	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Ocean Lakes	1/4/2021	David C Jimerson	Technology Support Technician (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Renaissance Academy	12/1/2020	Myron E Hodge	Student Support Specialist (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Renaissance Academy	12/1/2020	Lumicha Lynch	Custodian II (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	10/8/2020	Tommy J Johnson	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Tallwood	10/30/2020	Randal Dunn	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	12/4/2020	Brandon L Marone	Carpentry Craftsman II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/23/2020	Patricia A Barnes	Transportation Dispatcher (death)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	12/1/2020	Kareem L Tate	Bus Driver, 7.0 Hours (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Brookwood	12/3/2020	Ella M Smith	Custodian III Head Day	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Princess Anne	12/31/2020	Carmen R Jimenez	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Princess Anne	1/31/2021	Gloria Gatling	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Custodial and Distribution Services	12/31/2020	Brian S Baxter	Director Custodial & Distribution Services	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	12/18/2020	Kathleen M Mushik	Bus Driver	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Diamond Springs	11/23/2020	Hannah M Jones	Kindergarten Teacher	Ohio State University Marion, OH	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempville	11/24/2020	Miriam V Bogdanova	Kindergarten Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempville	12/21/2020	Rodtrance S Mumpfield	First Grade Teacher	Alabama State University, AL	Montgomery Public Schools, AL
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempville Meadows	11/30/2020	Brooke R Gabler	Fifth Grade Teacher	Western Governors University, UT	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Linkhorn Park	12/3/2020	Rachel Catalan	Special Education Teacher	North Carolina State University, NC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Linkhorn Park	12/18/2020	Jordan E Quigley	Fourth Grade Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	12/7/2020	LaShauna L Lewis	Special Education Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempville	1/4/2021	Sarah A Chappell	Special Education Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	12/3/2020	Robyn R Hoffman	Grade 6 Teacher	Seabury-Western Theological, IL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	12/1/2020	Denise D Banner	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	12/2/2020	Ronnie W Rolka	Social Studies Teacher	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	12/7/2020	Aimee D Belanger	Social Studies Teacher, .600	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Office of Technical & Career Education	11/30/2020	Michael T Tunney Jr.	Technology Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	12/21/2020	Elena F Graham	Science Teacher	University of Indianapolis, IN	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Alanton	12/22/2020	Lauren M Crawford	English Language Learner (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bayside	12/11/2020	Angela M Westermier	Second Grade Teacher (active duty military)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Fairfield	12/4/2020	Amanda P Howse	Third Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	10/2/2020	Monet D Baker	Gifted Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	10/23/2020	Lisa B Evans	Guidance Department Chairman (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	12/4/2020	Nina M Brown	Special Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Salem	10/7/2020	Virginia M Gnadt	Social Studies Teacher, .500 (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	10/7/2020	Tawmia L Clarkson	Social Studies Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	First Colonial	1/31/2021	William R Hayes	Science Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Landstown	10/7/2020	Kathleen J Holbert	Mathematics Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Princess Anne	12/31/2020	Gina Y Faison	Science Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Miscellaneous	Office of Programs for Exceptional Children	10/15/2020	Peggy J Reagan	Special Education Support Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Middle School	Larkspur	12/16/2020	Jacqueline A Blair	Assistant Principal	George Washington University, DC	Fauquier County Schools, VA



Subject: Textbook Adoption: Elementary Art Item Number: 13D1

Section: Action Date: December 15, 2020

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

Prepared by: Nicole M. DeVries, Ph.D., Director of K-12 and Gifted Programs

Christopher J. Buhner, Visual Arts Coordinator

Presenter: Nicole M. DeVries, Ph.D., Director of K-12 and Gifted Programs

Recommendation:

That the School Board approve the following elementary art digital textbooks as recommended by the Elementary Art Textbook Adoption Committee for implementation in the fall of 2021.

Course Title	Textbook	Publisher	Copyright
Elementary Art Grade 1-5	<i>Explorations in Art, 2nd Edition eBook</i>	Davis Publications, Inc.	Program 2019 Platform 2020

Background Summary:

The members of the Elementary Art Textbook Adoption Committee reviewed textbooks and materials sent by a publisher. The committee evaluated the textbooks based on this alignment to the Virginia Standards of Learning, its ability to integrate seamlessly into our Learning Management System, and the digital resources it provides for students and teachers. The textbooks were reviewed by teachers, parents, student representatives, and a university representative. The textbooks were available electronically through our website for public comment and review. After reviewing the textbooks, the Elementary Art Textbook Adoption Committee recommends the above textbooks as its first-choice recommendation for in the fall of 2021.

A negotiation team including the director of K-12 and Gifted Programs, the coordinator for Visual Arts, and the director of Business Services communicated with the appropriate personnel from the publishing company to discuss a preliminary contract for the full adoption cycle pending approval by the School Board.

The proposed textbook will replace the current textbooks as follows: Virginia Beach City Public Schools does not currently have an adopted textbook for elementary art.

Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252
School Board of the City of Virginia Beach Policy 6-60

Budget Impact:

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
Elementary Art Grade 1-5	\$255,209.75	N/A

**Elementary Art
Textbook Adoption
Implementation for Fall 2021**

Course	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs	Total Implementation Cost
Elementary Art (Grades 1-5)	First Choice: <i>Explorations in Art, 2nd Edition eBook, Davis Publishing</i>	27,000 students	\$255,209.75	\$221,226.75	\$476,436.50
	Second Choice: N/A	-	-	-	-

TEXTBOOK ADOPTION RECOMMENDATION

ELEMENTARY ART (GRADES 1-5)

December 15, 2020

*Department of Teaching and Learning
Office of K-12 and Gifted Programs*

ELEMENTARY ART TEXTBOOK ADOPTION TIMELINE

December 2019	<p>Request for Proposal initiated.</p> <p>Memo calling for elementary art teachers to serve on the Curriculum Committee by completing an application process. This committee reviewed textbook choices as part of their work.</p>
February 2020	<p>Art teacher committee members selected.</p>
April 2020	<p>Parent, student and university textbook committee members selected.</p>
April 2020	<p>Proposals due from vendors. One company submitted a proposal.</p>
June 2020	<p>The committee was given online textbooks and associated materials to review and evaluate.</p>
August 2020	<p>The Textbook Adoption Committee met to discuss the online textbook. Prior to the meeting, each committee member completed an evaluation form for the textbook. The team discussed their individual evaluations, built consensus, and determined the textbook for their first recommendation.</p>
August 2020	<p>The recommended textbook and evaluation forms were made available electronically through the Call to Action Page on the VBSchools website to allow for public comments.</p>
November 2020	<p>Negotiations were conducted with appropriate representatives of the publishers, the director of K-12 and Gifted Programs, a contract specialist from Purchasing Services and the Visual Arts coordinator.</p> <p>The Visual Arts coordinator used the recommendations from the committee to prepare the report for the School Board.</p>

**ELEMENTARY ART
TEXTBOOK ADOPTION COMMITTEE**

City-Wide Representatives:

Christopher Buhner, Visual Arts Coordinator
Amber Hester, Visual Arts Instructional Specialist

Instructor Representatives

Megan Baily, Trantwood Elementary School
Morgan Knight, Red Mill Elementary School
Margaret Smith, Seatack Elementary School

Parent Representatives

Marley Nacey, Parent, Cox High School
Shannon Riddle, Parent, Salem High School

Student Representatives

Student, Cox High School
Student, Visual & Performing Arts Academy at Salem High School

University Representative

Solomon Isekeije, Professor of Arts/Department Chairman, Norfolk State University

ELEMENTARY ART TEXTBOOK ADOPTION COMMITTEES FIRST RECOMMENDATION

The Elementary Art Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Explorations in Art: 2nd Edition eBooks, Davis Publishing

The recommended textbook displays the following strengths:

- Aligns to the Standards of Learning and enduring understandings within the elementary art curriculum.
- Integrates with Schoology for a seamless digital experience.
- Includes a variety of visual resources, including commercial art resources, images across multiple mediums and images representative of a variety of cultures.
- Includes high quality teacher resources, such as rubrics, guiding questions and a curriculum builder options that allow the teacher to differentiate lessons.
- Provides vertical alignment to the middle school art textbook currently in use.

FIRST-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR

Explorations in Art: (Grade 1-5), 2nd Edition eBooks

Student Textbook	Allocation	Number Needed	Cost Per Student Year 1	Cost Per Student Years 2-6	Total Implementation
<i>Explorations in Art: Grade 1, 2nd Edition, eBook</i>	One per student	5400	\$44,245.35 (\$8.19/student)	\$44,245.35 (\$1.64/student/year)	\$88,490.70
<i>Explorations in Art: Grade 2, 2nd Edition, eBook</i>	One per student	5400	\$44,245.35 (\$8.19/student)	\$44,245.35 (\$1.64/student/year)	\$88,490.70
<i>Explorations in Art: Grade 3, 2nd Edition, eBook</i>	One per student	5400	\$44,245.35 (\$8.19/student)	\$44,245.35 (\$1.64/student/year)	\$88,490.70
<i>Explorations in Art: Grade 4, 2nd Edition, eBook</i>	One per student	5400	\$44,245.35 (\$8.19/student)	\$44,245.35 (\$1.64/student/year)	\$88,490.70
<i>Explorations in Art: Grade 5, 2nd Edition, eBook</i>	One per student	5400	\$44,245.35 (\$8.19/student)	\$44,245.35 (\$1.64/student/year)	\$88,490.70
TOTALS			\$221,226.75	\$221,226.75	\$442,453.50
Teacher Textbook	Allocation	Number Needed	Cost Per Teacher		Total Implementation
<i>Explorations in Art: Grade 1-5 2nd Edition Teacher Print Edition</i>	One per teacher	68	\$499.75		\$33,983.00
TOTALS			Year 1	Years 2-6	Total Implementation
			\$255,209.75	\$221,226.75	\$476,436.50



Subject: Interim Financial Statements – October 2020

Item Number: 14A

Section: Information

Date: December 15, 2020

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
OCTOBER 2020

The financial statements include the following:

Please Note: The “A” Schedules, balance sheets (including **B2**), Grants Fund, Health Insurance Fund, and Capital Projects will be included in the Interim Financial Statements for the month of September 2020.

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School Operating Fund:	
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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 budget unit 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 **\$66.5 million**. Of the amount realized for the month, **\$37.1 million** was realized from the City, **\$6.8 million** was received in state sales tax, and **\$22.4 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 **27.70%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2020 was **27.50%**, and FY 2019 was **27.32%**. 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 **\$19,095** (interest) this month or **91.2%** of the estimated revenue for the current fiscal year compared to **94.8%** of FY 20 actual. Expenditures totaled **\$256,072** for this month. This fund has incurred expenditures and encumbrances of **12.8%** of the current fiscal year budget compared to **31.8%** of the FY 20 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 **\$1,147,666** (includes **\$1,064,122** from the Federal USDA Summer Feeding Program) this month or **8.7%** of the estimated revenue for the current fiscal year compared to **13.4%** of the FY 20 actual. Expenditures totaled **\$2,162,613** for this month. This fund has incurred expenditures and encumbrances of **16.4%** of the current fiscal year budget compared to **17.6%** of the FY 20 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 **\$557,435** (includes **\$529,204** from the Department of Education) this month or **33.4%** of the estimated revenue for the current fiscal year compared to the **34.0%** of the FY 20 actual. Expenditures totaled **\$369,466** for this month. This fund has incurred expenditures and encumbrances of **69.6%** of the budget for the current fiscal year compared to **63.1%** the FY 20 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 **\$82,687** (includes **\$75,345** in interest) in revenue this month. Expenses for this month totaled **\$285,735** (includes **\$68,872** in Motor Vehicle Insurance premiums, **\$78,424** in General Liability Insurance premiums, and **\$100,797** 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 **\$15,353** in revenue (includes **\$2,261** in tower rent-Cox High, **\$5,157** in tower rent-Tech Center, and **\$1,759** in tower rent – Woodstock Elementary) this month or **40.0%** of the estimated revenue for the current fiscal year compared to **65.1%** of FY 20 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 **\$3,662,390** 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 **\$15,985,507** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$13,187,619**. 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 **\$4,072** in revenue (including **\$3,122** in vending receipts) has been realized this month or **5.4%** of the estimated revenue for the current fiscal year. 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 **\$6,875** 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 **\$4,736** in revenue (interest) has been realized this fiscal year. Expenses for the month totaled **\$6,768**. Please note that **\$1,051,000** of the current year budget is funded by the prior year fund balance.

Capital Projects Funds (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$5,297,345** in expenditures was incurred for various school capital projects this month. This includes **\$59,040** for the John B. Dey Elementary Modernization project, **\$189,777** for Thoroughgood Elementary Replacement project, **\$2,208,043** for Princess Anne Middle Replacement project, **\$28,467** for Plaza Annex/Laskin Road Addition, **\$1,541,565** for Energy Performance projects, **\$488,449** for HVAC Systems Phase III Renovation and Replacement projects, **\$420,288** for Roofing Phase III Renovation and Replacement projects and **\$446,684** for Various Renovation and Replacement Phase III 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 **18.1%** of the current year fiscal year budget compared to **20.6%** of FY 2020 actual.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

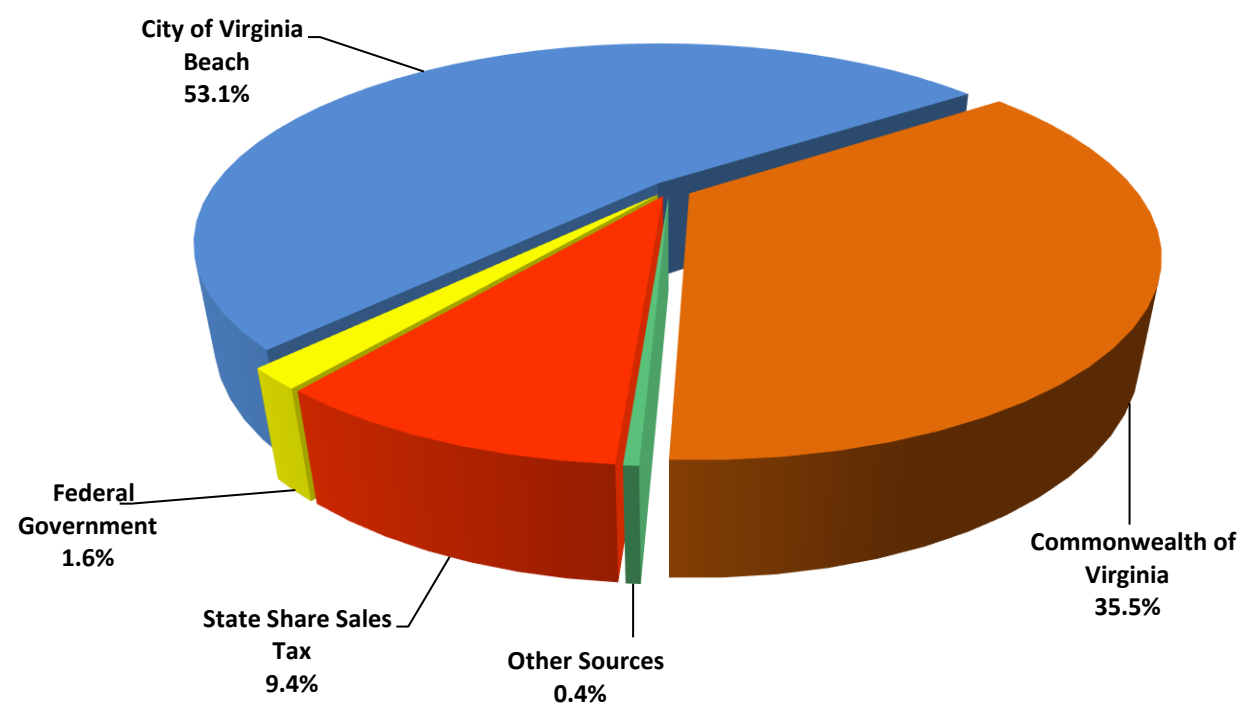
REVENUES

OCTOBER 2020

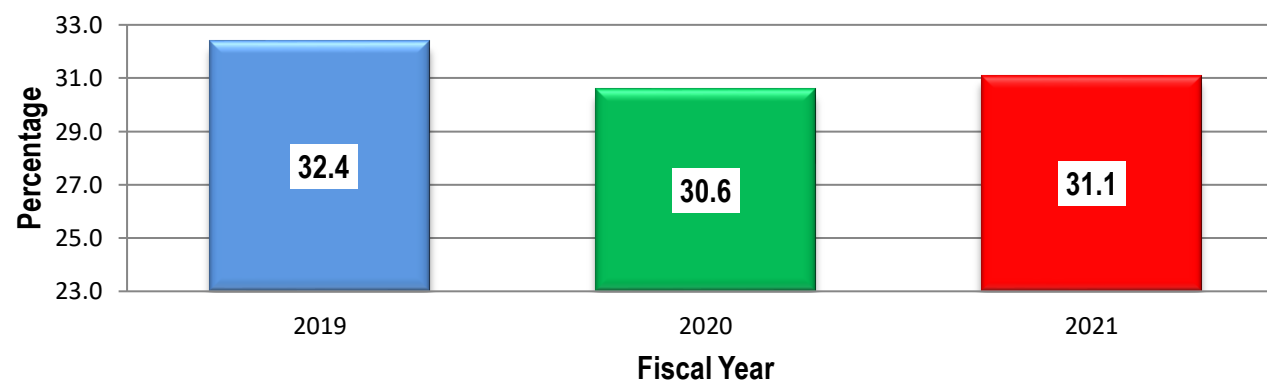
BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
COMMONWEALTH OF VIRGINIA	2021	297,791,599	<-----	89,497,813	30.05%	A
	2020	284,825,537	285,102,568	84,270,721	29.59%	
	2019	272,725,078	274,756,361	81,576,252	29.91%	
STATE SALES TAX	2021	79,209,739	<-----	17,531,943	22.13%	A
	2020	78,981,847	79,610,836	16,232,004	20.55%	
	2019	75,344,490	76,320,888	15,200,826	20.18%	
FEDERAL GOVERNMENT	2021	13,500,000	<-----	4,944,508	36.63%	A
	2020	12,200,000	16,671,591	4,312,557	35.35%	
	2019	12,200,000	15,961,332	4,602,538	37.73%	
CITY OF VIRGINIA BEACH	2021	445,646,169	<-----	148,253,544	33.27%	A
	2020	465,523,561	465,523,561	151,757,544	32.60%	
	2019	457,402,684	457,402,684	163,210,696	35.68%	
OTHER SOURCES	2021	3,082,803	<-----	535,523	17.37%	A
	2020	3,032,803	4,046,738	1,980,928	65.32%	
	2019	2,782,803	4,001,625	1,209,716	43.47%	
SCHOOL OPERATING FUND TOTAL	2021	839,230,310	<-----	260,763,331	31.07%	A
	2020	844,563,748	850,955,294	258,553,754	30.61%	
	2019	820,455,055	828,442,890	265,800,028	32.40%	

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

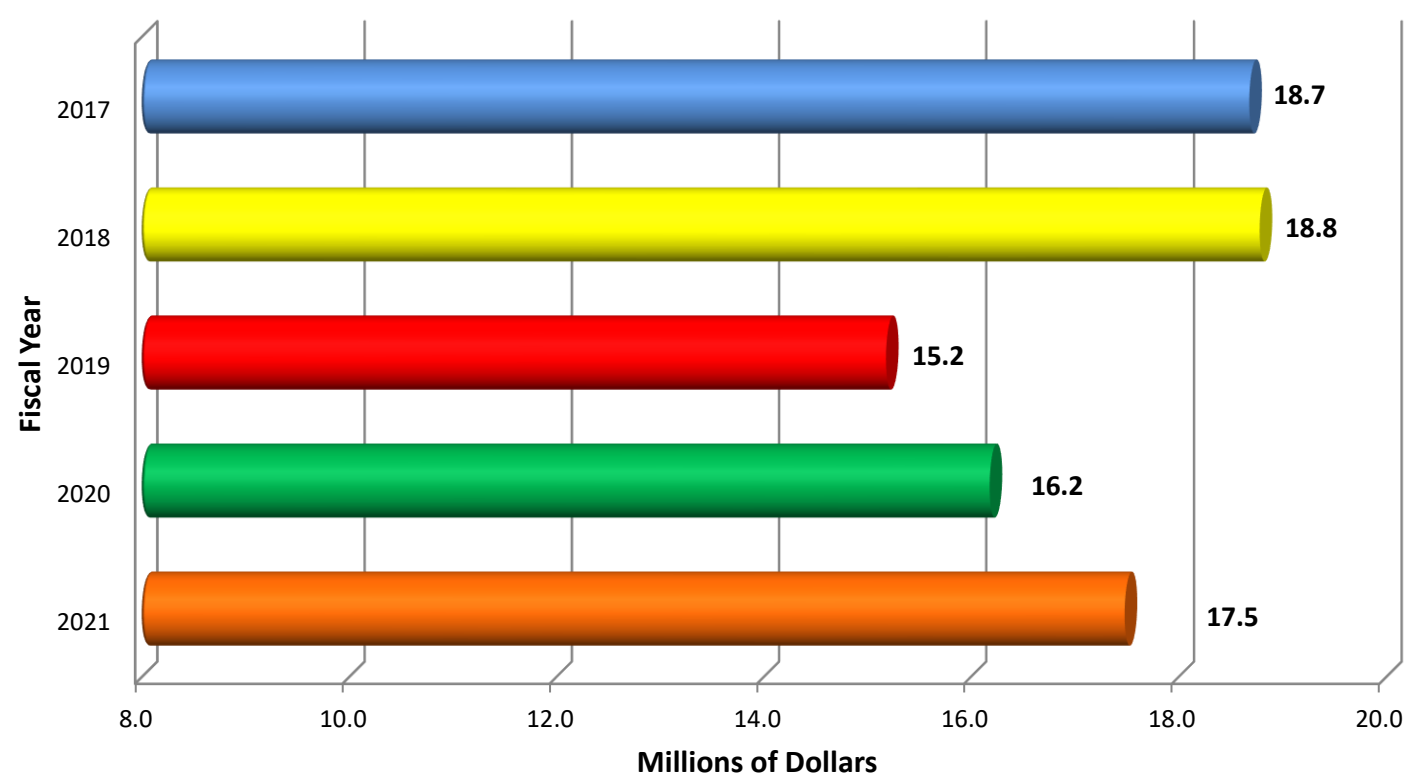
Fiscal Year 2021 Revenue Budget by Major Source



School Operating Fund Revenue
Percentage of Actual to Budget as of October 31, 2020



State Sales Tax Revenue through October 31, 2020



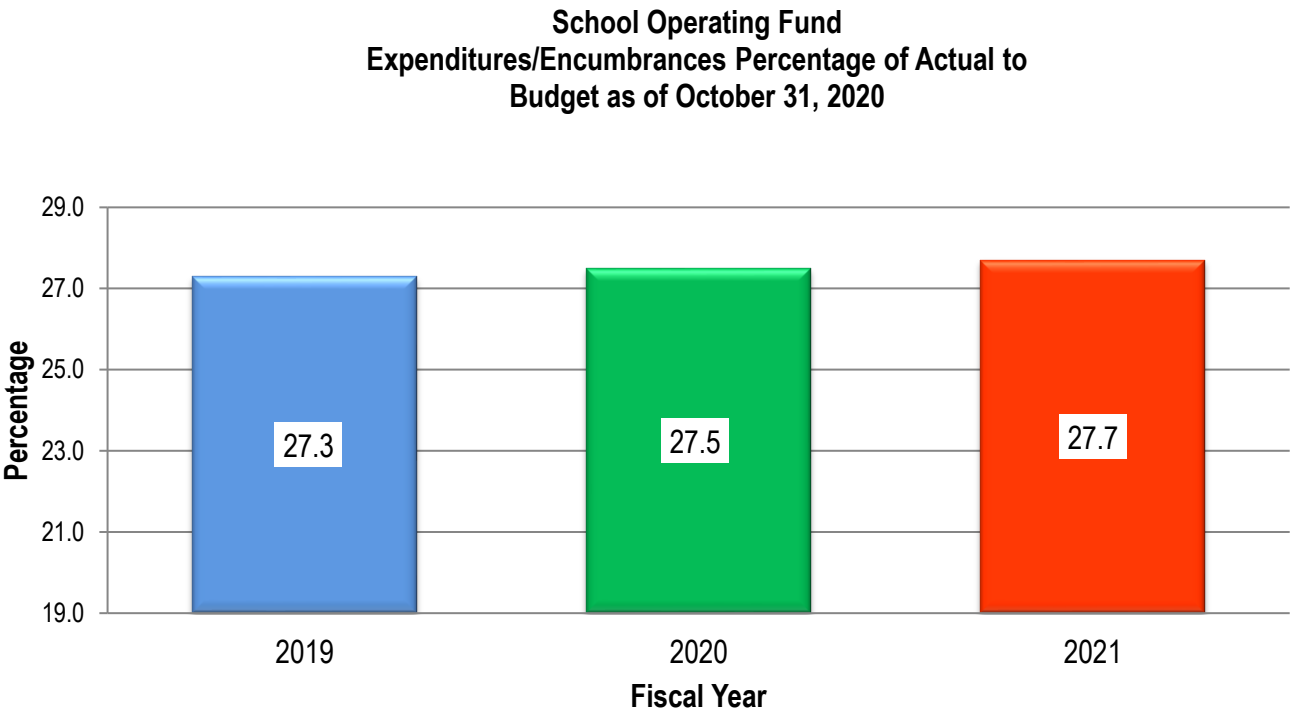
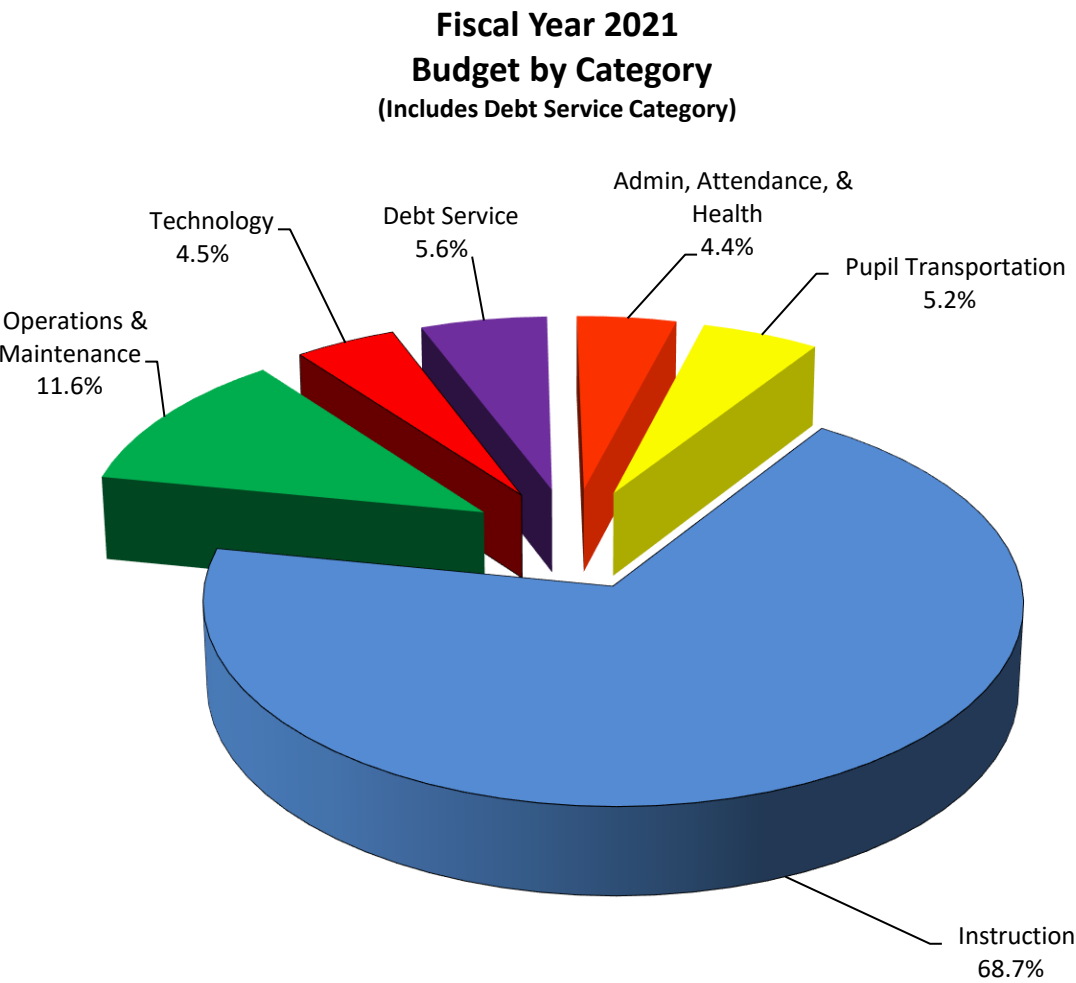
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

EXPENDITURES/ENCUMBRANCES

OCTOBER 2020

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
INSTRUCTION	2021	585,376,898	<-----	140,714,761	24.04%	A
CATEGORY	2020	597,197,050	577,167,812	145,245,216	24.32%	
	2019	576,532,705	564,422,174	141,441,060	24.53%	
ADMINISTRATION,	2021	37,906,193	<-----	11,868,325	31.31%	A
ATTENDANCE & HEALTH	2020	26,273,771	24,530,187	7,158,248	27.24%	
CATEGORY	2019	27,757,408	26,446,361	7,216,949	26.00%	
PUPIL TRANSPORTATION	2021	44,128,394	<-----	13,500,447	30.59%	A
CATEGORY	2020	42,405,656	41,232,908	13,895,232	32.77%	
	2019	40,914,622	40,103,993	13,062,984	31.93%	
OPERATIONS AND	2021	98,637,021	<-----	37,240,670	37.76%	A
MAINTENANCE	2020	99,738,735	93,760,634	34,281,819	34.37%	
CATEGORY	2019	95,992,689	92,855,284	34,148,963	35.57%	
TECHNOLOGY	2021	38,918,699	<-----	19,617,699	50.41%	A
CATEGORY	2020	45,933,211	42,639,283	22,564,403	49.12%	
	2019	44,344,757	42,839,605	18,776,640	42.34%	
SCHOOL OPERATING FUND	2021	804,967,205	<-----	222,941,902	27.70%	A
TOTAL	2020	811,548,423	779,330,824	223,144,918	27.50%	
(EXCLUDING DEBT SERVICE)	2019	785,542,181	766,667,417	214,646,596	27.32%	
DEBT SERVICE	2021	47,630,328	<-----	23,465,311	49.27%	A
CATEGORY	2020	43,313,882	42,933,085	18,305,220	42.26%	
	2019	41,951,320	41,768,217	17,278,309	41.19%	

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



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

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	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
INSTRUCTION CATEGORY:						
ELEMENTARY CLASSROOM	162,601,060	15,387,038	34,017,055	232,642	128,351,363	21.1%
MIDDLE CLASSROOM	61,580,018	6,156,588	11,940,783	31,988	49,607,247	19.4%
HIGH CLASSROOM	80,559,338	7,849,137	15,652,142	33,881	64,873,315	19.5%
SPECIAL ED CLASSROOM	98,539,931	7,168,520	22,235,384	302,928	76,001,619	22.9%
TECH AND CAREER ED CLASSROOM	18,976,711	1,615,727	3,773,962	55,522	15,147,227	20.2%
GIFTED CLASSROOM	14,881,968	1,969,345	3,341,620	14,072	11,526,276	22.5%
ALTERNATIVE EDUCATION CLASSROOM	7,181,149	493,361	1,225,004	1,716	5,954,429	17.1%
REMEDIAL ED CLASSROOM	8,490,984	881,349	1,914,737		6,576,247	22.6%
SUMMER SCHOOL CC	1,602,285		882,829		719,456	55.1%
SUMMER SLIDE	270,483		180,742		89,741	66.8%
ADULT ED	2,071,804	150,788	522,052	895	1,548,857	25.2%
GUIDANCE	18,745,386	1,697,324	4,946,500		13,798,886	26.4%
SOCIAL WORKERS SCHOOL	4,212,900	314,455	953,028		3,259,872	22.6%
HOMEBOUND	409,356	6,308	23,562		385,794	5.8%
TEACHING AND LEARNING	18,117,504	858,789	10,133,104	132,030	7,852,370	56.7%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,305,397	79,829	264,897	123,604	916,896	29.8%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	86,990				86,990	
STUDENT LEADERSHIP	1,573,761	72,281	497,728		1,076,033	31.6%
SCHOOL LEADERSHIP	2,117,817	181,244	668,887	40,897	1,408,033	33.5%
STUDENT ACTIVITIES	8,738,974	290,162	5,840,690		2,898,284	66.8%
SPECIAL ED SUPPORT	3,654,199	302,319	1,063,521	428	2,590,250	29.1%
TECH AND CAREER ED SUPPORT	999,699	78,465	297,769	1,649	700,281	30.0%
GIFTED ED SUPPORT	2,494,044	198,981	655,245	940	1,837,859	26.3%
ALTERNATIVE ED SUPPORT	1,522,808	208,393	535,679		987,129	35.2%
LIBRARY MEDIA SUPPORT	13,397,857	1,238,682	2,586,127	85,028	10,726,702	19.9%
OFFICE OF PRINCIPAL-ELEMENTARY	26,680,607	2,234,243	8,071,892	17,764	18,590,951	30.3%
OFFICE OF PRINCIPAL-MIDDLE	11,456,352	972,406	3,487,388	12,576	7,956,388	30.6%
OFFICE OF PRINCIPAL-HIGH	12,407,215	1,019,013	3,696,361	12,553	8,698,301	29.9%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	700,301	53,828	204,421	539	495,341	29.3%
TOTAL INSTRUCTION	585,376,898	51,478,575	139,613,109	1,101,652	444,662,137	24.0%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD,LEGAL AND GOVT SERVICES	1,287,734	34,713	171,496	58,650	1,057,588	17.9%
OFFICE OF SUPERINTENDENT	1,151,311	101,128	387,956	32	763,323	33.7%
MEDIA AND COMMUNICATIONS	2,282,408	132,293	482,556	7,806	1,792,046	21.5%
HUMAN RESOURCES SCHOOL	5,738,654	431,243	2,157,252	23,859	3,557,543	38.0%
PROFESSIONAL GROWTH AND INNOVATION	903,274	63,767	240,473		662,801	26.6%
CONSOLIDATED BENEFITS	2,567,934	194,492	759,674	800	1,807,460	29.6%
PLANNING INNOVATION AND ACCOUNTABILITY	2,317,407	124,841	526,027	7,724	1,783,656	23.0%
BUDGET AND FINANCE	5,274,517	373,069	1,793,932	11,353	3,469,232	34.2%
INTERNAL AUDIT	484,173	39,089	162,398		321,775	33.5%
PURCHASING SERVICES	1,106,532	87,734	346,156		760,376	31.3%
HEALTH SERVICES	8,237,690	906,325	2,403,157	550,871	5,283,662	35.9%
PSYCHOLOGICAL SERVICES	6,047,739	515,003	1,600,131	9,913	4,437,695	26.6%
AUDIOLOGICAL SERVICES	506,820	47,645	165,731	378	340,711	32.8%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	37,906,193	3,051,342	11,196,939	671,386	26,037,868	31.3%

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

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	FY 2021	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
PUPIL TRANSPORTATION CATEGORY:						
TRANSPORTATION MANAGEMENT	2,637,573	215,477	826,738		1,810,835	31.3%
VEHICLE OPERATIONS	26,570,055	1,243,739	7,444,765	1,169,014	17,956,276	32.4%
VEHICLE OPERATIONS-SPECIAL ED	7,314,542	466,441	1,108,340	1,183,479	5,022,723	31.3%
MONITORING SERVICES-SPECIAL ED	3,674,624	288,165	662,180		3,012,444	18.0%
VEHICLE MAINTENANCE	3,931,600	302,822	1,105,909	22	2,825,669	28.1%
TOTAL PUPIL TRANSPORTATION	44,128,394	2,516,644	11,147,932	2,352,515	30,627,947	30.6%
OPERATIONS AND MAINTENANCE CATEGORY:						
SCHOOL DIVISION SERVICES	331,167	24,517	99,164		232,003	29.9%
FACILITIES AND MAINTENANCE SERVICES	51,354,792	4,089,763	17,493,019	4,127,332	29,734,441	42.1%
CUSTODIAL SERVICES SCHOOL	28,697,917	2,124,023	7,132,903	1,697,433	19,867,581	30.8%
GROUNDS SERVICES	4,479,888	1,119,972	2,239,944		2,239,944	50.0%
VEHICLE SERVICES	2,410,175	81,439	1,059,733	303,360	1,047,082	56.6%
SAFE SCHOOLS	8,204,950	721,040	1,682,073		6,522,877	20.5%
DISTRIBUTION SERVICES	2,021,201	137,384	562,743	1,736	1,456,722	27.9%
TELECOMMUNICATIONS CC	1,136,931	65,373	548,877	292,353	295,701	74.0%
TOTAL OPERATIONS AND MAINTENANCE	98,637,021	8,363,511	30,818,456	6,422,214	61,396,351	37.8%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	592,199	8,420	136,402	514,940	(59,143)	110.0%
MIDDLE CLASSROOM	476,302	119,695	308,987	253,807	(86,492)	118.2%
HIGH CLASSROOM	372,008	19,896	42,909	671,255	(342,156)	192.0%
SPECIAL ED CLASSROOM	318,762	66,256	255,769	61,536	1,457	99.5%
TECH AND CAREER ED CLASSROOM	311,245	1,616	38,478	26,855	245,912	21.0%
GIFTED CLASSROOM	91,974	26,227	48,383	1,705	41,886	54.5%
ALTERNATIVE EDUCATION CLASSROOM						
REMEDIAL ED CLASSROOM	18,714	760	1,180	39	17,495	6.5%
SUMMER SCHOOL CC	10,742				10,742	
ADULT ED	69,739	331	35,701	2,007	32,031	54.1%
GUIDANCE	45,015	217	44,306		709	98.4%
SOCIAL WORKERS SCHOOL	8,219	29	29		8,190	0.4%
HOMEBOUND	40,143	719	2,065		38,078	5.1%
TEACHING AND LEARNING	541,437	176,159	451,725	137,827	(48,115)	108.9%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	32,366				32,366	
OFFICE OF DIVERSITY EQUITY AND INCLUSION	4,562				4,562	
STUDENT LEADERSHIP	2,411		152		2,259	6.3%
SCHOOL LEADERSHIP	30,279	790	7,419	2,162	20,698	31.6%
STUDENT ACTIVITIES	836	43	719		117	86.0%
SPECIAL ED SUPPORT	9,946	2,201	3,595	407	5,944	40.2%
TECH AND CAREER ED SUPPORT	4,519	934	1,303	75	3,141	30.5%
GIFTED ED SUPPORT	36,225	298	2,798		33,427	7.7%
ALTERNATIVE ED SUPPORT	171,286	8,447	52,160	17,600	101,526	40.7%
LIBRARY MEDIA SUPPORT	605,447	4,388	558,611	1,463	45,373	92.5%
OFFICE OF PRINCIPAL-ELEMENTARY	10,015	4,420	14,027	6,416	(10,428)	204.1%
OFFICE OF PRINCIPAL-MIDDLE		2,427	10,053	5,968	(16,021)	
OFFICE OF PRINCIPAL-HIGH		4,314	8,800		(8,800)	
OFFICE OF PRINCIPAL-TECH AND CAREER ED	501		1,712		(1,211)	341.7%

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

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	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
TECHNOLOGY CATEGORY:						
INSTRUCTIONAL TECHNOLOGY SUPPORT	15,008,559	939,635	3,874,727	646,871	10,486,961	30.1%
BOARD,LEGAL AND GOVT SERVICES	2,233				2,233	
OFFICE OF SUPERINTENDENT	7,658	184	421	2,243	4,994	34.8%
MEDIA AND COMMUNICATIONS	268,343	131,591	144,300		124,043	53.8%
HUMAN RESOURCES SCHOOL	295,639	(811)	243,475	2,370	49,794	83.2%
PROFESSIONAL GROWTH AND INNOVATION	136,328	3,184	118,991		17,337	87.3%
CONSOLIDATED BENEFITS	34,679	9,553	11,772		22,907	33.9%
PLANNING INNOVATION AND ACCOUNTABILITY	467,003	21	198,418	47,264	221,321	52.6%
BUDGET AND FINANCE	352,471	35,748	128,030		224,441	36.3%
INTERNAL AUDIT	1,607		44		1,563	2.7%
PURCHASING SERVICES	51,967	150	33,824	1,375	16,768	67.7%
OFFICE OF TECHNOLOGY	952,224	64,013	223,986		728,238	23.5%
HEALTH SERVICES	5,485		4,666		819	85.1%
PSYCHOLOGICAL SERVICES	32,915	4,917	13,538		19,377	41.1%
AUDIOLOGICAL SERVICES						
TRANSPORTATION MANAGEMENT	6,068	173	321		5,747	5.3%
VEHICLE OPERATIONS	344,417	20,357	167,552	183,211	(6,346)	101.8%
VEHICLE OPERATIONS-SPECIAL ED	108,552	6,428	52,911	57,856	(2,215)	102.0%
MONITORING SERVICES - SPECIAL ED						
VEHICLE MAINTENANCE	29,052		2,850	7,289	18,913	34.9%
SCHOOL DIVISION SERVICES	3,920	137	1,267		2,653	32.3%
FACILITIES AND MAINTENANCE SERVICES	1,410,204	14,324	629,867	226,204	554,133	60.7%
CUSTODIAL SERVICES SCHOOL	2,672	109	610		2,062	22.8%
VEHICLE SERVICES	94,765	5,555	44,737	50,000	28	100.0%
SAFE SCHOOLS	145,596	11,806	93,721	61	51,814	64.4%
DISTRIBUTION SERVICES	52,927	83	45,132		7,795	85.3%
TELECOMMUNICATIONS CC	10,212				10,212	
TECHNOLOGY MAINTENANCE	15,288,311	1,266,936	5,614,493	3,011,957	6,661,861	56.4%
TOTAL TECHNOLOGY	38,918,699	2,962,680	13,676,936	5,940,763	19,301,000	50.4%
TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	804,967,205	68,372,752	206,453,372	16,488,530	582,025,303	27.7%
DEBT SERVICE CATEGORY:	47,630,328	753,448	23,465,311		24,165,017	49.3%

Interim Financial Statements

School Operating Fund Summary

For the period July 1, 2020 through October 31, 2020

Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	297,791,599	35.48%	89,497,813	(208,293,786)	30.05%
State Share Sales Tax	79,209,739	9.44%	17,531,943	(61,677,796)	22.13%
Federal Government	13,500,000	1.61%	4,944,508	(8,555,492)	36.63%
City of Virginia Beach	445,646,169	53.10%	148,253,544	(297,392,625)	33.27%
Other Sources	3,082,803	0.37%	535,523	(2,547,280)	17.37%
Total Revenues	839,230,310	100.0%	260,763,331	(578,466,979)	31.07%
Prior Year Local Contribution*	13,367,223				
	<u>852,597,533</u>				

Expenditures/Encumbrances:

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	585,376,898	68.66%	140,714,761	444,662,137	24.04%
Administration, Attendance and Health	37,906,193	4.45%	11,868,325	26,037,868	31.31%
Pupil Transportation	44,128,394	5.17%	13,500,447	30,627,947	30.59%
Operations and Maintenance	98,637,021	11.57%	37,240,670	61,396,351	37.76%
Technology	38,918,699	4.56%	19,617,699	19,301,000	50.41%
Debt Service	47,630,328	5.59%	23,465,311	24,165,017	49.27%
Total Expenditures/Encumbrances	852,597,533	100.0%	246,407,213	606,190,320	28.90%

*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 OCTOBER 31, 2020

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ASSETS:

LIABILITIES:

CASH	(38,090,149)	CHECKS PAYABLE	236,916
ACCOUNTS RECEIVABLE	(952)	WIRES PAYABLE	753,448
DUE FROM GENERAL FUND	90,942,377	ACH PAYABLE	54,941
DUE FROM COMMONWEALTH OF VA	4,887,937	ACCOUNTS PAYABLE	321,758
PREPAID ITEM	42,747	ACCOUNTS PAYABLE-SCHOOLS	90,793
		SALARIES PAYABLE-OPTIONS	10,694,256
		FICA PAYABLE-OPTIONS	804,545
		TOTAL LIABILITIES	<u>12,956,657</u>
		FUND EQUITY:	
		FUND BALANCE	613,432
		ESTIMATED REVENUE	(839,230,310)
		APPROPRIATIONS	852,597,533
		ENCUMBRANCES	16,488,530
		RESERVE FOR ENCUMBRANCES	(16,488,530)
		EXPENDITURES	(229,918,683)
		REVENUES	<u>260,763,331</u>
		TOTAL FUND EQUITY	<u>44,825,303</u>
TOTAL ASSETS	<u>57,781,960</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>57,781,960</u>

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

B 3

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
COMMONWEALTH VRS RETIREMENT	26,230,301	2,173,214	8,692,857	(17,537,444)	33.1%
SOCIAL SECURITY	11,241,558	932,315	3,729,261	(7,512,297)	33.2%
GROUP LIFE	788,881	65,656	262,624	(526,257)	33.3%
BASIC SCHOOL AID	194,239,903	16,181,934	64,727,735	(129,512,168)	33.3%
REMEDIAL SUMMER SCHOOL	188,358	15,696	62,786	(125,572)	33.3%
VOCATIONAL EDUCATION	1,656,651	137,878	551,511	(1,105,140)	33.3%
GIFTED EDUCATION	2,051,091	170,706	682,823	(1,368,268)	33.3%
SPECIAL EDUCATION	20,668,688	1,720,188	6,880,751	(13,787,937)	33.3%
PREVENTION, INTERVENTION AND REMEDIATION	4,733,287	393,936	1,575,744	(3,157,543)	33.3%
SPECIAL EDUCATION HOMEBOUND	117,991			(117,991)	
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	12,394,018			(12,394,018)	
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	131,610	526,441	(1,180,708)	30.8%
AT-RISK	5,930,533	513,293	1,796,525	(4,134,008)	30.3%
K-3 PRIMARY CLASS SIZE REDUCTION	5,369,420			(5,369,420)	
OTHER STATE FUNDS			8,755	8,755	
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>297,791,599</u>	<u>22,436,426</u>	<u>89,497,813</u>	<u>(208,293,786)</u>	30.1%
STATE SHARE SALES TAX	<u>79,209,739</u>	<u>6,828,586</u>	<u>17,531,943</u>	<u>(61,677,796)</u>	22.1%
TOTAL FROM STATE SHARE SALES TAX	<u>79,209,739</u>	<u>6,828,586</u>	<u>17,531,943</u>	<u>(61,677,796)</u>	22.1%
IMPACT AID PUBLIC LAW 874	9,935,191			(9,935,191)	
IMPACT AID DEPT OF DEFENSE	1,500,000		2,735,852	1,235,852	182.4%
DEPT. OF THE NAVY NJROTC	100,000			(100,000)	
DEPT OF DEFENSE SPECIAL ED			2,102,900	2,102,900	
MEDICAID REIMB-MEDICAL	1,964,809		88,459	(1,876,350)	4.5%
MEDICAID REIMB-TRANSPORTATION		17,123	17,297	17,297	
TOTAL FROM FEDERAL GOVERNMENT	<u>13,500,000</u>	<u>17,123</u>	<u>4,944,508</u>	<u>(8,555,492)</u>	36.6%

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

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	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	439,846,169	36,580,053	146,320,211	(293,525,958)	33.3%
TRANSFER FROM SCHOOL RESERVE FUND	5,800,000	483,333	1,933,333	(3,866,667)	33.3%
TOTAL TRANSFERS	445,646,169	37,063,386	148,253,544	(297,392,625)	33.3%
RENT OF FACILITIES SCHOOLS	450,000			(450,000)	
TUITION CHARGES	20,811			(20,811)	
TUITION REGULAR DAY	100,000	14,910	32,026	(67,974)	32.0%
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		205,899	(494,101)	29.4%
TUITION DRIVERS ED	322,125	16,905	46,395	(275,730)	14.4%
PLANETARIUM FEES			(20)	(20)	
STOP ARM ENFORCEMENT	300,000	14,005	33,356	(266,644)	11.1%
SALE OF SALVAGE MATERIALS	12,000	1,244	21,431	9,431	178.6%
SALE OF CAPITAL ASSETS AND VEHICLES	15,000		1,125	(13,875)	7.5%
SALE OF SCHOOL BUSES		25,200	32,450	32,450	
REIMB SYSTEM REPAIRS		665	3,005	3,005	
LOST AND STOLEN-TECHNOLOGY		1,469	2,403	2,403	
DAMAGED-TECHNOLOGY		3,704	4,592	4,592	
LOST AND DAMAGED-CALCULATORS		96	409	409	
LOST AND DAMAGED-HEARTRATE MONITORS		130	298	298	
MISCELLANEOUS REVENUE	224,703	190	1,179	(223,524)	0.5%
INDIRECT COST-GRANTS	600,000	63,860	150,975	(449,025)	25.2%
TOTAL FROM OTHER SOURCES	3,082,803	142,378	535,523	(2,547,280)	17.4%
TOTAL SCHOOL OPERATING FUND	839,230,310	66,487,899	260,763,331	(578,466,979)	31.1%

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

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ASSETS:		LIABILITIES:	
CASH	4,405,066	CHECKS PAYABLE	6,855
		TOTAL LIABILITIES	6,855
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(5,478,274)
		APPROPRIATIONS	5,485,692
		ENCUMBRANCES	98,127
		RESERVE FOR ENCUMBRANCES	(98,127)
		EXPENDITURES	(602,936)
		REVENUES	4,993,729
		TOTAL FUND EQUITY	4,398,211
TOTAL ASSETS	4,405,066	TOTAL LIABILITIES AND FUND EQUITY	4,405,066

	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	19,095	19,095	14,095	381.9%	670.4%
BASKETBALL	120,000			(120,000)		
FOOTBALL	250,000			(250,000)		72.6%
GYMNASTICS	4,000			(4,000)		
WRESTLING	13,000			(13,000)		
SOCCER	42,000			(42,000)		
MIDDLE SCHOOL	65,000			(65,000)		
TRANSFER FROM SCHOOL OPERATING	4,974,274		4,974,274		100.0%	100.0%
OTHER INCOME	5,000		360	(4,640)	7.2%	343.2%
TOTAL REVENUES	5,478,274	19,095	4,993,729	(484,545)	91.2%	94.8%
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	(200)	(200)		2,805,967		27.0%
FICA BENEFITS	195,437	(15)	(15)		195,452		27.0%
PURCHASED SERVICES	1,282,029	145,011	144,262		1,137,767	11.3%	22.5%
VA HIGH SCHOOL LEAGUE DUES	51,250	30	16,395		34,855	32.0%	39.6%
ATHLETIC INSURANCE	190,000		178,534		11,466	94.0%	94.6%
MATERIALS AND SUPPLIES	772,218	81,342	221,656	61,473	489,089	36.7%	44.9%
CAPITAL OUTLAY	188,991	29,904	42,304	36,654	110,033	41.8%	38.8%
TOTAL	5,485,692	256,072	602,936	98,127	4,784,629	12.8%	31.8%

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

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ASSETS:		LIABILITIES:	
CASH	8,089,797	CHECKS PAYABLE	138
CASH WITH CAFETERIAS	5,628	ACCOUNTS PAYABLE	12,910
FOOD INVENTORY	455,396	SALARIES PAYABLE-OPTIONS	217,432
FOOD-USDA INVENTORY	171,401	FICA PAYABLE-OPTIONS	16,630
SUPPLIES INVENTORY	161,813	UNEARNED REVENUE	754,978
		TOTAL LIABILITIES	1,002,088
		FUND EQUITY:	
		FUND BALANCE	4,415,922
		ESTIMATED REVENUE	(32,568,966)
		APPROPRIATIONS	38,729,817
		ENCUMBRANCES	820,644
		RESERVE FOR ENCUMBRANCES	(820,644)
		EXPENDITURES	(5,516,176)
		REVENUES	2,821,350
		TOTAL FUND EQUITY	7,881,947
TOTAL ASSETS	8,884,035	TOTAL LIABILITIES AND FUND EQUITY	8,884,035

	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	32,496	38,889	(161,111)	19.4%	152.1%
SERVICE CHARGES	11,183,378	44,463	51,097	(11,132,281)	0.5%	20.8%
USDA REBATES FROM VENDORS	650,000	6,585	34,074	(615,926)	5.2%	4.6%
TOTAL LOCAL REVENUE	12,033,378	83,544	124,060	(11,909,318)	1.0%	20.8%
SCHOOL BREAKFAST INITIATIVE	55,000			55,000		
SCHOOL LUNCH	550,000			(550,000)		
TOTAL REVENUE FROM COMMONWEALTH	605,000			(495,000)		
SCHOOL BREAKFAST PROGRAM	5,052,450			(5,052,450)		
NATIONAL SCHOOL LUNCH PROGRAM	12,524,138			(12,524,138)		7.0%
CHILD & ADULT CARE FOOD PROGRAM	350,000			(350,000)		11.8%
USDA SUMMER FEEDING PROGRAM	150,000	1,064,122	2,697,290	2,547,290	1798.2%	93.1%
TOTAL REVENUE FROM FEDERAL GOV'T	19,930,588	1,064,122	2,697,290	(17,233,298)	13.5%	9.4%
TOTAL REVENUES	32,568,966	1,147,666	2,821,350	(29,637,616)	8.7%	13.4%
PRIOR YEAR FUND BALANCE (PYFB)	4,971,333					
PYFB-ENCUMBRANCES	1,189,518					
TOTAL REVENUES AND PYFB	38,729,817					

	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	910,324	2,416,106		10,160,709	19.2%	17.7%
FRINGE BENEFITS	4,965,156	383,890	869,087		4,096,069	17.5%	14.5%
PURCHASED SERVICES	1,155,424	52,017	412,582	188,013	554,829	52.0%	76.9%
OTHER CHARGES	49,801	154	1,475		48,326	3.0%	44.8%
MATERIALS AND SUPPLIES	16,976,720	782,933	1,633,393	2,307	15,341,020	9.6%	15.8%
CAPITAL OUTLAY	3,005,901	33,295	183,533	630,324	2,192,044	27.1%	30.6%
TOTAL	38,729,817	2,162,613	5,516,176	820,644	32,392,997	16.4%	17.6%

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

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ASSETS:		LIABILITIES:	
CASH	6,239,286	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	7,757,568
		ESTIMATED REVENUE	(4,295,536)
		APPROPRIATIONS	4,411,338
		ENCUMBRANCES	694
		RESERVE FOR ENCUMBRANCES	(694)
		EXPENDITURES	(3,070,737)
		REVENUES	1,436,653
		TOTAL FUND EQUITY	6,239,286
TOTAL ASSETS	<u>6,239,286</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>6,239,286</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	28,178	25,271	(4,212)	85.7%	187.4%
LOST AND DAMAGED	27,000	34	118	(26,882)	0.4%	2.4%
MISCELLANEOUS		19	54	54		
TOTAL LOCAL REVENUE	<u>56,483</u>	<u>28,231</u>	<u>25,443</u>	<u>(31,040)</u>	45.0%	99.6%
DEPT OF EDUCATION	4,239,053	529,204	1,411,210	(2,827,843)	33.3%	33.1%
TOTAL REVENUE-COMMONWEALTH	<u>4,239,053</u>	<u>529,204</u>	<u>1,411,210</u>	<u>(2,827,843)</u>	33.3%	33.1%
TOTAL REVENUES	<u>4,295,536</u>	<u>557,435</u>	<u>1,436,653</u>	<u>(2,858,883)</u>	33.4%	34.0%
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	7,832	31,326		62,650	33.3%	33.4%
FRINGE BENEFITS	35,641	3,757	11,360		24,281	31.9%	36.1%
PURCHASED SERVICES			191,390				
MATERIALS AND SUPPLIES	4,281,721	357,877	2,836,661	694	1,444,366	66.3%	63.8%
TOTAL	<u>4,411,338</u>	<u>369,466</u>	<u>3,070,737</u>	<u>694</u>	<u>1,531,297</u>	69.6%	63.1%

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

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ASSETS:		LIABILITIES:	
CASH	17,826,999	CHECKS PAYABLE	61,428
PREPAID ITEM	254,760	WIRES PAYABLE	11,417
		ACCOUNTS PAYABLE	6,350
		EST CLAIMS/JUDGMENTS PAYABLE	7,808,151
		TOTAL LIABILITIES	<u>7,887,346</u>
		FUND EQUITY:	
		RETAINED EARNINGS	7,227,041
		ENCUMBRANCES	64,754
		RESERVE FOR ENCUMBRANCES	(64,754)
		EXPENSES	(3,922,654)
		REVENUES	6,890,026
		TOTAL FUND EQUITY	<u>10,194,413</u>
TOTAL ASSETS	<u>18,081,759</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>18,081,759</u>

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	75,345	75,345
RISK MANAGEMENT CHARGES		6,805,724
INSURANCE PROCEEDS	7,008	8,148
MISCELLANEOUS REVENUE	334	809
TOTAL REVENUES	<u>82,687</u>	<u>6,890,026</u>

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	25,693	101,421	
FRINGE BENEFITS	9,400	32,144	
OTHER PURCHASED SERVICES	2,518	166,157	63,569
FIRE AND PROPERTY INSURANCE		2,218,827	
MOTOR VEHICLE INSURANCE	68,872	701,643	
WORKER'S COMPENSATION	100,797	454,683	
SURETY BONDS		11,140	
GENERAL LIABILITY INSURANCE	78,424	233,963	
MISCELLANEOUS		425	
MATERIALS AND SUPPLIES	31	2,251	1,185
TOTAL	<u>285,735</u>	<u>3,922,654</u>	<u>64,754</u>

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

B 9

ASSETS:		LIABILITIES:	
CASH	3,320,318	DEPOSITS PAYABLE	<u>75,000</u>
		TOTAL LIABILITIES	<u>75,000</u>
		FUND EQUITY:	
		FUND BALANCE	2,754,868
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	800,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	<u>206,450</u>
		TOTAL FUND EQUITY	<u>3,245,318</u>
TOTAL ASSETS	<u>3,320,318</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>3,320,318</u>

	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	6,176	14,182	(1,818)	88.6%	161.5%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-COX HIGH		2,261	61,313	61,313		
TOWER RENT-FIRST COLONIAL HIGH			32,920	32,920		
TOWER RENT-OCEAN LAKES HIGH			24,026	24,026		
TOWER RENT-TALLWOOD HIGH			48,374	48,374		
TOWER RENT-TECH CENTER		5,157	20,357	20,357		
TOWER RENT-WOODSTOCK ES		1,759	5,278	5,278		
TOTAL REVENUES	<u>516,000</u>	<u>15,353</u>	<u>206,450</u>	<u>(309,550)</u>	40.0%	65.1%
PRIOR YEAR FUND BALANCE (PYFB)	<u>284,000</u>					
TOTAL REVENUES AND PYFB	<u>800,000</u>					

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2020 PERCENT OBLIGATED
EXPENDITURES:							
MATERIALS AND SUPPLIES	<u>800,000</u>				800,000		6.8%
TOTAL	<u>800,000</u>				800,000		6.9%

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

B10

Revenues :

	FY 2021 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	21,526,476	1,822,490	1,834,553	(19,691,923)	8.52%
Federal Government	52,120,377	(111,409)	22,581	(52,097,796)	0.04%
Other Sources	600,835	200,944	213,199	(387,636)	35.48%
Transfers from School Operating Fund	5,851,183	2,352,340	6,669,449	818,266	113.98%
Total Revenues	80,098,871	4,264,365	8,739,782	(71,359,089)	10.91%

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

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	11,175	33,484	724	160,792	17.5%
ADULT BASIC EDUCATION	314,097	58,996	79,418		234,679	25.3%
ADVANCING COMPUTER SCIENCE EDUCATION	148,678	1,056	20,255	22,004	106,419	28.4%
ALGEBRA READINESS	1,278,758	14,687	200,687		1,078,071	15.7%
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK	991				991	
CAREER & TECH ED STATE EQUIP ALLOC	78,674		38,363		40,311	48.8%
CAREER SWITCHER PROG MENTOR REIMB	28,200				28,200	
CARES ACT ESSER	10,141,569	12,558	12,558	130,531	9,998,480	1.4%
CARL PERKINS	1,051,189	103,090	411,713	73,193	566,283	46.1%
CHAMPIONS TOGETHER-IDEA	4,000		3,952		48	98.8%
CTE SPECIAL STATE EQUIP ALLOC	57,113				57,113	
DODEA MCASP OPERATION GRIT	320,115	30,510	67,185	29,959	222,971	30.3%
DUAL ENROLLMENT TCC	750,000				750,000	
EARLY READING INTERVENTION	3,361,230	165,776	352,171	27,840	2,981,219	11.3%
GENERAL ADULT ED	30,993	1,217	1,217		29,776	3.9%
GO OPEN VA	8,708				8,708	
GREEN RUN COLLEGIATE CHARTER SCHOOL SUPPORT	9,928				9,928	
HAMPTON ROADS WORKFORCE COUNCIL-ALC	141,136	5,690	20,664		120,472	14.6%
HAMPTON ROADS WORKFORCE COUNCIL-STEM (ISY)	117,618	2,774	10,670	417	106,531	9.4%
HAMPTON ROADS WORKFORCE COUNCIL-STEM (OSY)	141,136	9,124	27,678	417	113,041	19.9%
INDUSTRY CERT EXAMINATIONS	88,032		6,250		81,782	7.1%
INDUSTRY CERT EXAMINATIONS STEM-H	24,033	1,950	9,642		14,391	40.1%
ISAEP	70,240	3,148	3,148		67,092	4.5%
JAIL EDUCATION PROGRAM	139,698	13,961	46,672	9	93,017	33.4%
JUVENILE DETENTION HOME	1,502,627	113,738	321,959	16,633	1,164,035	22.5%
MCKINNEY VENTO	86,059	175	487		85,572	0.6%
NATIONAL BOARD CERTIFICATION INCENTIVE	328,334				328,334	
NETWORK IMPROVEMENT COMMUNITY (NIC)	2,500				2,500	
NEW TEACHER MENTOR	34,768				34,768	
POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT	19,702	2,537	2,537			12.9%
PRESCHOOL- IDEA SECTION 619	781,051	40,358	120,970		660,081	15.5%
PROJECT GRADUATION	112,500	263	15,567		96,933	13.8%
PROJECT HOPE - CITY WIDE SCA	2,454				2,454	
RACE TO GED	66,168	6,630	6,630		59,538	10.0%
RESERVE FOR CONTINGENCY	4,846,658				4,846,658	
SCHOOL SECURITY EQUIPMENT	143,134				143,134	
STARTALK	84,375				84,375	
STEM COMPETITION	18,761				18,761	

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

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	<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>
TECHNOLOGY INITIATIVE	7,585,976		1,765,883		5,820,093	23.3%
TITLE I PART A	15,619,805	923,203	2,527,170	566,356	12,526,279	19.8%
TITLE I PART D SUBPART 1	34,723	2,424	2,424		32,299	7.0%
TITLE I PART D SUBPART 2	430,839	31,194	41,216	6,547	383,076	11.1%
TITLE II PART A	2,014,167	142,280	299,363		1,714,804	14.9%
TITLE III PART A LANGUAGE ACQUISITION	224,741	10,399	40,614	30,404	153,723	31.6%
TITLE IV PART A	1,927,858	47,792	156,398	15,662	1,755,798	8.9%
TITLE IV PART B 21ST CCLC-LYNNHAVEN ES	2,604				2,604	
TITLE IV PELL	30,200	14,002	14,002		16,198	46.4%
TITLE VI-B IDEA SECTION 611	19,100,100	1,356,122	2,909,254		16,190,846	15.2%
VA PRESCHOOL INITIATIVE	5,918,242	534,311	1,069,950		4,848,292	18.1%
VIRGINIA MIDDLE SCHOOL TEACHER CORPS	5,000	1,250	1,250		3,750	25.0%
VPI+	659,553		8		659,545	0.1%
WORKPLACE READINESS	14,836				14,836	
TOTAL SCHOOL GRANTS FUND	<u>80,098,871</u>	<u>3,662,390</u>	<u>10,641,409</u>	<u>920,696</u>	<u>68,519,601</u>	14.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL BOARD/CITY HEALTH INSURANCE FUND
JULY 1, 2020 THROUGH OCTOBER 31, 2020

B 13

ASSETS:		LIABILITIES:	
CASH	75,772,104	CHECKS PAYABLE	131,655
		ACCOUNTS PAYABLE	9,065
		ACCOUNTS PAYABLE-HSA	902
		EST CLAIMS-JUDGMENTS PAYABLE	8,255,000
		TOTAL LIABILITIES	8,396,622
		FUND EQUITY:	
		RETAINED EARNINGS	69,811,377
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(51,285,625)
		REVENUES	48,849,730
		TOTAL FUND EQUITY	67,375,482
TOTAL ASSETS	75,772,104	TOTAL LIABILITIES AND FUND EQUITY	75,772,104

	MONTH'S REALIZED	YEAR-TO-DATE REALIZED	
REVENUES:			
INTEREST ON BANK DEPOSITS	234,587	316,601	
EMPLOYEE PREMIUMS-CITY	1,518,877	4,813,419	
EMPLOYER PREMIUMS-CITY	5,537,076	17,144,236	
EMPLOYEE PREMIUMS-SCHOOLS	1,754,816	5,437,073	
EMPLOYER PREMIUMS-SCHOOLS	6,907,135	21,014,715	
COBRA ADMINISTRATIVE FEE-CITY	12,506	58,968	
COBRA ADMINISTRATIVE FEE-SCHOOLS	20,510	64,718	
TOTAL REVENUES	15,985,507	48,849,730	
	MONTH'S EXPENSES	YEAR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
EXPENSES:			
SALARIES AND BENEFITS	304,151	1,050,449	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	5,090,517	20,050,359	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	7,792,951	30,184,817	
TOTAL EXPENSES	13,187,619	51,285,625	

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

B 14

ASSETS:		LIABILITIES:	
CASH	69,805	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	55,772
		ESTIMATED REVENUE	(149,000)
		APPROPRIATIONS	155,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	8,033
		TOTAL FUND EQUITY	69,805
TOTAL ASSETS	69,805	TOTAL LIABILITIES AND FUND EQUITY	69,805

	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2020 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS		950	4,911	4,911		
VENDING OPERATIONS RECEIPTS	149,000	3,122	3,122	(145,878)	2.1%	34.6%
TOTAL REVENUES	149,000	4,072	8,033	(140,967)	5.4%	34.8%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	155,000					

	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				144,280		103.8%
MATERIALS AND SUPPLIES	10,520				10,520		
PURCHASED SERVICES	200				200		
TOTAL	155,000				155,000		99.9%

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

B 15

ASSETS:		LIABILITIES:	
CASH	1,208,099	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	423,687
		ESTIMATED REVENUE	
		APPROPRIATIONS	698,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	86,412
		TOTAL FUND EQUITY	1,208,099
TOTAL ASSETS	1,208,099	TOTAL LIABILITIES AND FUND EQUITY	1,208,099

REVENUES:	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		6,875	86,412	86,412
TOTAL REVENUES		6,875	86,412	86,412
PRIOR YEAR FUND BALANCE (PYFB)	698,000			
TOTAL REVENUES AND PYFB	698,000			

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

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

B 16

ASSETS:		LIABILITIES:	
CASH	1,111,621	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	93,582
		ESTIMATED REVENUE	
		APPROPRIATIONS	1,051,000
		ENCUMBRANCES	142,869
		RESERVE FOR ENCUMBRANCES	(142,869)
		EXPENDITURES	(37,697)
		REVENUES	4,736
		TOTAL FUND EQUITY	1,111,621
TOTAL ASSETS	<u>1,111,621</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,111,621</u>

REVENUES:	FY 2021 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		(41,033)	4,736	4,736
TOTAL REVENUES		<u>(41,033)</u>	<u>4,736</u>	<u>4,736</u>
PRIOR YEAR FUND BALANCE (PYFB)	1,051,000			
TOTAL REVENUES AND PYFB	<u>1,051,000</u>			

EXPENDITURES:	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE
PURCHASED SERVICES			534	80,507	(81,041)
MATERIALS AND SUPPLIES	1,051,000	6,768	37,163	62,362	951,475
TOTAL	<u>1,051,000</u>	<u>6,768</u>	<u>37,697</u>	<u>142,869</u>	<u>870,434</u>

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

B 17

	FY 2021 <u>APPROPRIATIONS</u>	MONTH'S <u>EXPENDITURES</u>	YEAR-TO-DATE <u>EXPENDITURES</u>	PROJECT-TO-DATE <u>EXPENDITURES</u>	OUTSTANDING <u>ENCUMBRANCES</u>	REMAINING <u>BALANCE</u>	PERCENT <u>OBLIGATED</u>
601001-RENOV-REPLACEMT-ENERGY MGMT II	9,475,000	76,773	149,942	6,972,462	48,367	2,454,171	74.10%
601002-TENNIS COURT RENOVATIONS II	1,400,000	4,746	9,208	1,001,413		398,587	71.53%
601005-JOHN B DEY ES MODERNIZATION	28,040,076	59,040	344,682	27,135,091	219,025	685,960	97.55%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000	189,777	461,180	31,152,552	1,180,436	137,012	99.58%
601007-PRINCESS ANNE MS REPLACEMENT	77,238,759	2,208,043	6,304,781	61,602,265	11,442,276	4,194,218	94.57%
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			11,672,601		2,399	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	29,670	87,325	34,871,747	153,892		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	36,409,000					36,409,000	
601016-ENERGY PERFORMANCE CONTRACTS PHASE II	25,000,000	1,541,565	3,595,521	18,025,449		6,974,551	99.90%
601017-RENOV & REPLACE-GROUND PH III	9,229,510	104,166	217,266	1,599,798	1,843,326	5,786,386	37.31%
601018-RENOV & REPLACE-HVAC PH III	20,371,541	488,449	4,213,852	15,066,604	2,917,968	2,386,969	88.28%
601019-RENOV & REPLACE-REROOFING PH III	11,650,000	420,288	2,989,542	4,726,950	2,640,929	4,282,121	63.24%
601020-RENOV & REPLACE - VARIOUS PH III	13,491,223	446,684	544,045	3,102,337	881,271	9,507,615	29.53%
601021-PLAZA ANNEX-LASKIN ROAD ADDITION	13,500,000	28,467	1,602,639	7,783,382	5,473,330	243,288	98.20%
601022-ELEMENTARY PLAYGROUND EQUIPMENT REP	1,084,737	13,382	130,460	794,158		290,579	73.21%
601023-STUDENT DATA MANAGEMENT SYSTEM	12,187,001			12,049,173	5,676	132,152	98.92%
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	12,750,000	22,504	59,326	59,326	17,629	12,673,045	0.60%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	200,000	7,665	7,665	7,665	3,100	189,235	5.38%
601999-PAYROLL ALLOCATION		(343,874)	130,762	130,762		(130,762)	
TOTAL CAPITAL PROJECTS	<u>506,415,222</u>	<u>5,297,345</u>	<u>20,848,196</u>	<u>392,629,803</u>	<u>26,837,559</u>	<u>86,947,860</u>	82.83%

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

B18

ASSETS:		LIABILITIES:	
CASH	3,401,735	ACH PAYABLE	61
		SALARIES PAYABLE-OPTIONS	50,946
		FICA PAYABLE-OPTIONS	3,898
		TOTAL LIABILITIES	54,905
		FUND EQUITY:	
		FUND BALANCE	700
		ESTIMATED REVENUE	(4,076,486)
		APPROPRIATIONS	4,076,486
		ENCUMBRANCES	7,598
		RESERVE FOR ENCUMBRANCES	(7,598)
		EXPENDITURES	(730,356)
		REVENUES	4,076,486
		TOTAL FUND EQUITY	3,346,830
TOTAL ASSETS	3,401,735	TOTAL LIABILITIES AND FUND EQUITY	3,401,735

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

	FY 2021 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2020 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,414,953	211,519	490,089		1,924,864	20.3%	20.8%
FRINGE BENEFITS	870,157	80,062	179,414		690,743	20.6%	21.7%
PURCHASED SERVICES	412,672	10,386	26,773		385,899	6.5%	12.2%
OTHER CHARGES	77,339	150	587	1,700	75,052	3.0%	45.9%
MATERIALS AND SUPPLIES	301,365	13,365	33,493	5,898	261,974	13.1%	21.3%
TOTAL	4,076,486	315,482	730,356	7,598	3,338,532	18.1%	20.6%



Subject: Schoology: Comprehensive Evaluation **Item Number:** 14B

Section: Information **Date:** December 15, 2020

Senior Staff: Marc A. Bergin, Ed.D., Chief of Staff

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

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

Recommendation:

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

Background Summary:

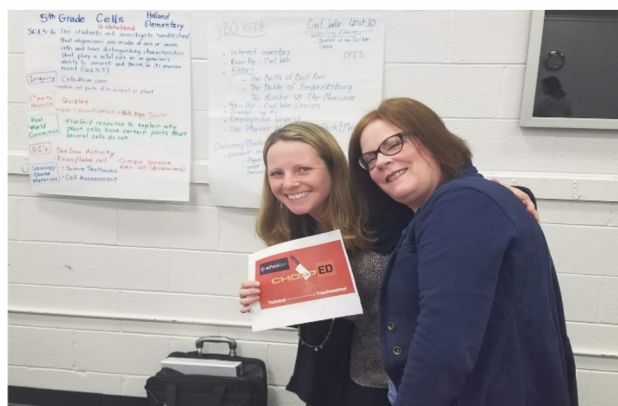
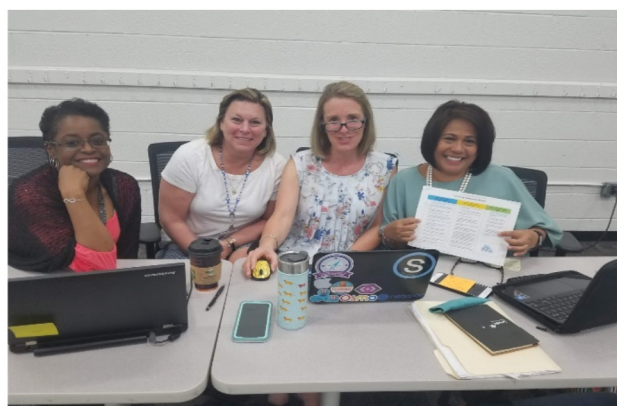
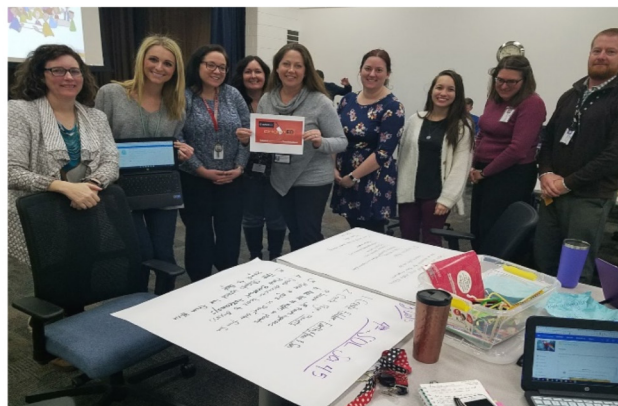
Schoology is a Learning Management System (LMS) adopted by Virginia Beach City Public Schools (VBCPS) to deliver educational content to students online. The purpose of obtaining an LMS was to provide a streamlined, user-friendly application for interacting with and accessing educational content and providing assessments as well as to facilitate the transition to personalized learning. According to School Board Policy 6-26, "All new programs will be evaluated for a minimum of two years." The 2018-2019 school year was the first year when all schools began to implement various components of Schoology based on each school's staff readiness and needs. The implementation evaluation of Schoology was conducted during the 2018-2019 school year, and the results and recommendations were presented to the School Board November 26, 2019. The recommendations were approved December 10, 2019.

The final comprehensive evaluation of Schoology was conducted during 2019-2020 and focused on the main operational components of the LMS, progress toward meeting established goals and objectives, stakeholder perceptions, and the cost of Schoology to the school division. In addition, the evaluation also included information about the actions taken regarding the implementation evaluation recommendations and the impact the March 2020 COVID-19 pandemic school closure had on the Schoology initiative.

Source:

School Board Policy 6-26
School Board Minutes November 26, 2019
School Board Minutes December 10, 2019

Budget Impact:



Schoology

Comprehensive Evaluation

December 2020

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Planning, Innovation, and Accountability
Office of Research and Evaluation
Virginia Beach City Public Schools

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Introduction

Background of Initiative

Schoology is a Learning Management System (LMS) adopted by Virginia Beach City Public Schools (VBCPS) in December 2016 to deliver educational content to students online. The main desire for obtaining an LMS was to provide a streamlined, user-friendly application for interacting with and accessing educational content, providing assessments, and facilitating the transition to personalized learning.¹ An LMS reduces the touchpoints for teachers, students, and parents when interacting with the division's digital content and serves as a single destination point for curriculum from the Department of Teaching and Learning. Schoology also offers the ability to assess students' learning using classroom or divisionwide assessments. The assessment platform, SchoolNet, was utilized prior to Schoology and was discontinued during the division's transition to Schoology. Additionally, although not an initial reason for obtaining Schoology, the system offers a way to provide online professional learning for staff.

Schoology was selected as the LMS in December 2016 following Request for Information and Request for Proposals from LMS vendors. Prior to divisionwide implementation, 14 schools that were previously identified as Digital Learning Anchor Schools were invited to participate in a field test of Schoology during the 2017-2018 school year (8 elementary schools, 2 middle schools, 4 high schools). These field test schools were asked to manage their curriculum and deliver coursework to their students through Schoology. During the 2018-2019 school year, principals at all remaining VBCPS schools were asked to begin using Schoology; however, school principals could determine the extent to which their teachers and students would use the system. Although all schools began using Schoology in 2018-2019 to some extent, the level of implementation varied by school. During 2019-2020, all schools were expected to fully utilize the system throughout the school year. Teachers were expected to utilize Schoology for curriculum management and course delivery as well as to administer classroom and divisionwide assessments. During 2019-2020, four schools field tested parent access to Schoology in January and February prior to all parents receiving access instructions during the COVID-19 school closure that began in March 2020.

Since Schoology was adopted, the implementation of the initiative has been managed by the central office Schoology implementation team. This team includes approximately 25 staff members from several central office departments and offices, including the Department of Teaching and Learning; Department of Technology; Department of School Leadership; and Office of Planning, Innovation, and Accountability. Since February 2017, the team has held weekly meetings to discuss implementation issues throughout the division. In addition, the central office Schoology implementation team has met weekly with a project manager from Schoology since February 2017. These weekly phone calls typically involved discussion of current issues related to implementation that needed to be discussed with Schoology.

School Closure

Beginning March 16, 2020, all VBCPS school buildings were closed due to the COVID-19 pandemic during which instruction was primarily provided through Schoology. Immediately after the school closure in March through April 24, instructional support was provided to students through the Continuity of Learning Plan (CLP), which was established to ensure engaging learning experiences were continued while schools were closed. During this CLP phase, teachers were expected to provide continuity of learning experiences for all students through their courses in Schoology. It was anticipated that at a minimum, students would receive one learning activity per content area each week during the CLP.² An important component of the CLP was that students were not to be penalized in any way, although teachers were expected to provide ongoing feedback. In addition, new material was not expected to be provided to students. Teachers were expected to be available during office hours to provide support and feedback to students.

Beginning April 27, the second phase of instruction provided through the end of the year was the Emergency Learning Plan (ELP).³ The ELP was a model designed to continue to provide students with learning experiences virtually, with a focus on addressing essential learning standards. Consistent with the CLP, students' work was not graded, but teachers were expected to provide feedback to students. Teachers were expected to provide synchronous (i.e., live video) and asynchronous instruction (i.e., pre-recorded video) to students to cover essential learning standards. At the secondary level, instructional block schedules were provided with the expectation that teachers would provide 30-minute instructional opportunities for students during each block. Throughout the ELP, instruction was provided Tuesday through Friday, while Mondays were reserved for staff professional learning. Throughout the school closure, due to the reliance on Schoology and virtual instruction, families without internet access at home were directed to complete a form to obtain a Mobile Hotspot from the Department of Technology, which would provide internet access. The impact of Schoology on teaching and learning during the school closure is addressed throughout the report where appropriate.

Background and Purpose of Program Evaluation

Because the Schoology initiative was a new initiative and operated with local resources, evaluation of Schoology was required for a minimum of two years by School Policy 6-26. The School Board approved the Schoology initiative for an initial implementation evaluation September 11, 2018. The 2018-2019 school year was the first year when all schools began to implement various components of Schoology depending on each school's staff readiness and needs. The year-one implementation evaluation was presented to the School Board November 26, 2019. The recommendations included continuing to provide schools with the necessary knowledge, support, and reporting capabilities to administer assessments through Schoology in 2019-2020; ensuring schools access resources through Schoology, especially the division-created curriculum resources at the secondary level; encouraging schools to utilize Schoology as a means for communication and collaboration; and continuing to work toward providing parents access to Schoology in 2019-2020. The School Board approved these recommendations December 10, 2019.

This comprehensive evaluation during the initiative's year of full implementation across the school division provides the School Board, Superintendent, and central office Schoology implementation team with information about Schoology's second year of divisionwide implementation as well as a focus on the initiative's goals, objectives, and effectiveness. In addition, actions taken regarding the year-one program evaluation recommendations and information related to the school closure are noted where applicable throughout the report. This comprehensive evaluation focused on the operational components of the LMS, including progress made toward related goals and objectives; progress toward the transformational learning outcome goal; stakeholder perceptions; and the cost of Schoology to the school division.

Program Goals and Objectives

Goals and objectives for Schoology were developed in collaboration with the central office Schoology implementation team and based on a review of documentation related to the implementation of Schoology. The goals focused on the following areas: (1) providing a single location for instructional content, resources, and assessments; (2) supporting communication and collaboration; (3) ease of use; (4) effective staff professional learning; and (5) supporting transformational learning. The specific goals and objectives, as well as data assessing progress toward meeting these goals and objectives, are outlined throughout the report when information about the goal area is discussed.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation utilized multiple instruments and data sources. Quantitative data were gathered through closed-ended survey items and Schoology usage data from the online platform. Qualitative data were collected through document reviews, interviews, and open-ended survey questions. The Office of Research and Evaluation program evaluators employed the following data collection methods:

- Administered surveys to teachers, students in grades 3 through 12, school administrators, and instructional technology specialists (ITSs). School administrators and ITSs completed additional questions focused on the level of Schoology use at their schools.
- Administered surveys to parents, teachers, school administrators, and ITSs at the four schools participating in the parent access field test. The survey focused on perceptions of Schoology parent access.
- Administered surveys to members of the central office Schoology implementation team regarding components of the initiative.
- Gathered student, teacher, and parent usage data from the Schoology platform for each school level.
- Collected cost information for Schoology from the Office of Business Services as well as the Department of Technology; the Department of Teaching and Learning; and the Office of Planning, Innovation, and Accountability.

Surveys

Multiple surveys were developed to gather information from stakeholders for the program evaluation, and information about each survey is included in this section. For all surveys, agreement percentages reported in the evaluation were based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Responses to open-ended questions were analyzed for common themes. Survey results were compared to results from the year-one evaluation where appropriate. Agreement percentages for survey items that included a not applicable response option excluded those who responded with not applicable. Unless otherwise noted, response options for survey items related to frequency of using various Schoology features included frequent, occasional, rare, or no use.

Schoology Implementation Survey for Schools

The Office of Research and Evaluation invited teachers, building administrators, ITSs, and students in grades 3 through 12 to complete surveys regarding their perceptions of the Schoology initiative, including perceptions about how Schoology impacted learning during the school closure due to COVID-19. Surveys for the program evaluation were administered during the last two weeks in May, which was during the school closure.

Teachers, building administrators, and ITSs received an email invitation to complete the survey. Overall, staff response rates ranged from 49 to 86 percent (see Table 1). Links to the student surveys were posted on each school's Schoology calendar and Schoology student group. If schools did not have a Schoology student group for all students, links were posted in each grade level group. The overall student response rate was 27 percent. Response rates by level for each group are shown in Table 1.

Table 1: Number of Schoology Implementation Survey Respondents by Group and Response Rates

Group	Elementary		Middle		High		All Levels	
	# of Respondents	Response Rate	# of Respondents	Response Rate	# of Respondents	Response Rate	# of Respondents	Response Rate
Students	6,127	40.0%	5,017	29.7%	3,505	16.0%	14,649	27.1%
Teachers	992	45.6%	630	59.3%	645	45.3%	2,267	48.7%
Admin	77	68.8%	41	75.9%	40	53.3%	158	65.5%
ITS	50	90.9%	18	90.0%	13	68.4%	81	86.2%

Principals, assistant principals, and ITSs were asked additional implementation-related questions about their schools, including approximating the percentage of teachers who used Schoology for various types of activities, such as using discussion boards or administering an assessment. Responses by principals were primarily used for analyses. If principals did not respond, responses by ITSs or assistant principals were used.

Schoology Parent Access Field Test Surveys

The Office of Research and Evaluation also invited teachers, building administrators, ITSs, and parents at the four parent access field test schools (e.g., Princess Anne Elementary, Red Mill Elementary, Princess Anne Middle, and Kellam High) to complete surveys regarding their perceptions of parent access to Schoology. Surveys for the program evaluation were administered during the last two weeks in February.

Teachers, building administrators, and ITSs at the field test schools received an email invitation to complete the survey. Overall, the teacher response rate was 22 percent, while the administrator/ITS response rate was 45 percent. Parents who had a ParentVue account linked with a student at one of the field test schools and logged in to their ParentVue account at least once during the field test (i.e., between January 2, 2020 and February 12, 2020) received an email invitation to complete the survey. Overall, 1,864 parents logged in to ParentVue at least once during the field test at one of the field test schools. Of those parents, 229 parents (12%) responded to the survey. See Table 2 for response rates by level for each group.

Table 2: Number of Parent Access Field Test Survey Respondents by Group and Response Rates

Group	Elementary		Middle		High		All Levels	
	# of Respondents	Response Rate	# of Respondents	Response Rate	# of Respondents	Response Rate	# of Respondents	Response Rate
Teachers	13	15.1%	19	22.1%	31	26.1%	63	21.6%
Admin/ITS	5	83.3%	2	33.3%	2	25.0%	9	45.0%
Parent	47	13.4%	95	13.6%	87	10.7%	229	12.3%

Central Office Staff Surveys

Members of the central office Schoology implementation team were invited to participate in a survey focused on relevant changes made to various aspects of the Schoology initiative during 2019-2020. In addition, central office staff were provided closed- and open-ended survey items regarding their perceptions of the ease and accuracy of transitioning data to and from Schoology and their satisfaction with the Schoology initiative. All departments/offices involved in the implementation team were represented.

Schoology Usage Data

Student, teacher, and parent usage data were gathered from the Schoology platform by school level and imported into a database to allow for analysis. Student and teacher usage data were gathered for September 2019 through June 2020, and parent usage data were gathered for January through June 2020. For this report, usage data included the number of users who engaged in an action in Schoology. Eight distinct teacher actions, six distinct student actions, and six distinct parent actions were included. For teachers, actions could have

included creating (1) files, (2) links, (3) assignments, (4) assessments, (5) discussions, or (6) links to third-party applications, as well as grading (7) assignments or (8) assessments. For students, actions could have included reading (1) files, (2) links, or (3) links to third-party applications, as well as submitting (4) assignments, (5) assessments, or (6) discussions. For parents, actions could have included reading (1) files, (2) links, (3) assignments, (4) assessments, (5) discussions, or (6) links to third-party applications. Program evaluators calculated the percentages of users who engaged in an action in Schoology. For teachers, the number of classroom teachers as of June 2020 by level was used to calculate this percentage, while for students, cumulative student enrollment was used. Percentages of parents who engaged in an action was calculated based on the total number of parents who logged into Schoology at least once.

School Implementation Groupings

For the year-one evaluation of Schoology during 2018-2019, the evaluation design included clustering schools into implementation groups to capture the variation in Schoology usage across all schools. However, during 2019-2020, all schools were expected to be using Schoology throughout their school for various purposes. An initial analysis of implementation-related teacher and administrator survey data showed that in comparison to 2018-2019, there was less variability across schools in their usage of Schoology in 2019-2020. Therefore, it was determined that creating implementation groups in 2019-2020 was not feasible. Specifically, at each school level, more schools had nearly all teachers using Schoology with students in 2019-2020 in comparison to 2018-2019 (see Appendix A). There was also less variation in the extent to which teachers were using various features in Schoology in 2019-2020 compared to 2018-2019 (see Appendix B).

Evaluation Questions

Evaluation questions for the evaluation process were created by the evaluators with feedback from the central office Schoology implementation team. Based on the progression of the Schoology implementation and the school closure in March 2020, evaluation questions were updated and are shown below. In addition, actions taken regarding the year-one evaluation recommendations are addressed throughout the report where applicable.

- 1. What were the main operational components of the LMS and what progress was made toward meeting related goals and objectives?**
 - a. Instructional components such as curriculum management, curriculum resources, course delivery and Schoology use, and assessment
 - b. Communication and collaboration
 - c. Parent access and communication
 - d. Professional learning
- 2. What progress was made meeting the Schoology initiative's outcome goal focused on transformational learning?**
- 3. How was the Schoology initiative perceived by stakeholders (i.e., students, teachers, ITSs, administrators, and central office staff)?**
- 4. What were the costs of the Schoology initiative during 2019-2020?**

Evaluation Results and Discussion

Operational Components of the Learning Management System and Related Goals and Objectives

The first evaluation question focused on the main operational components of the LMS and professional learning provided to staff on these components. The main LMS operational components included instructional

components such as curriculum management, curriculum resources, course delivery and Schoology use, and assessment and reporting; communication and collaboration; parent access; and professional learning. Information related to the school closure, Schoology initiative’s goals and objectives, and actions taken regarding recommendations from the year-one evaluation in 2018-2019 are integrated within the operational components where applicable.

Instructional Components

One of the main features of an LMS is enabling users to interact with and access educational content and assess student learning of the content. An LMS offers a single location for teachers to house and manage their educational curricula, access curricular and third-party resources, deliver course content to students, and administer assessments.

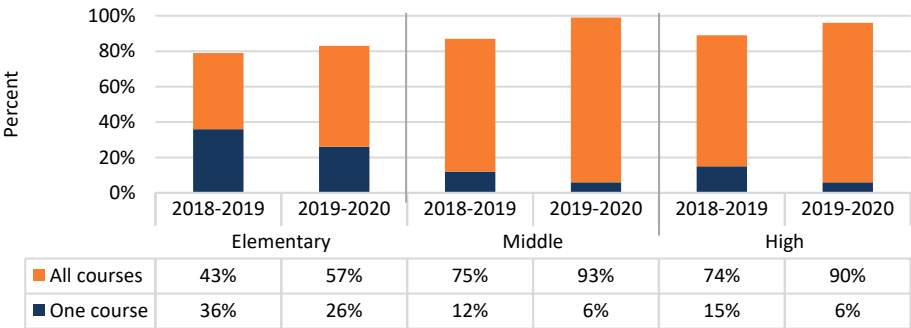
The instruction-related goal for the Schoology initiative is “**Schoology will provide a single place for teachers to access and deliver instructional content, access and provide resources, create and administer assessments, and access and analyze assessment data for students.**” Objectives for this goal focused on (1) curriculum management, (2) use of curriculum and third-party resources, (3) course delivery, (4) student use, (5) creating and administering assessments, and (6) assessment reporting.

Curriculum Management

An LMS provides the ability to house and manage educational curricula and course content. Educational curricula and course content can include assignments, files, links to external websites, rubrics, discussion boards, and assessments, and can be stored in various locations in Schoology, including courses, teachers’ personal resources folders, or Schoology groups.

The curriculum management objective for the instruction goal is “**Teachers will access and store content for their courses in Schoology as measured by teacher and survey responses.**” At least 83 percent of teachers at each school level reported they accessed and stored content in Schoology for one or more of their courses (see Figure 1). The highest percentages of teachers who accessed and stored content in Schoology for *one or more of their courses* were found at the middle (99%) and high school levels (96%). Further, at least 90 percent of teachers at the secondary level reported they accessed and stored content in Schoology *for all courses*, whereas 57 percent of elementary teachers reported they had. The percentages of teachers who reported they accessed and stored content in Schoology increased from 2018-2019 at all school levels (see Figure 1).

Figure 1: Percentages of Teachers Who Reported Accessing and Storing Course Content in Schoology



Note: The other survey response option was “no.”

Curriculum Resources

Self-Created

Teachers can load curriculum resources that they created or found themselves directly into a course, their personal resources folder, or to a Schoology group and can move this content between courses, groups, and their personal resources. Overall, in 2019-2020, 79 percent of teachers reported they frequently or occasionally accessed and used self-created curriculum resources, which was an increase in comparison to 2018-2019 (67%). Comparisons by school level showed that higher percentages of middle (89%) and high school teachers (87%) either frequently or occasionally accessed and used self-created curriculum resources than elementary school teachers (67%) in 2019-2020.

Division-Created

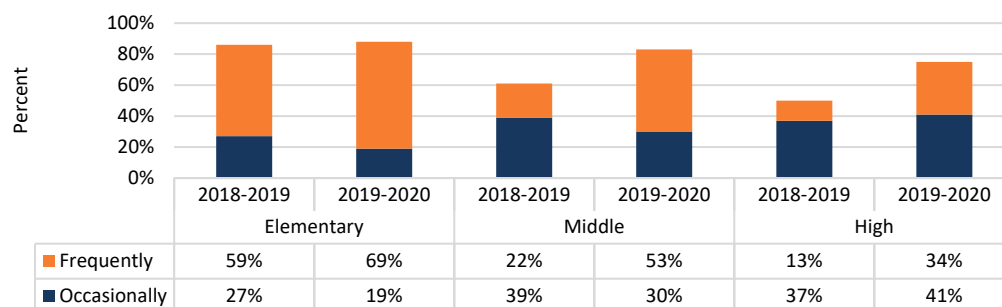
To support school-based instructional staff with curriculum development and management, the Department of Teaching and Learning curriculum coordinators have provided instructional resources through Schoology since 2017-2018. These resources are structured by grade level at the elementary school level and by content area at the secondary level and are shared with school-based instructional staff through elementary grade-specific and secondary course-specific groups. All groups are organized in a similar way to allow for easy access of resources for all teachers. Group access codes are posted on a VBCPS SharePoint site to allow teachers to add themselves to any curriculum resource group. The resources can be copied into a course or into teachers' personal resources.⁴

The resource use objective for the instruction goal is **“Teachers will use division-created curriculum resources and third-party resources and applications through Schoology as measured by teacher survey responses.”**

For this objective related to division-created curriculum resources, in the first year of the evaluation period during 2018-2019, 86 percent of elementary school teachers, 61 percent of middle school teachers, and 50 percent of high school teachers reported they frequently or occasionally accessed and used division-created resources. Due to low percentages of teachers indicating they accessed and used division-created resources at the secondary level in 2018-2019, a recommendation from the year-one evaluation was to ensure schools accessed division-created curriculum resources through Schoology at the secondary level. Central office Schoology implementation team members reported that actions taken regarding this recommendation included the following: curriculum coordinators and instructional specialists referenced how and where to access secondary curriculum resources in Schoology during essential secondary teacher trainings, PLC meetings, and department chair meetings; created collaborative curriculum groups by content area to allow teachers to share resources; updated or revised secondary curricula and resources in various content areas; added summer school curricula in the areas of math and science; and stored all CLP and ELP information in Schoology.

In response to a survey item in 2019-2020 during the comprehensive evaluation, at least 92 percent of teachers at each school level agreed that they knew where to find these division-created curriculum resources in Schoology and from 71 (elementary school) to 80 (middle school) percent of teachers, depending on level, agreed that moving content from the curriculum resources to their courses was seamless. In addition, in comparison to 2018-2019, in 2019-2020, the percentages of teachers who reported using division-created resources increased at all levels (see Figure 2), but increases were especially notable at the middle and high school levels. In 2019-2020, at least 75 percent of teachers at each school level reported they frequently or occasionally accessed and used division-created curriculum resources.

Figure 2: Teacher Reported Frequency of Access and Use of Division-Created Curriculum Resources



Additional data analyses compared the percentages of secondary teachers who accessed and used division-created resources by content area. In comparison to 2018-2019, there were increases in the percentages of secondary teachers who accessed and used division-created resources for each content area in 2019-2020. At least 70 percent of teachers across all secondary content areas (i.e., core content areas, music, health and PE, world languages) reported they accessed and used division-created resources in 2019-2020, with the exception of art (68%) and technology and career education (TCE) (65%) (see Appendix C).

Another goal for the Schoology initiative is **“Schoology will be user-friendly for all users.”** One objective for this goal is **“Moving content from curriculum resource groups to courses will be seamless for teachers as measured by teacher survey responses.”** At least 71 percent of teachers at all school levels agreed that moving content from curriculum resources to courses was seamless (see Table 3). Higher percentages of middle school (80%) and high school teachers (79%) agreed than elementary school teachers (71%). In comparison to 2018-2019, notable increases were seen at all levels.

Table 3: Teacher Agreement Regarding Moving Content From Curriculum Resource Groups Being Seamless

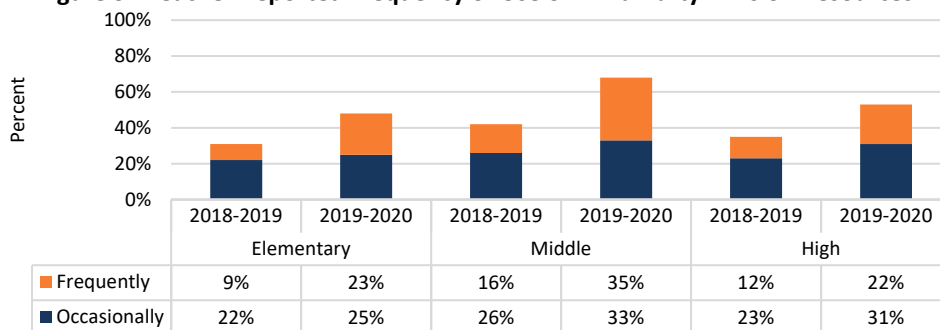
School Level	2018-2019	2019-2020
Elementary	53.5%	71.1%
Middle	62.1%	80.4%
High	65.4%	78.5%

Note: These numbers exclude teachers who reported the question was not applicable.

Third-Party Resources

Schoology has the capability of integrating with outside applications that provide educational content. Several third-party applications are currently available through VBCPS and Schoology, such as Clever, Gale Resources, Khan Academy, and PlayPosit. These third-party applications can be accessed either from within the Schoology platform or through links that take students to the application separately. For the resources objective noted above related to teachers using third-party resources and applications, approximately half of teachers at the elementary (48%) and high school levels (53%) reported they used third-party resources, such as Clever, Gale resources, Khan Academy, and PlayPosit, in 2019-2020 (see Figure 3). A higher percentage was found at the middle school level, with 68 percent of teachers indicating they used third-party resources. There were increases in the percentages of teachers who reported they used third-party resources with their students at all levels in comparison to 2018-2019 (see Figure 3).

Figure 3: Teacher Reported Frequency of Use of Third-Party Division Resources



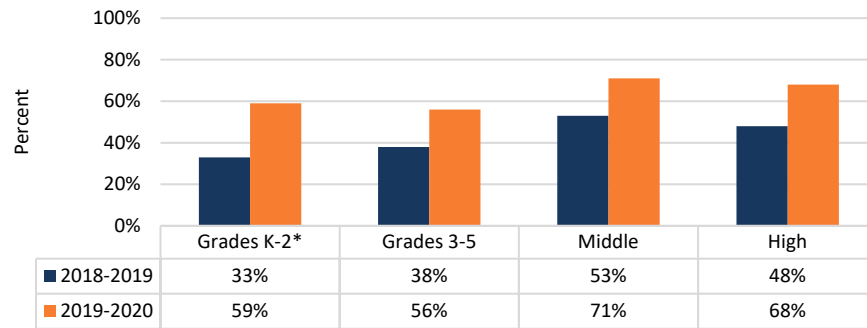
Schoology usage data confirmed the school-level pattern of results regarding use of third-party resources. The percentage of teachers who created a link to a third-party resource in a course was highest at the middle school level followed by high school and elementary school level.

Course Delivery and Schoology Use

An LMS allows teachers to deliver educational course content directly to students. Overall, 84 percent of elementary school teachers and 98 percent of middle and high school teachers reported they used Schoology to deliver course content to students in 2019-2020. Comparisons by grade level at the elementary school level showed that higher percentages of teachers in grades 1 through 5 reported they used Schoology with students (from 78% to 88%) than kindergarten teachers (57%) (see Appendix D). Results by content area at the middle and high school levels showed that at least 94 percent of teachers in each core content area reported they used Schoology for delivering course content. In comparison to 2018-2019, there were increases in the percentages of elementary school teachers across all grade levels and middle and high school teachers across all core content areas who reported they used Schoology with their students in 2019-2020.

The content delivery teacher objective for the instruction goal is **“Teachers will use Schoology regularly (i.e., at least weekly in grades K through 2 and at least daily in grades 3 through 12) with their students to deliver course content as measured by teacher survey responses.”** Of kindergarten through grade 2 teachers, 59 percent reported they used Schoology regularly (i.e., at least weekly) to deliver course content, while 56 percent of grades 3 through 5 teachers reported they used Schoology regularly (i.e., daily) to deliver course content. Higher percentages of teachers at the secondary level reported they used Schoology regularly (i.e., daily) for course delivery (71% of middle school teachers and 68% of high school teachers). There were increases in the percentages of teachers who reported they used Schoology regularly with their students at all levels in comparison to 2018-2019 (see Figure 4).

Figure 4: Percentages of Teachers Who Reported Using Schoology Regularly



Note: *For K-2 teachers, regular use was defined as at least weekly, while for other teachers, regular use was defined as daily.
Response options included daily, weekly, monthly, quarterly, or no use.

The student use objective for the instruction goal is **“Students will use Schoology regularly (at least daily in grades 3-12) to access course content as measured by student survey responses.”** At all school levels, the majority of students who responded to the survey reported they used Schoology *at least daily* (i.e., two or more times a day or one time a day) (see Table 4). Comparisons by school level showed that higher percentages of secondary students reported they used Schoology at least daily than elementary students. Though there were increases in the percentage of elementary school students who used Schoology at least daily in comparison to 2018-2019 (from 59% to 70%), percentages decreased slightly for middle school (from 85% to 82%) and high school students (from 79% to 76%).

Table 4: Student Reported Frequency of Use

School Level	Elementary (3-5)		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Two or more times a day	49.4%	51.2%	79.5%	73.6%	69.4%	63.9%
One time a day	9.4%	18.3%	5.3%	8.8%	10.0%	11.7%
Daily Total	58.8%	69.5%	84.8%	82.4%	79.4%	75.6%
A few times a week	23.0%	21.0%	8.1%	14.5%	13.4%	20.2%
One time a week	2.5%	2.0%	0.6%	1.3%	1.2%	2.3%
A few times a month	13.8%	7.5%	3.4%	1.8%	2.7%	1.9%

Note: Students in grades K through 2 were not surveyed.

Course Delivery and Schoology Use During School Closure

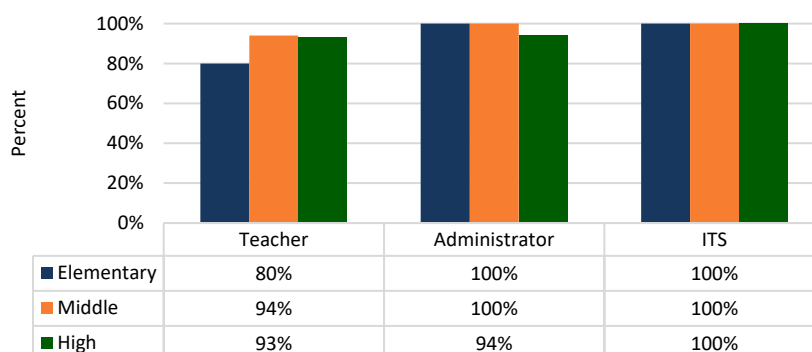
When surveyed about the impact of the closure on use of Schoology, as expected, the majority of teachers and students at each school level reported their use of Schoology increased since the school closure (see Table 5).

Table 5: Percentages of Teachers and Students Indicating Change in Schoology Use After School Closure

Impacted Use	Teachers			Students		
	Elementary	Middle	High	Elementary	Middle	High
Increased	71.1%	72.7%	62.7%	64.1%	68.3%	65.0%
Stayed the Same	22.4%	22.9%	28.5%	26.3%	20.7%	21.0%
Decreased	6.5%	4.4%	8.8%	9.6%	11.0%	14.0%

When staff members were asked about Schoology helping to meet instructional needs during the school closure, nearly all teachers, administrators, and ITSs at all levels agreed (at least 93%) that Schoology helped meet needs, with the exception of elementary school teachers who had 80 percent agreement (see Figure 5).

Figure 5: Percentages of Staff Who Agreed Schoology Helped Meet Needs Since School Closure



Teachers were asked more specifically about their students' participation and engagement with Schoology during the school closure. At the elementary school level, 66 percent of teachers reported that almost all or most of their students consistently participated in distance learning over the previous week, while 55 percent of middle school teachers and 40 percent of high school teachers reported participation was at this level (see Table 6).

Table 6: Percentages of Teachers Reporting Student Participation During School Closure

School Level	Elementary	Middle	High
Almost all students	32.8%	20.3%	8.4%
Most students	33.3%	35.0%	31.8%
About half of students	20.6%	27.7%	38.1%
A few students	11.7%	14.8%	19.5%
Almost no students	1.6%	2.1%	2.1%

Regarding engagement for those students who participated in distance learning, one-third of elementary teachers reported their students were very engaged during distance learning over the previous week, while 17 percent of middle school teachers and 10 percent of high school teachers reported engagement at this level. As shown in Table 7, the majority of teachers at all levels reported their students were somewhat engaged over the previous week.

Table 7: Percentages of Teachers Reporting Student Engagement During School Closure

School Level	Elementary	Middle	High
Very engaged	33.3%	16.8%	10.0%
Somewhat engaged	63.1%	75.0%	77.5%
Not engaged	3.6%	8.3%	12.5%

Course Delivery Activities

Schoology offers a variety of ways to deliver content for students, such as through providing content within course folders, files, links, or pages or allowing students to interact through discussion boards. Most teachers (94%) reported they either frequently or occasionally added folders, files, or links within their courses, which was an increase from 2018-2019 when 86 percent of teachers reported they did so. Comparisons by school level showed that 98 percent of teachers at the secondary level reported they either occasionally or frequently added folders, files, or links within their courses, while 88 percent of elementary school teachers reported they did. This pattern by school level was confirmed when examining teacher and student Schoology usage data.

Higher percentages of teachers at the secondary level created files, links, and course folders in Schoology than elementary school teachers.

Teachers can also monitor student learning of the content in Schoology through creating and grading assignments and providing students feedback. Most teachers reported they either frequently or occasionally (87%) created assignments during 2019-2020, which was an increase from 2018-2019 (78%). Comparisons by school level showed that at least 96 percent of teachers at the secondary level reported they created assignments in Schoology, while 75 percent of elementary school teachers reported they did. The patterns by school level were confirmed when examining the Schoology usage data. Higher percentages of teachers at the secondary level created assignments in Schoology than elementary school teachers and higher percentages of students at the secondary level submitted assignments in Schoology than elementary school students.

Lower percentages of teachers reported they graded assignments in Schoology than created them. Overall, 66 percent of teachers reported they frequently or occasionally graded assignments in Schoology. Though the percentage who graded assignments was lower, there was an increase from 2018-2019 when 52 percent of teachers reported they frequently or occasionally graded assignments in Schoology. Comparisons by school level showed that the highest percentage of teachers who frequently or occasionally graded assignments was at the middle school level (82%) followed by the high school level (80%), while 45 percent of elementary teachers reported they did so. Consistent with the survey data, much lower percentages of teachers graded assignments in Schoology at each school level than created assignments, though there were higher percentages of teachers who graded assignments at the secondary level than at the elementary level.

According to central office Schoology implementation team members, teachers may not have graded assignments in Schoology due to not having a link between Schoology and VBCPS' Student Information System (Synergy), which is the official grade book of record, though this sync would only occur for the secondary level because standards-based grades are used at the elementary school level. Although not in the initial plan for Schoology, after the LMS was acquired, VBCPS decided that all secondary assignment and assessment grades entered into Schoology should be directly imported into Synergy. This decision required custom development efforts by both Schoology and Synergy vendors. This integration between Schoology and Synergy was expected to be ready prior to the start of the 2019-2020 school year, but the integration has not been completed. A field test for passing grades from Schoology to Synergy was planned for spring 2020; however, due to the COVID-19 school closure, the field test was not conducted. A field test with a small number of teachers has been scheduled for the 2020-2021 school year prior to divisionwide implementation. In response to a survey item about how the Schoology initiative could be improved, one theme that emerged from teachers, administrators, and ITSs was grades not syncing from Schoology into Synergy.

The usability goal for the Schoology initiative is **"Schoology will be user-friendly for all users."** One objective for this usability goal is **"The process of transitioning data to/from Schoology and various other VBCPS platforms will be efficient and accurate (e.g., course enrollment, student information, grade passback, third-party applications) as measured by central office Schoology implementation team interviews."** Central office Schoology implementation team members were asked about the efficiency and accuracy of the data transitioning process, which could include course enrollment, students, information, grade passback, and third-party applications. Approximately 33 percent of Schoology implementation team members who responded to the survey agreed that the process of transitioning data to/from Schoology and various other VBCPS platforms was efficient, and 67 percent agreed that the process was accurate.

Content Accessibility

The usability goal for the Schoology initiative is **"Schoology will be user-friendly for all users."** Another objective for this goal is **"Content in Schoology will be easily accessible for Schoology users as measured by**

staff and student survey responses.” At least 88 percent of teachers, administrators, and ITSs agreed that content in Schoology was easily accessible for them (see Table 8). Overall, highest agreement was found for ITSs with at least 94 percent agreement. In comparison to 2018-2019, teacher agreement regarding ease of access at all school levels increased in 2019-2020.

Table 8: Teacher Agreement Regarding Content Being Easily Accessible

School Level	Teacher		Admin		ITS	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	77.0%	87.5%	100%	91.0%	91.9%	100%
Middle	78.9%	92.2%	95.7%	89.7%	100%	94.4%
High	83.3%	92.7%	87.5%	88.9%	87.5%	100%

When students were asked about the ease of accessing content for themselves, at least 80 percent of students at each school level agreed (see Table 9). Higher percentages of elementary (91%) and middle school (90%) students agreed than high school students (80%). In comparison to 2018-2019, there were increases in agreement percentages at each school level in 2019-2020.

Table 9: Student Agreement Regarding Content Being Easily Accessible for Them

School Level	2018-2019	2019-2020
Elementary	86.9%	90.5%
Middle	82.0%	89.6%
High	71.5%	79.6%

Assessment

Schoology offers teachers and the division the ability to monitor student learning through assessments. Beginning in 2019-2020, Schoology was the primary method of administering assessments created within the division due to discontinuing the previously used assessment platform, SchoolNet. Teacher-created assessments to monitor students’ learning of course content are called classroom assessments. In Schoology, these classroom assessments can either be created as tests/quizzes or assessments. Questions for classroom assessments can be typed in during creation or they can be imported from a previous assessment or test bank. In addition, curriculum coordinators in the Department of Teaching and Learning provide assessments that can be imported and administered as classroom assessments.

Schoology’s Assessment Management Platform (AMP) can also be used to create assessments. Assessments created through AMP can be utilized by more than one teacher, which can include schoolwide (i.e., common) or divisionwide assessments. As noted, beginning in 2019-2020, Schoology was expected to be the primary method of administration for all assessments, including divisionwide assessments. Both the creation and management of the divisionwide assessments were completed by central office staff. Central office staff provided the appropriate teachers with the divisionwide assessments for administration in Schoology. For school-based staff to create or manage other assessments in AMP, they must be a part of their school’s AMP team, which manages a school’s schoolwide AMP assessments. These AMP teams typically include administrators and ITSs as well as teachers as needed or upon request. Beginning in 2019-2020, AMP team members could add questions to assessments through a test bank provided by Certica, which offers suggested questions by learning objective within content areas.

One assessment-related challenge during 2019-2020 included the ability to lock down the website browser while students took an assessment. Since 2018-2019, VBCPS has contracted with Respondus to ensure that teachers could lock down website browsers to ensure that students could not access any outside information during an assessment. However, issues remained with tests loading correctly when using this application during 2019-2020. Overall, 58 percent of teachers who used Respondus reported they had issues when

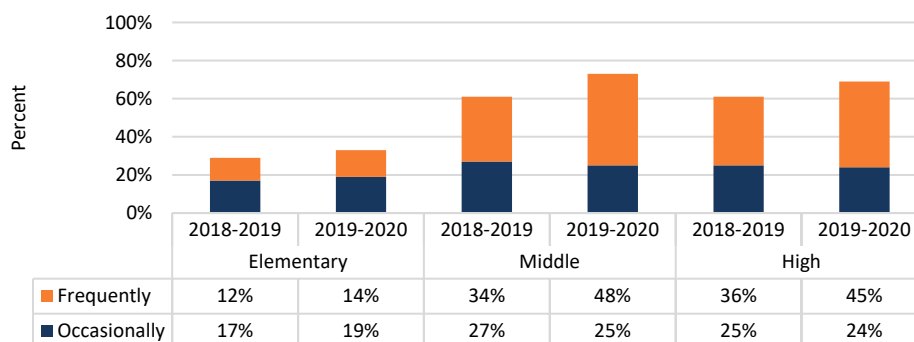
administering assessments in 2019-2020. Higher percentages of middle school (65%) and high school teachers (60%) reported they experienced issues when administering assessments in Schoology through Respondus than elementary school teachers (50%). For the 2020-2021 school year, teachers are currently using Respondus to lock down website browsers for assessments. According to the Office of Student Assessment, there have been no reported issues when students have completed assessments from home during virtual learning; however, it is not yet known if issues may appear when students return to school buildings and complete assessments on the VBCPS network.⁵

The assessment objective for the instruction goal is **“Teachers will create classroom and/or common assessments in Schoology as measured by teacher survey responses and administer assessments in Schoology (i.e., classroom, common, and district) as measured by teacher and student survey responses.”** In 2018-2019, 29 percent of elementary school teachers, 61 percent of middle school teachers, and 62 percent of high school teachers reported they frequently or occasionally created classroom assessments. In addition, 6 percent of elementary school teachers, 14 percent of middle school teachers, and 18 percent of high school teachers reported they frequently or occasionally created common assessments in AMP. Further, 31 percent of elementary school teachers, 56 percent of middle school teachers, and 55 percent of high school teachers reported they frequently or occasionally administered assessments in Schoology. Due to low percentages of teachers indicating they created and administered assessments in Schoology in 2018-2019, a recommendation from the year-one evaluation was to provide schools with the necessary knowledge, support, and reporting capabilities to administer assessments through Schoology. Central office Schoology implementation team members reported that actions taken regarding this recommendation included the following: posted weekly assessment tips to ITS and school improvement specialist (SIS) Schoology groups; completed development of Web Reporting System (WRS) reports in November 2019; Office of Student Assessment offered assessment-related professional learning opportunities on various topics (i.e., accessing data in Schoology and WRS reports, navigating the Certica item bank, using AMP, new Schoology enhancements) through Schoology courses, training videos, and in-person sessions to school-based staff; curriculum coordinators and Office of Student Assessment staff worked with PLCs to analyze AMP data; and converted assessments into Schoology in the areas of music and world languages.

Creating Assessments

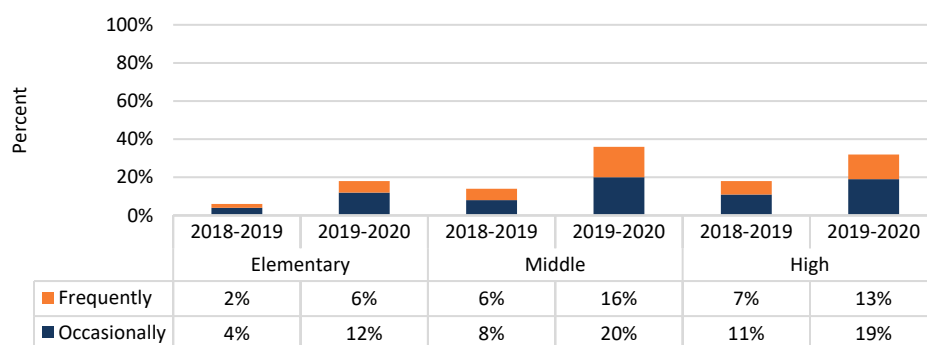
For the assessment objective noted above related to teachers creating classroom and/or common assessments in Schoology, in 2019-2020, there were increases in the percentages of teachers who reported creating assessments in Schoology at all levels, with larger increases at the secondary level in comparison to 2018-2019. Results showed that 73 percent of middle school teachers and 69 percent of high school teachers reported they created classroom assessments frequently or occasionally, while 33 percent of elementary school teachers reported doing so (see Figure 6). Schoology usage data confirmed that the percentage of teachers who created an assessment was highest at the middle school level and lowest at the elementary school level.

Figure 6: Teacher Reported Frequency of Creating Classroom Assessments in Schoology



Consistent with the process for school teams to create assessments in AMP, lower percentages of teachers at all levels reported they created assessments using AMP than classroom assessments. In 2019-2020, 36 percent of middle school teachers and 32 percent of high school teachers reported they frequently or occasionally used AMP to create assessments in Schoology, while 18 percent of elementary school teachers reported doing so (see Figure 7). In comparison to 2018-2019, there were increases in percentages seen at all levels, with the largest increases at the secondary level. Schoology usage data confirmed that higher percentages of secondary teachers created items or assessments in AMP than elementary school teachers.

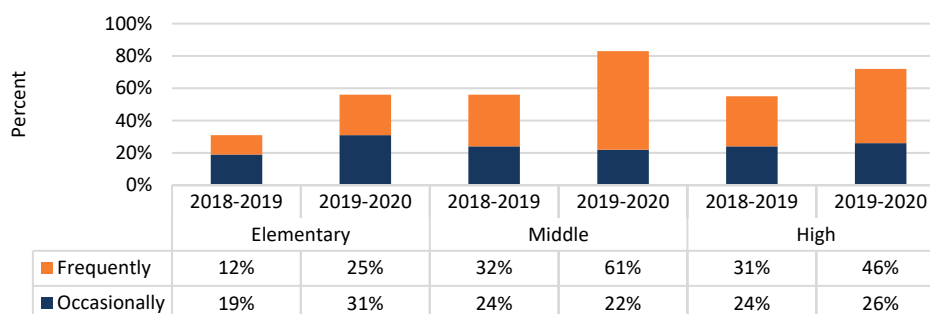
Figure 7: Teacher Reported Frequency of Creating Common Assessments in AMP



Administering Assessments

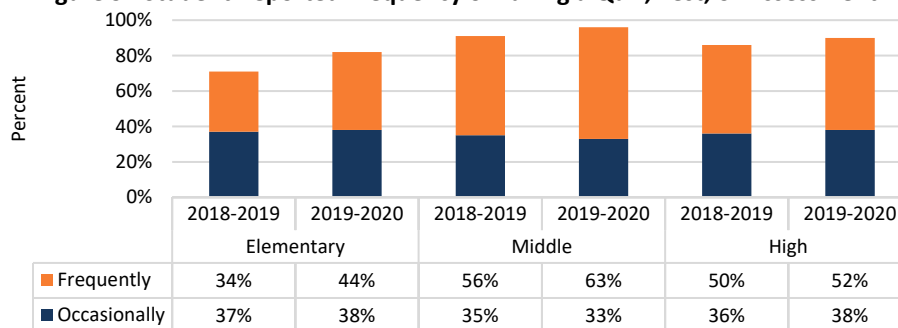
One portion of the assessment objective noted above was related to teachers administering assessments in Schoology. When teachers were surveyed about having the necessary knowledge and support to administer assessments in Schoology, the highest agreement was at the middle school level (90%), followed by high school (85%) and elementary school levels (72%). A similar pattern by school level emerged regarding having administered assessments to students in Schoology. As shown in Figure 8, 83 percent of middle school teachers and 72 percent of high school teachers reported they administered assessments, while 56 percent of elementary teachers reported they had. There were notable increases in percentages seen at all levels in comparison to 2018-2019.

Figure 8: Teacher Reported Frequency of Administering Assessments in Schoology



When students were asked whether they had taken a quiz, test, or assessment in Schoology, 96 percent of middle school students and 90 percent of high school students reported they had, while 82 percent of students in grades 3 through 5 reported they had (see Figure 9). In comparison to 2018-2019, there were increases in percentages seen at all levels. In addition, Schoology usage data confirmed that higher percentages of secondary students submitted all types of assessments than elementary school students.

Figure 9: Student Reported Frequency of Taking a Quiz, Test, or Assessment



As noted previously, the usability goal for the Schoology initiative is **“Schoology will be user-friendly for all users.”** Another objective for this usability goal is **“Schoology will provide a platform for teachers to efficiently create assessments as measured by teacher responses and for students to easily navigate assessments as measured by student and teacher responses.”** Regarding the ease of creating assessments in Schoology, 74 percent of middle school teachers and 72 percent of high school teachers agreed that creating assessments in Schoology was efficient, while 57 percent of elementary school teachers agreed (see Table 10). In comparison to 2018-2019, there were increases in teacher agreement percentages regarding the efficiency of creating assessments in 2019-2020, though agreement percentages remained relatively low, especially at the elementary school level. At each school level, higher agreement percentages were found regarding the efficiency of administering assessments in Schoology (from 70% to 88% agreement) and students’ ability to easily navigate assessments (from 70% to 89%). Lowest agreement was found for elementary school teachers across both items (70% agreement). There were increases in agreement percentages at all school levels regarding students’ navigation of Schoology in comparison to 2018-2019.

Table 10: Percentages of Teachers Who Agreed Creating, Administering, and Students Taking Assessments Was Efficient

School Level	Creating Assessments		Administering Assessments		Students Taking Assessments	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	42.7%	56.8%	NA	70.1%	56.3%	70.0%
Middle	57.5%	73.9%	NA	88.0%	77.6%	88.8%
High	60.5%	71.5%	NA	82.5%	77.8%	87.3%

Note: These numbers exclude teachers who reported the question was not applicable.

As shown in Table 11, at least 82 percent of students at all school levels agreed that tests or quizzes in Schoology were easy to navigate. In comparison to 2018-2019, there were increases in student agreement percentages at the secondary level, while the percentage at the elementary school level remained the same in 2019-2020.

Table 11: Student Agreement Regarding Ease of Navigating Assessments

School Level	2018-2019	2019-2020
Elementary	81.7%	81.6%
Middle	83.0%	90.7%
High	75.6%	83.8%

Note: These numbers exclude students who reported they did not take an assessment or quiz.

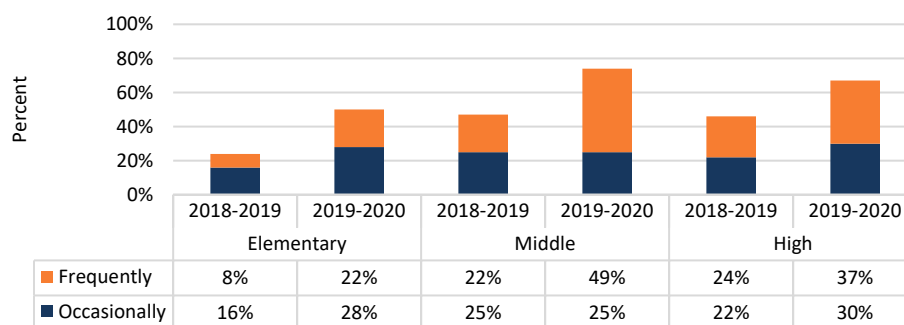
Assessment Results Reporting

Upon administering *classroom assessments*, teachers can access the percentage of correct items for each student, percentage correct on each item, and class averages, but generally cannot obtain more detailed reporting by item or student. Reporting of classroom assessments is restricted to the individual course and section in which it was administered. More detailed results reporting by item and student is offered for

assessments through AMP. In addition to reporting by item and student, these reports include data for all course sections that administered the assessment. Although AMP provides more detailed data than classroom assessments, in 2017-2018, teachers expressed concerns to the central office implementation team about the strength and power of these reports in comparison to the previously used assessment platforms.⁶ As a result, in the spring of 2019, the Department of Technology in collaboration with the Office of Student Assessment began building more detailed reporting capabilities accessible through the division’s WRS. The AMP assessment reports accessible through WRS allowed for more detailed data at the item level and provided school-level comparisons.⁷ According to the Office of Student Assessment director, these reports provide supplemental data that may be more appropriate for administrators or lead teachers for school improvement purposes than for all classroom teachers.⁸ Upon making the WRS reports available in November 2019, a video training was provided by the Office of Student Assessment through Schoology.

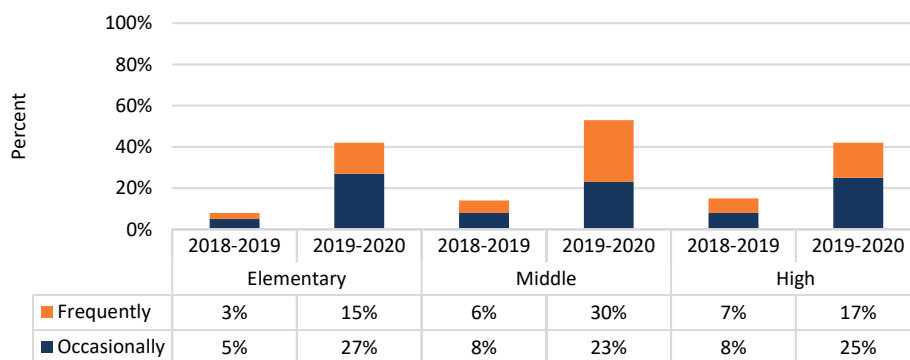
The assessment reporting objective for the instruction goal is **“Teachers will access and analyze assessment data in Schoology as measured by teacher survey responses.”** When surveyed about their understanding of how to access assessment results in Schoology, 76 percent of elementary school teachers, 89 percent of middle school teachers, and 90 percent of high school teachers agreed they understood how to access results. At the secondary level, 74 percent of middle school teachers and 67 percent of high school teachers reported they accessed and analyzed assessment results for a classroom assessment in Schoology (see Figure 10). A lower percentage was again found at the elementary school level, with 50 percent of elementary school teachers indicating they accessed and analyzed classroom assessment data in Schoology. However, in comparison to 2018-2019, there were notable increases in percentages seen at all levels.

Figure 10: Teacher Reported Frequency of Accessing and Analyzing Classroom Assessment Results



Regarding accessing and analyzing results with an assessment created in AMP, 53 percent of middle school teachers reported they frequently or occasionally accessed and analyzed assessment results either within Schoology or through WRS, while 42 percent of high school and elementary school teachers reported they did so (see Figure 11). There were notable increases at all school levels in comparison to 2018-2019. When separately examining the percentages who reported they accessed results in the two platforms, as expected, slightly higher percentages of teachers overall reported they frequently or occasionally accessed and analyzed assessment results of an AMP assessment *within Schoology* (44%) than *through the WRS* (30%).

Figure 11: Teacher Reported Frequency of Accessing and Analyzing Assessment Results From an AMP Assessment



Teachers were provided the opportunity to provide comments on creating, administering, and reporting results in Schoology through an open-ended survey item. Main themes that emerged from teacher comments included having difficulty creating assessments, especially through AMP or test/quiz; that the platform was not user friendly; and that creating assessments in Schoology was time consuming. In addition, teachers mentioned issues related to students accessing tests, especially when using the lockdown browser, and the need for additional training on assessments or not knowing how to create assessments or access assessment data.

Communication and Collaboration

A benefit of an LMS includes the ability to connect and communicate with others. Schoology allows for teachers, administrators, and students to connect and communicate within and across schools as well as with a broader online community. Schoology offers the ability to communicate through direct messaging, posting within groups or calendars, discussion boards, and a video conferencing tool. The communication and collaboration goal for the Schoology initiative is **“Schoology will support communication and collaboration amongst teachers, administrators, students, and parents.”** Objectives for this goal focused on (1) staff communication, (2) collaboration amongst teachers, (3) communication with students, (4) parent access to information in Schoology, and (5) communication with parents.

In 2018-2019, low agreement percentages were found regarding Schoology facilitating communication among teachers, students, and administrators as well as collaboration between teachers. From 52 to 61 percent of teachers and students, depending on group and school level, agreed Schoology helped facilitate communication with teachers; 31 to 47 percent of teachers and students agreed Schoology helped facilitate communication with administrators; and 63 to 66 percent of teachers agreed Schoology helped facilitate collaboration. Due to these low agreement percentages, an area of recommendation from the 2018-2019 year-one evaluation was that schools be encouraged to use Schoology as a means for communication and collaboration. Central office Schoology implementation team members reported that actions taken regarding this recommendation included the following: created collaboration groups for various secondary content areas (e.g., math, English, music) that allowed for sharing of resources, professional learning opportunities, and collaborative development of question banks; created collaboration groups for English as a Second Language (ESL) teachers, Gifted Resource teachers (GRTs), and literacy coaches to facilitate resource sharing, professional learning, and communication; and provided the ELP messages and communication through curriculum and collaboration groups.

Staff Communication and Collaboration

The staff communication objective for the communication and collaboration goal is **“Schoology will help facilitate the communication between teachers as well as administrators and teachers as measured by staff**

survey responses.” In 2019-2020, from 62 to 71 percent of teachers agreed that Schoology helped facilitate communication with other teachers and from 53 to 61 percent agreed that Schoology helped facilitate communication with administration. Increases were seen regarding agreement percentages at all levels for both items from 2018-2019 to 2019-2020 (see Table 12). Most notably, middle school teacher agreement increased from 52 to 71 percent regarding Schoology facilitating communication with other teachers and from 38 to 61 percent agreement regarding facilitating communication with administration. Although there were increases, agreement percentages were still relatively low regarding facilitation of communication with teachers and administration at all levels.

Table 12: Teacher Agreement Regarding Schoology Helping Facilitate Communication

School Level	Communication with Other Teachers		Communication with Administration	
	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	53.4%	62.2%	38.0%	53.1%
Middle	52.3%	70.6%	38.3%	60.5%
High	56.5%	63.0%	46.7%	53.3%

Administrators and ITSs had higher agreement percentages regarding Schoology facilitating their communication with teachers, with at least 79 percent agreement depending on level and role in 2019-2020 (see Table 13).

Table 13: Administrator and ITS Agreement Regarding Schoology Helping Facilitate Communication With Teachers

School Level	Administrator		ITS	
	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	78.4%	79.3%	72.2%	85.4%
Middle	85.0%	83.3%	93.8%	94.4%
High	92.3%	88.2%	100%	92.3%

The teacher collaboration objective for the communication and collaboration goal is **“Schoology will help facilitate the collaboration between teachers as measured by teacher survey responses.”** As shown in Table 14, from 72 to 86 percent of teachers agreed that Schoology helped facilitate collaboration between teachers. There were increases in agreement percentages at all school levels with the largest increase found at the middle school level (from 66% to 86%).

Table 14: Teacher Agreement Regarding Schoology Helping Facilitate Collaboration Between Teachers

School Level	2018-2019	2019-2020
Elementary	64.6%	71.5%
Middle	65.9%	85.6%
High	63.1%	74.9%

Student Communication

The student communication objective for the communication and collaboration goal is **“Schoology will help facilitate the communication between teachers and students as well as administrators and students as measured by staff and student survey responses.”** In 2019-2020, at least 81 percent of teachers and students at each school level agreed that Schoology helped facilitate communication with the other group (i.e., teachers communicating with students and students communicating with teachers). Increases were seen regarding agreement percentages at all levels for both groups from 2018-2019 to 2019-2020 (see Table 15). Most notably, elementary student agreement increased from 57 percent to 89 percent regarding Schoology helping to facilitate communication with their teachers.

Table 15: Teacher and Student Agreement Regarding Schoology Helping Facilitate Communication With One Another

School Level	Teacher Communication with Students		Student Communication with Teachers	
	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	71.6%	87.7%	56.8%	89.4%
Middle	86.0%	97.9%	60.8%	87.0%
High	85.9%	96.9%	58.7%	81.0%

One tool that teachers may use to communicate with students in Schoology is discussion boards. Overall, 65 percent of teachers reported frequent or occasional use of discussion boards in 2019-2020, while 18 percent of teachers reported rare use and 18 percent reported they had no experience with discussion boards. There was an increase in the percentage of teachers who used discussion boards from 2018-2019 when 42 percent reported they frequently or occasionally did so. Comparisons by level showed that a higher percentage of middle school teachers (77%) reported they either frequently or occasionally used discussion boards than high school (67%) or elementary school teachers (54%) in 2019-2020. This pattern by school level was confirmed when examining Schoology usage data of the percentages of teachers creating discussions and the percentages of students submitting discussions. In addition, video conferencing tools provide a means for communication with students through live virtual interaction, which became particularly important during the school closure when teachers needed to connect with their students virtually. Overall, 32 percent of teachers reported they used the conference tool in Schoology for instruction or communication with their students during the school closure, with the highest percentage at the elementary school level (42%), followed by the middle school (27%) and high school levels (22%). Nearly all (95%) of teachers reported they used another video conference tool (e.g., Google Meet, Zoom) to teach or communicate with their students during the school closure. There was little variation across school levels (95% to 96% agreement depending on level).

Regarding administrator and ITS communication with students, at least 80 percent of administrators and ITSs at each level agreed that Schoology helped facilitate their communication with students. Most agreement percentages either increased or stayed relatively similar. (see Table 16). Most notably, elementary school administrator agreement regarding Schoology helping facilitate communication with students increased from 60 to 80 percent.

Table 16: Administrator and ITS Agreement Regarding Schoology Helping Facilitate Communication Between Administrator and Student

School Level	Administrator		ITS	
	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	60.0%	80.4%	94.3%	87.8%
Middle	80.0%	80.6%	100%	100%
High	92.0%	94.1%	100%	92.3%

Although student agreement regarding Schoology facilitating communication with administrators increased at each level from 2018-2019 to 2019-2020, agreement percentages remained relatively low in 2019-2020, ranging from 50 to 58 percent depending on school level (see Table 17).

Table 17: Student Agreement Regarding Schoology Helping Facilitate Communication Between Administrator and Student

School Level	2018-2019	2019-2020
Elementary	35.6%	54.7%
Middle	34.8%	57.6%
High	31.3%	49.9%

Parent Access and Communication

Parent Access to Information

Through Schoology, parents can access their child’s course content, assignments, assessments, calendar, and groups. In addition, parents can access their child’s enrollment and assessment records through the Student Profile. One area of recommendation from the year-one evaluation was providing parents access to Schoology because parents did not have access in 2018-2019. Central office Schoology implementation team members reported that actions taken regarding this recommendation included providing all ITSs details about the information parents could access and conducting a field test for parent access. The field test was conducted with parents of students at four schools (2 elementary schools, 1 middle school, 1 high school) from January to February 2020.

Parent access to Schoology is obtained through ParentVue, which is the division’s parent portal where parents can access various information, such as their email and their child’s grades. Parents at the field test schools who already had a ParentVue account could access Schoology through logging in and clicking on the link to Schoology. Parents who did not have a ParentVue account needed to activate this account through their child’s school to gain access. AlertNow messages with information about the field test and how to set up access to their account were sent to parents at the four field test schools in December 2019 and January 2020.⁹ General information about Schoology and parent support information for how to use Schoology was posted on the VBSchools.com website for parents.¹⁰ Overall, 25 percent of parents who accessed their child’s information in Schoology during the field test reported they accessed this parent Schoology support page on VBSchools.com.

The parent access objective for the communication and collaboration goal is **“Parents will access students’ academic information and work via Schoology as measured by parent survey responses and parent usage statistics.”** Parents who were identified as having an account and accessed their ParentVue account at least once during the field test were surveyed.¹¹ Overall, 78 percent of parents who responded to the survey reported they had accessed their child’s academic information or work in Schoology during the parent access field test. A higher percentage of parents of elementary school students (86%) reported they accessed their child’s academic information or work in Schoology during the field test than parents of middle school (78%) or high school (72%) students. Parents who reported they did not access their child’s information in Schoology were provided the opportunity to respond with the reason. The most common themes were that they did not know how to access Schoology or had difficulty with logging in.

Of the parents who accessed their child’s information or work in Schoology during the field test, 16 percent reported they accessed the information daily, 55 percent reported they accessed the information weekly, and 29 percent reported they accessed the information monthly. As shown in Table 18, the highest percentages of secondary parents reported they accessed information weekly, while the highest percentage of elementary parents reported they accessed information monthly. A higher percentage of parents of middle school students reported they accessed the information daily (26%) compared to the other levels.

Table 18: Parent Reported Frequency of Accessing Their Child's Work in Schoology

School Level	Daily	Weekly	Monthly
Elementary	8.8%	44.1%	47.1%
Middle	25.7%	55.7%	18.6%
High	9.1%	60.0%	30.9%

Across all school levels, the majority of parents who accessed their child's information in Schoology during the field test reported they accessed the Student Profile, assignment information, and course materials in Schoology (see Table 19). The majority of parents at the secondary level also reported they accessed the student calendar in Schoology. Higher percentages of parents at the secondary level reported they accessed each of these features in Schoology than elementary school parents (see Table 19).

Table 19: Percentages of Parents Who Reported They Accessed Various Schoology Features

Feature	Elementary	Middle	High
Student Profile	79.4%	81.4%	83.6%
Assignment information	50.0%	80.0%	83.6%
Course materials	52.9%	71.4%	72.7%
Student calendar	44.1%	60.9%	66.7%

Note: Other response options were "no" and "I don't know."

As shown in Table 20, of those parents who reported they had accessed information in Schoology, higher percentages of parents of secondary students than parents of elementary school students agreed that accessing Schoology helped them understand what their child was working on, information in Schoology was easily accessible for them, and reported that accessing their child's information or work in Schoology was very useful or somewhat useful.

Table 20: Percentages of Parents Who Agreed Schoology Helped Them Understand Child's Work and Reported Accessing Information Was Useful

Survey Item	Elementary	Middle	High
Agreed accessing Schoology helped me understand what my child was working on in school	61.8%	74.2%	76.4%
Agreed information in Schoology was easily accessible	58.8%	78.6%	81.5%
Reported accessing my child's information or work in Schoology was very useful or somewhat useful	76.4%	87.0%	90.7%

Parents were provided the opportunity to comment about benefits of parent access and suggested improvements. Main themes that emerged regarding benefits of having access to Schoology were being informed and having access to their child's academic information. Themes for areas of improvement included the need for structural consistency across courses and more detailed guidelines for parents regarding using Schoology.

Parent Communication

In general, parent access in Schoology primarily allows parents to only view content in Schoology and does not provide a direct messaging feature to communicate with staff. Due to these restrictions, communication and connection between parents and staff in Schoology is based on parents accessing information posted by staff. Through their account settings, parents can sign up to receive email notifications when information is updated or posted in a course or group. For example, parents can receive an email when an update is posted in their child's course or if their child has an assignment that is overdue. Parents can also sign up to receive the Parent Email Digest either on a daily or weekly basis, which includes their children's recent activity, overdue work, and a summary of progress in each course (e.g., graded assignments in Schoology) during a specified time frame.

The parent communication objective for the communication and collaboration goal is **“Schoolology will help facilitate the communication between teachers and parents as well as administrators and parents as measured by staff and parent survey responses.”** Parents of students at the four field test schools were surveyed about Schoolology helping facilitate their communication with teachers, administrators, and their child. Overall, 62 percent of parents who accessed their child’s academic information or work in Schoolology agreed that having Schoolology access helped facilitate their communication with their child’s teachers, while 44 percent agreed that having Schoolology access helped facilitate their communication with their child’s principal and assistant principal(s). Regarding communication with their child, 79 percent of parents agreed that Schoolology helped facilitate their communication with their child. Across all items, agreement was higher at the secondary levels than at the elementary school level (see Table 21).

Table 21: Percentages of Parents Who Reported Schoolology Helped Facilitate Communication With Teacher, Principal, and Child

School Level	Child’s Teacher	Child’s Principal	Child
Elementary	40.0%	28.0%	66.7%
Middle	66.7%	50.0%	81.0%
High	70.0%	45.6%	84.3%

When teachers and administrators/ITs at the field test schools were surveyed about Schoolology helping facilitate their communication with parents, 36 percent of teachers agreed that Schoolology helped facilitate their communication. Results by school level showed that a higher percentage of teachers agreed with this item at the middle school level (53%) than at the elementary school (20%) or high school levels (29%); however, results by level should be interpreted with caution due to low numbers of staff respondents by level for the parent access field test survey. In addition, overall, 44 percent of administrators/ITs agreed that Schoolology helped facilitate their communication with parents.

Parent Communication and Access During School Closure

When schools closed due to the COVID-19 pandemic, access to Schoolology was provided to parents of all students throughout the division. In March, emails were sent to every parent who had an email address on file with the school division detailing how to activate their ParentVue account, which would provide them access to Schoolology.¹² In addition, frequent communications from the Superintendent provided details about accessing their child’s work through Schoolology. Information about Schoolology and support for using Schoolology remained on the VBSchools website for parents to reference as well.¹³ Though parents divisionwide were not surveyed during the school closure, as previously noted, teachers and administrators commented about parents’ lack of knowledge or difficulty with navigating Schoolology as an obstacle related to Schoolology that was encountered in delivering instruction during the school closure.

Parent Schoolology usage was examined from the January to June 2020 time period. Data, which could have included any parent divisionwide, showed that a total of 9,908 parents logged in to Schoolology at least once from January to June, while there was a total of 67,720 students enrolled during this time. Comparisons by level showed that similar numbers of parents logged in to Schoolology by level, with 3,507 parents of elementary school students, 3,803 parents of middle school students, and 3,766 parents of high school students having logged in. Percentages of parents who engaged in various actions were calculated based on the number of parents who logged in to Schoolology at least once. The most common action that parents engaged in when logged in to Schoolology was reading an assignment (28% for elementary school, 44% for middle school, and 42% for high school). The next most frequent actions parents engaged in were reading discussion boards, files, and links, though percentages varied by school level.

Professional Learning on LMS Components

In preparation for the initial implementation of Schoology in 2017-2018, professional learning on Schoology operations was provided by Schoology representatives to central office staff and selected staff members at Digital Learning Anchor Schools (i.e., field test schools) who served as Schoology leaders for their schools. The professional learning plan then followed a train-the-trainer model with school Schoology leaders providing training to their school staff. A similar professional learning model was used divisionwide for the 2018-2019 school year. All schools' Schoology leaders were trained by Schoology representatives who then provided training to their school staff. In addition, Schoology school leadership teams, which generally included the building principal or assistant principal(s), ITS(s), library media specialist(s), and two or more teachers, attended regular meetings with the Department of Teaching and Learning instructional technology coordinators (ITCs) throughout 2018-2019. Separate sessions were held for leadership teams from Digital Learning Anchor Schools and the remaining schools.

During 2019-2020, divisionwide professional learning sessions on Schoology were provided by the ITCs. These sessions held in October and December were offered to school Schoology leadership teams, which generally included the building principal or assistant principal(s), ITS(s), library media specialist(s), and two or more teachers. Separate meetings also held in October and December were provided to Digital Learning Anchor Schools' Schoology leadership teams. Additional sessions were planned for the spring; however, they were cancelled due to the pandemic. Topics covered during these sessions included using third-party applications; administering assessments through AMP, Schoology's assessment platform; creating rubrics; tagging learning objectives; and analyzing mastery data. An additional divisionwide professional learning opportunity focused on creating and administering classroom assessments and assessments in AMP. This professional learning was offered through a Schoology course created by the Office of Student Assessment and able to be completed when needed.

Professional learning sessions offered for other school-based staff were typically offered by ITSs.¹⁴ In addition, in general, teachers were tasked with showing students how to use Schoology. On a survey, students were asked to report the extent to which teachers assisted them with learning how to use Schoology. At least 95 percent of elementary school and middle school students agreed that their teachers showed them how to use Schoology, while 83 percent of high school students agreed.

A professional learning and support goal for the Schoology initiative is **"Professional learning opportunities and support will provide teachers, administrators, and ITSs with the necessary information to utilize Schoology."** There were two specific objectives related to this goal: (1) professional learning and (2) support. The professional learning objective for this goal is **"Professional learning on Schoology will provide teachers, administrators, and ITSs with the necessary knowledge to use Schoology as measured by staff survey responses."** At least 86 percent of teachers, administrators, and ITSs at all levels agreed that the professional learning they received provided them with the necessary knowledge to use Schoology in 2019-2020 (see Table 22). In comparison to 2018-2019, there were increases in teacher agreement percentages regarding professional learning effectiveness at all levels in 2019-2020.

Table 22: Staff Agreement Regarding Professional Learning Provided Necessary Knowledge

School Level	Teacher		Admin		ITS	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	75.6%	85.6%	95.8%	95.7%	97.3%	89.8%
Middle	79.8%	92.4%	95.7%	97.4%	100%	94.4%
High	82.3%	93.0%	100%	97.1%	100%	92.3%

The support objective for the professional learning and support goal is **"Schoology support will be available when needed, helpful resources or strategies are provided, and issues are resolved in a timely manner as**

measured by staff survey responses.” At least 88 percent of teachers, administrators, and ITSs at all levels reported that help was available when needed, that helpful resources or strategies were provided, and issues were resolved in a timely manner (see Table 23).

Table 23: Teacher Agreement Regarding Receiving Schoology Support

School Level	Help Available			Resources Helpful			Timely Resolution of Issues		
	Teacher	Admin	ITS	Teacher	Admin	ITS	Teacher	Admin	ITS
Elementary	91.3%	100%	97.9%	91.0%	100%	98.0%	87.9%	98.4%	93.8%
Middle	95.4%	94.6%	100%	92.5%	94.1%	100%	91.1%	91.2%	100%
High	94.8%	96.9%	100%	93.2%	97.0%	100%	93.2%	96.9%	92.3%

Note: These numbers exclude staff who reported the question was not applicable.

Professional Learning During the School Closure

During the ELP phase of the school closure, divisionwide professional learning was offered to teachers on Mondays. During these sessions, various topics on Schoology were discussed, such as reviewing the Schoology video conferencing tool. Overall, 86 percent of teachers reported they received professional learning on Schoology during the school closure. Results by school level showed that 84 percent of elementary school teachers and 88 percent of both middle school and high school teachers agreed they received professional learning during the school closure. Of the teachers who reported they received professional learning on Schoology during the school closure, 91 percent agreed that the professional learning provided them with the necessary knowledge to use Schoology for digital learning during the closure. Results by school level regarding professional learning effectiveness ranged from 88 percent at the elementary school level to 92 percent at the middle school level to 94 percent at the high school level.

Outcome Goal and Objectives

Transformational Learning

Previously throughout the report, operational or implementation goals and objectives were presented. In addition to the operational goals, the overarching outcome goal for the Schoology initiative is that it will transform learning in VBCPS. Specifically, the transformational learning goal for the Schoology initiative is **“Schoology will be a tool that transforms curriculum delivery to support student-centered practices that foster student agency and provide students with the opportunity to create and apply new knowledge across contexts.”** Objectives for this goal focused on (1) student dispositions, (2) teacher dispositions, and (3) leader dispositions.

Student Transformational Learning Dispositions

The student disposition objective for the transformational learning goal is **“Using Schoology will help students exhibit dispositions that exemplify transformational learning (e.g., self-assessment and reflection, using inquiry and collaboration, mastery in critical thinking and creativity, collaborating using digital tools, demonstrating academic mastery through digital work) as measured by student and teacher survey responses.”** Overall student agreement percentages regarding Schoology helping them exhibit various dispositions related to transformational learning were higher at the elementary and middle school levels than at the high school level in 2019-2020 (see Table 24). At both the elementary school and middle school levels, the highest agreement percentages were related to Schoology helping critical thinking skills. In addition, at both the middle school and high school levels, the highest agreement percentages were related to Schoology helping students work with their teachers to get information. Across all levels, the lowest agreement percentages were found regarding Schoology helping students to work with others for various purposes (i.e., work with others to think about topics from other perspectives, help themselves learn, help others learn).

In comparison to 2018-2019 survey results, there were increases in agreement percentages for most items at all levels in 2019-2020 (see Table 24).

Table 24: Student Agreement Regarding Schoology Helping Students Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Monitor learning	82.2%	87.4%	73.8%	83.3%	63.9%	70.2%
Show what I know	85.3%	86.5%	72.3%	81.4%	59.9%	63.1%
Make choices about learning	77.8%	78.2%	64.3%	73.4%	55.5%	59.3%
Work with teacher to get information	77.7%	86.4%	71.0%	84.1%	64.9%	77.8%
Work with others to think about topics from other perspectives	67.4%	65.0%	59.8%	65.0%	48.9%	51.1%
Responsible and respectful student	84.1%	85.4%	74.1%	80.6%	63.7%	70.9%
Critical thinking skills	89.9%	93.3%	72.5%	84.2%	57.5%	69.5%
Share thoughts	73.1%	81.2%	67.8%	81.8%	60.2%	72.4%
Communicate in imaginative ways	NA	NA	61.3%	74.5%	50.8%	61.4%
Do schoolwork in creative ways	77.0%	81.1%	63.3%	73.1%	52.5%	60.9%
Work with others help me learn	69.7%	67.2%	59.5%	64.3%	48.4%	47.6%
Work with others help them learn	68.6%	63.2%	57.9%	61.5%	46.6%	45.8%
Create work online	62.8%	75.0%	64.4%	72.1%	53.1%	60.9%

When teachers were surveyed about Schoology enhancing students' ability to exhibit dispositions related to transformational learning, higher agreement percentages were found at the secondary level in comparison to the elementary school level (see Appendix E). In contrast to student survey results, the highest teacher agreement across all levels related to Schoology helping students to regularly collaborate to support their learning and the learning of others. The lowest agreement was found regarding Schoology helping students to self-assess and reflect at the elementary school level and use inquiry and collaboration to approach concepts from a variety of perspectives at the middle school level. At the high school level, both items were the lowest compared to the other items. Consistent with student survey results, there were increases in teacher agreement for all items related to transformational learning from 2018-2019 to 2019-2020.

Teacher Transformational Learning Dispositions

The teacher disposition objective for the transformational learning goal is **"Using Schoology will enhance teachers' ability to exhibit dispositions that exemplify transformational learning (e.g., planning personalized learning opportunities, planning digital learning experiences, taking a student-centered approach, leveraging digital tools to enhance student agency, incorporating collaboration inside and outside the classroom, using gradual release and differentiation) as measured by teacher, administrator, and ITS survey responses."**

Overall, the highest teacher agreement regarding Schoology enhancing teachers' ability to exhibit transformational learning dispositions was at middle school, followed by high school and elementary school teacher agreement (see Table 25). At each school level, the highest agreement percentages were found regarding planning for digital learning experiences that provide students with opportunities to build and demonstrate knowledge (59% to 76%). When administrators and ITSs were surveyed about Schoology helping teachers exhibit transformational learning dispositions, this item also had the highest agreement across all levels (see Appendix E). In comparison to 2018-2019 survey results, there were increases in teacher agreement percentages of all items related to Schoology helping transformational learning dispositions at all levels in 2019-2020.

Table 25: Teacher Agreement Regarding Schoology Helping Teachers Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Plan personalized learning opportunities	43.7%	52.7%	47.0%	68.5%	48.1%	62.7%
Plan digital learning experiences	48.7%	58.9%	57.3%	76.0%	52.9%	73.6%
Take a personalized, student-centered approach	41.5%	44.2%	52.8%	64.6%	46.7%	59.7%
Leverage digital tools for personalized learning	49.5%	56.2%	57.5%	73.3%	55.7%	69.6%
Incorporate collaboration and connection	39.4%	48.1%	48.8%	65.6%	47.6%	59.9%
Use gradual release and differentiation	43.2%	51.3%	52.5%	66.3%	46.5%	61.3%

Note: The other response options were neutral and disagreement.

Leader Transformational Learning Dispositions

The leader disposition objective for the transformational learning goal is **“Using Schoology will enhance administrators’ and ITSs’ abilities to exhibit leadership dispositions that exemplify transformational learning (e.g., promoting innovation, focusing on teamwork, supporting staff for innovative risk-taking) as measured by administrator and ITS survey responses.”** Overall, ITSs had higher agreement percentages than administrators when asked about Schoology helping themselves exhibit leadership transformational learning dispositions (see Tables 26 and 27). In comparison to 2018-2019, there were increases in administrator and ITS agreement percentages for nearly all items and school levels, though the increases were smaller for administrators.

Table 26: Administrator Agreement Regarding Schoology Helping Administrators Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Embody and actively promote innovation	48.9%	49.2%	50.0%	60.5%	59.4%	58.3%
Focus on teamwork and collegiality to increase student achievement	54.3%	56.9%	56.5%	63.2%	62.5%	63.9%
Support innovative risk-taking	51.1%	63.1%	65.2%	63.2%	65.6%	69.4%

Note: The other response options were neutral and disagreement.

Table 27: ITS Agreement Regarding Schoology Helping ITSs Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Embody and actively promote innovation	54.3%	72.9%	68.8%	88.9%	57.1%	76.9%
Focus on teamwork and collegiality to increase student achievement	63.9%	79.6%	81.3%	100%	100%	92.3%
Support innovative risk-taking	63.9%	68.8%	62.5%	83.3%	62.5%	76.9%

Note: The other response options were neutral and disagreement.

Stakeholder Perceptions

The third evaluation question focused on stakeholders’ perceptions. Survey results in this section of the report include teacher perceptions of their depth of Schoology use through the Schoology Navigational Markers as well as staff, student, and parent satisfaction.

Schoology Navigational Marker Level

The central office Schoology implementation team provided school staff with Schoology Navigational Markers to help them gauge their depth of use (see Appendix F). Skills at the first level, Digital Presence, included technical skills, while skills at the second level, Developing a Digital Curriculum, and the third level, Blended Classroom, included transformational uses of Schoology with more difficult skills progressing from Level 1 to Level 3. Teachers were asked to select which level most clearly reflected their skill level in using Schoology. As shown in Table 28, during 2019-2020, at the secondary level, a majority of teachers reported being at the Developing a Digital Curriculum level (Level 2), while the highest percentage of elementary school teachers reported being at the Digital Presence level (Level 1). In comparison to 2018-2019, at all school levels, there were decreases of percentages of teachers who selected the Digital Presence level (Level 1) and increases in percentages of teachers who selected developing a Digital Curriculum level (Level 2). There were slight increases in percentages of teachers who selected the Blended Classroom level (Level 3).

Table 28: Teacher Reported Schoology Navigational Marker Level

School Level	Level 1 - Digital Presence		Level 2 – Developing a Digital Curriculum		Level 3 – Blended Classroom	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Elementary	64.6%	48.2%	30.6%	45.5%	4.8%	6.2%
Middle	48.7%	29.4%	40.6%	57.7%	10.6%	12.9%
High	46.7%	30.7%	43.1%	55.5%	10.2%	13.9%

Satisfaction

At least 81 percent of teachers, administrators, and ITSs at each school level reported they were satisfied with Schoology (see Table 29). In addition, from 71 to 86 percent of students reported they were satisfied (secondary) or liked (elementary) Schoology. In comparison to 2018-2019, the percentages of teachers and students who were satisfied increased at all levels.

Table 29: Staff and Student Satisfaction With Schoology

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Teacher	70.6%	80.7%	76.8%	91.0%	80.7%	91.6%
Administrator	97.9%	92.3%	95.7%	97.4%	96.9%	94.3%
ITS	94.4%	98.0%	100%	94.4%	100%	100%
Student	82.5%	86.1%	70.0%	83.3%	58.9%	70.6%

Parents who participated in the field test of parent access were also surveyed about their satisfaction with Schoology. Overall, 76 percent of parents who accessed their child's information in Schoology reported they were satisfied with Schoology. Comparisons by level showed that higher percentages of parents at the secondary level (from 79% to 80%) were satisfied than parents at the elementary school level (61%). Central office implementation team members were also surveyed about their satisfaction with Schoology. Overall, 78 percent reported they were satisfied during 2019-2020.

Schoology Implementation Strengths and Challenges

Open-ended survey items provided the opportunity for staff to comment about the strengths of the Schoology initiative and how the initiative could be improved. Students were also provided the opportunity to comment about what they liked best and least about Schoology. Several themes emerged from responses about the strengths of the Schoology initiative. A common theme from teachers, administrators, and ITSs related to everything being in one location and anyone being able to access the information at any time. In addition, teachers, administrators, and ITSs commented on the ease of use and that Schoology helps with the delivery of

virtual instruction. Teachers, administrators, and ITSs also noted a strength was that Schoology can be used as a tool for communication and collaboration. In students' responses to what was liked most about Schoology, similar to staff, many students reported that they liked being able to access various information in one place and the organization of Schoology. Students also reported that they liked knowing what work was expected and schedules or due dates being posted, as well as the ability to communicate through Schoology. Secondary students also noted that it was easy to navigate.

Survey respondents were also provided with an opportunity to provide comments about the impact of Schoology on teaching and learning during the school closure. Across teachers, administrators, and ITSs, a major theme that emerged was that instruction would likely not have been able to continue without the use of Schoology. Students reflected that Schoology provided them the ability to access schoolwork from home and continue learning during the closure, though some students noted that there was no impact due to using Schoology beforehand.

Several themes also emerged from responses about the areas of improvement for the Schoology initiative. Teachers, administrators, and ITSs commented on the need for more professional learning for staff, including focused sessions on AMP and new Schoology features as they are rolled out as well as more training for teachers of younger students. In addition, teachers, administrators, and ITSs reported the need for grades in Schoology to sync with the Synergy gradebook. Administrators and ITSs also commented about the difficulty navigating Schoology, especially for younger students, and the need for something more user friendly. In response to what was liked least, many students reported that they either disliked "everything" or "nothing" about Schoology. Many students also commented that there were technical issues that were experienced. Some students reported that they found Schoology difficult to navigate in terms of finding information or work and found courses to be unorganized. Some students also made comments about finding it difficult to complete assignments or schoolwork while home during the school closure.

Staff were also asked to reflect on obstacles that were encountered in delivering instruction during the school closure. Teachers, administrators, and ITSs provided comments on issues with connecting to Schoology, though it was noted to have primarily occurred in the first few weeks of the closure; lack of student engagement or participation; concerns about students not having access to internet; and parents not knowing how to or having difficulty with navigating Schoology. Some teachers also commented on needing to learn the system and/or adjusting materials due to not previously relying on Schoology.

Schoology Implementation Cost

The final evaluation question focused on the cost to VBCPS for implementing Schoology. All costs related to Schoology during the 2019-2020 school year are included.¹⁵ Costs were related to the following areas: subscription, division training, and other related expenses. As shown in Table 30, the total cost was \$422,524.

Costs related to the subscription and student licenses were based on student enrollment. Initially in the RFP, Schoology provided an estimate of \$6.35 per student. Based on the contract, the actual cost per student was \$6.14. For the 2019-2020 school year, the total cost for the subscription was \$409,249. Professional learning costs during 2019-2020 included substitute coverage that was offered to schools during Schoology support meetings, which totaled \$4,579.

Other related expenses included paying other vendors to ensure optimal functioning of and integration with Schoology. A contract with Respondus ensured that website browsers were locked down during testing, and costs for this totaled \$8,695 during 2019-2020. Though there is a contract with EduPoint to ensure that grades within Schoology will be integrated with Synergy, half of the cost for the work done by EduPoint was paid in

2017-2018 and the other half will be paid upon its completion. Because the application is not yet functioning, there were no costs during 2019-2020 for this work.¹⁶

In addition, Certica provided a test item bank for assessments in Schoology, which had also been available in the previously used assessment platform, SchoolNet. Due to continued use of the Certica item bank, this cost was not included as a specific cost related to Schoology. However, for informational purposes, the test item bank cost \$2.75 per student annually and totaled \$183,846 in 2019-2020.

Table 30: Schoology Costs for 2019-2020

Category	Items	Sept 2019 – June 2020
Subscription	Subscription fee/student license*	\$409,249.42
Division Professional Learning	Substitute coverage for professional learning	\$4,579.48
Other Related Expenses	Testing lockdown browser	\$8,695.00
	Synergy grade passback*	\$0
Grand Total		\$422,523.90

Note: *Half of the Synergy grade passback cost was paid in 2017-2018. The remaining cost has not been paid yet due to it not functioning.

Summary

The purpose of obtaining Schoology was to provide a streamlined, user-friendly application for interacting with and accessing educational content and assessing student learning. A goal of Schoology was to help facilitate the transition to personalized learning. After Schoology was selected as the LMS for VBCPS in December 2016, 14 schools participated in a Schoology field test during the 2017-2018 school year. Schoology implementation began divisionwide during the 2018-2019 school year, although schools varied in their level of implementation. During 2019-2020, all schools were expected to fully utilize the system throughout the school year. The year-one implementation evaluation focused on the 2018-2019 school year, while this comprehensive evaluation focused on Schoology's full implementation across the division during the 2019-2020 school year.

The main components of the Schoology LMS include curriculum management and resources, course delivery, assessment and reporting, communication and collaboration, and parent access. Across all school levels, during 2019-2020, higher percentages of teachers used Schoology with their students and for each of these purposes in comparison to 2018-2019, and there was less variability among schools in terms of Schoology use. During the school closure due to the COVID-19 pandemic beginning in March 2020, Schoology was utilized as the primary method of instructional delivery. At least 80 percent of teachers, administrators, and ITs agreed that Schoology helped meet their instructional needs during the school closure, and from 64 to 68 percent of students depending on school level reported that their use of Schoology increased during the school closure.

Goals for the Schoology initiative included providing a single location for instructional content, resources, and assessments; supporting communication and collaboration; ease of use; effective staff professional learning; and supporting transformational learning. Regarding storing instructional course content in Schoology, at least 83 percent of teachers at each school level reported they accessed and stored content in Schoology for one or more of their courses in 2019-2020. Lower percentages of teachers reported they *regularly* used Schoology with their students to deliver course content, with 59 percent of K-2 teachers indicating they used Schoology at least *weekly*, and 56 percent of grade 3-5 teachers, 71 percent of middle school teachers, and 68 percent of high school teachers indicating they used Schoology with their students *daily* for course delivery.

A recommendation from the year-one evaluation included ensuring schools access resources through Schoology, especially division-created resources at the secondary level. In comparison to 2018-2019, there were notable increases in the percentages of teachers who reported they accessed and used division-created

curriculum resources at the secondary level in 2019-2020 (from 50%-61% in 2018-2019 to 75%-83% in 2019-2020). Another recommendation area from the year-one evaluation focused on administering assessments through Schoology. It was recommended that schools be provided with necessary knowledge, support, and reporting capabilities to administer assessments through Schoology. At the secondary levels, at least 85 percent of teachers agreed they had the knowledge and support to administer assessments and at least 72 percent of teachers reported they either frequently or occasionally administered assessments in Schoology in 2019-2020 which was an increase from 55 to 56 percent in 2018-2019. Lower percentages of elementary school teachers agreed they had the knowledge and support (72%) and regularly administered assessments to students (56%) in 2019-2020. In addition, at least 76 percent of teachers at all levels agreed they understood how to access assessment results *in Schoology*.

A recommendation from the year-one evaluation focused on the goal that Schoology would support communication and collaboration. It was recommended that schools be encouraged to utilize Schoology as a means for communication and collaboration. In comparison to 2018-2019, increased percentages of teachers reported Schoology helped facilitate communication (from 52%-57% in 2018-2019 to 62%-71% in 2019-2020) and collaboration with other teachers (from 63%-66% in 2018-2019 to 72%-86% in 2019-2020). Percentages of students and teachers who agreed that Schoology facilitated communication with the other group also increased (from 72%-86% in 2018-2019 to 88%-98% in 2019-2020 for teachers, from 57%-61% in 2018-2019 to 81%-89% in 2019-2020 for students). A component of using Schoology for communication involved parents' ability to access their child's information and work through Schoology, which was the focus of another recommendation area from the year-one evaluation. It was recommended to continue to work toward providing parents Schoology access due to parents not having this access in 2018-2019. From January to February 2020, a field test of parent access was conducted with four schools. Higher percentages of secondary school parents than elementary school parents reported the information in Schoology was easily accessible for them (79% to 81% vs. 59%) and the information they accessed helped them understand what their child was working on (74% to 76% vs. 61%). During the school closure, parent access was expanded divisionwide. Parent Schoology usage data showed that 9,908 parents logged in to Schoology at least once from January to June 2020.

Regarding the goal related to the ease of using Schoology, at least 80 percent of teachers, administrators, ITSs, and students agreed that content in Schoology was easily accessible for them. In addition, at least 71 percent of teachers agreed that moving content from curriculum resource groups was seamless and at least 70 percent agreed that administering assessments was efficient and students could easily navigate assessments. A lower percentage of teachers, especially at the elementary school level (57%), agreed that creating assessments was efficient. From 53 to 61 percent of ITSs agreed that transitioning data to/from Schoology and other VBCPS platforms were efficient, which may be attributed to Schoology not syncing secondary grades with Synergy.

Data related to the professional learning goal showed that at least 86 percent of teachers, administrators, and ITSs at all levels agreed that professional learning provided them with the necessary knowledge to use Schoology and that help was available when needed, helpful resources or strategies were provided, and issues were resolved in a timely manner. However, in response to an open-ended item about areas for improvement, teachers, administrators, and ITSs commented on the need for more professional learning for staff, including focused sessions on AMP and new Schoology features as they are rolled out as well as more training for teachers of younger students.

Regarding Schoology helping students, teachers, and administrators exhibit transformational learning dispositions, survey results showed increases in agreement percentages from 2018-2019 to 2019-2020 regarding Schoology facilitating dispositions in nearly all areas for students, teachers, and administrators at all school levels. Overall, satisfaction with Schoology was high, with at least 81 percent of teachers, administrators, ITSs, and students indicating they were satisfied in 2019-2020, with the exception of high

school students (71%). Students' satisfaction with Schoology increased at all school levels in 2019-2020 compared to 2018-2019.

Recommendations and Rationale

Recommendation #1: Continue Schoology initiative with modifications noted in recommendations 2 through 5. (*Responsible Groups: Department of Teaching and Learning; Department of School Leadership; Department of Technology; Office of Planning, Innovation, and Accountability*)

Rationale: The first recommendation is to continue Schoology initiative with modifications noted in the recommendations below. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. The recommendation to continue Schoology with modifications is to enhance efforts related to assessments, parent access, and secondary student grade data integration.

Recommendation #2: Continue to communicate Schoology functionality at the elementary school level to encourage elementary school teachers to utilize the various functions of Schoology, such as delivering course content and assessment-related activities. (*Responsible Groups: Department of Teaching and Learning; Department of School Leadership; Office of Planning, Innovation, and Accountability*)

Rationale: The second recommendation is to continue to communicate Schoology functionality at the elementary school level to encourage elementary school teachers to utilize the various functions of Schoology, such as delivering course content and assessment-related activities. In comparison to secondary school teachers, lower percentages of elementary school teachers reported they regularly (i.e., at least weekly for K-2 teachers and daily for other levels) delivered course content to their students (56% to 59% for K-2 and 3-5 vs. 68% to 71% for middle and high school teachers). In addition, lower percentages of elementary school teachers created assignments (75% vs. 96%), used discussion boards (54% vs. 67% to 77%), and accessed and used third-party resources or applications in Schoology (48% vs. 53% to 68%). In addition, in comparison to secondary school teachers, lower percentages of elementary school teachers agreed they had the necessary knowledge and support to administer assessments in Schoology (72% vs. 85% to 90%), regularly administered an assessment in Schoology (56% vs. 72% to 83%), and that administering assessments in Schoology was efficient (70% vs. 83% to 88%). Lower percentages of elementary school teachers also agreed creating assessments was efficient (57% vs. 72% to 74%), regularly created classroom assessments (33% vs. 69% to 73%), and accessed and analyzed the classroom assessment results (50% vs. 67% to 74%). Teacher and student usage data from the Schoology platform confirmed the discrepancies across elementary and secondary levels regarding assignments, discussion boards, third-party applications, and assessments.

Recommendation #3: Provide elementary school parents with additional knowledge and support to access their child's academic information and work in Schoology. (*Responsible Group: Department of Teaching and Learning*)

Rationale: The third recommendation is to provide parents with additional knowledge and support to access their child's academic information and work in Schoology, especially at the elementary school level. Surveys of parents at the four field test schools were conducted prior to the school closure. Results showed that at the field test schools lower percentages of elementary school parents than secondary school parents agreed the

information in Schoology was easily accessible for them (59% vs. 79% to 81%), the information they accessed helped them understand what their child was working on (61% vs. 74% to 76%), the information they accessed was very or somewhat useful (76% vs. 87% to 91%), and were satisfied with Schoology (61% vs. 79% to 81%). In addition, at the field test schools, lower percentages of elementary school parents agreed that Schoology helped facilitate communication with their child's teacher (40% vs. 67% to 70%), child's principal (28% vs. 46% to 50%), and their child (67% vs. 81% to 84%). Compared to secondary school parents, at the field test schools, lower percentages of elementary school parents also reported they accessed their child's assignment information (50% vs. 80% to 84%), course materials (53% vs. 71% to 73%), and student calendar (44% vs. 61% to 67%). In response to a question about improvement areas, parents at the field test schools commented on the need for structural consistency across Schoology courses and more detailed guidelines for parents regarding using Schoology. In addition, when examining parent Schoology usage data from January to June 2020, which included parents divisionwide during the school closure, compared to secondary school parents, lower percentages of elementary school parents who logged in to Schoology accessed their child's course work, including assignments (28% vs. 42% to 44%), discussions (12% vs. 20% to 27%), and course files (9% vs. 20%). When teachers and administrators were provided the opportunity to comment on obstacles related to Schoology during the school closure, one theme that emerged across both groups was parents' lack of knowledge or difficulty navigating Schoology.

Recommendation #4: Continue to work toward ensuring secondary level grades entered in Schoology sync with Synergy. *(Responsible Groups: Department of Teaching and Learning, Department of Technology)*

Rationale: The fourth recommendation is to continue to work toward ensuring secondary level grades entered in Schoology sync with Synergy. Although not in the initial plan for Schoology, after the LMS was acquired, VBCPS decided that all secondary assignment and assessment grades entered into Schoology should be directly imported into Synergy, which is the official gradebook of record for VBCPS students. This integration has not yet been completed. A field test for passing grades from Schoology to Synergy has been scheduled for the 2020-2021 school year with a small number of teachers prior to divisionwide implementation. In response to a survey item about how the Schoology initiative could be improved, one theme that emerged from teachers, administrators, and ITSs was grades not syncing from Schoology into Synergy. According to central office Schoology implementation team members, without this data integration, teachers who choose to enter grades into Schoology were still required to enter those same grades into Synergy. Teacher survey data showed that although nearly all (at least 96%) secondary teachers reported they either frequently or occasionally created assignments in Schoology during 2019-2020, a lower percentage (80% to 82%) reported they frequently or occasionally graded assignments in Schoology. Schoology usage data showed that much lower percentages of secondary teachers graded assignments in Schoology (from 45% to 53%) than created assignments (100%). In addition, when central office Schoology implementation team members and school ITSs were asked about the efficiency of the data transitioning process, which includes grades syncing between Schoology and Synergy, approximately 33 percent of implementation team members and from 53 to 54 percent of secondary ITSs agreed that the process was efficient.

Recommendation #5: Conduct an evaluation update during 2020-2021 focused on parent perceptions of their access to Schoology. *(Responsible Group: Office of Planning, Innovation, and Accountability – Office of Research and Evaluation)*

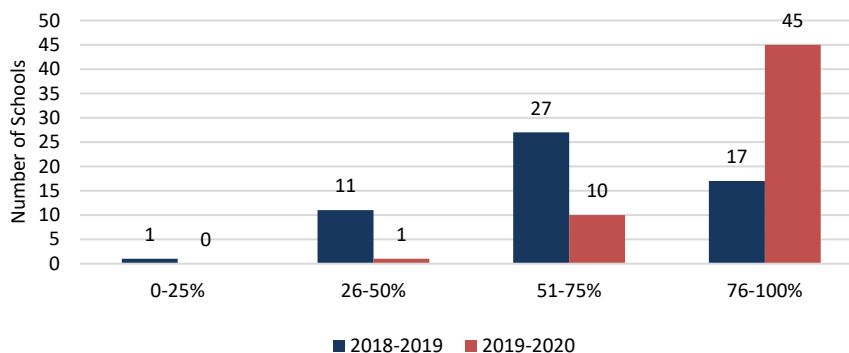
Rationale: The fifth recommendation is to conduct an evaluation update during 2020-2021 focused on parent perceptions of their access to Schoology. In January and February 2020, a field test of parent access was conducted at four schools, during which parents at these schools were surveyed. In response to a question about improvement areas, parents at the field test schools commented on the need for structural consistency

across Schoology courses and more detailed guidelines for parents regarding using Schoology. Beginning in March 2020, due to the school closure, access to Schoology was expanded to all parents throughout the division, but parent Schoology usage data showed that a relatively small number of parents (9,908) of the division's 67,720 students logged in to Schoology at least once from January to June 2020. Depending on school level, from 9 to 20 percent of these parents who logged in accessed their child's course files, from 28 to 44 percent accessed an assignment, and from 7 to 18 percent accessed an assessment. When teachers and administrators were provided the opportunity to comment on obstacles related to Schoology during the school closure, one theme that emerged across both groups was parents' lack of knowledge or difficulty with navigating Schoology. During 2020-2021, due to the COVID-19 pandemic, Schoology will likely continue to be a primary method of delivering instructional content to students. In addition, many parents will likely have a primary role in facilitating student learning, especially during times of virtual learning, making parent access to Schoology even more important. Due to low numbers of parents using Schoology during the school closure; concerns regarding lack of knowledge and difficulty navigating Schoology expressed by teachers, administrators, and field test school parents; and the importance of parents facilitating learning during this time, it is recommended to continue to monitor parent perceptions regarding their access to Schoology through 2020-2021.

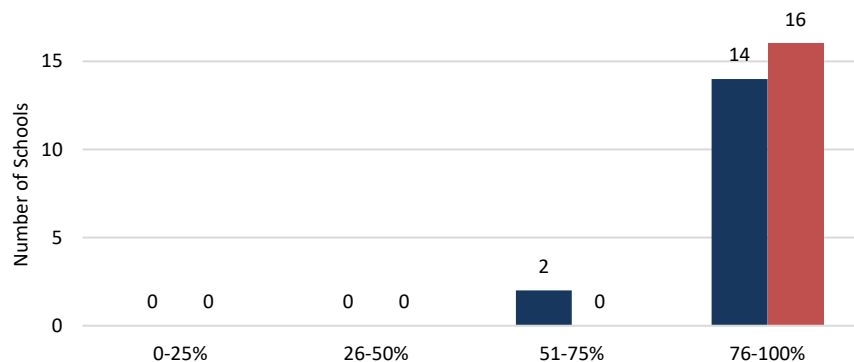
Appendices

Appendix A: Distribution of Schools by Percentage of Teachers Who Reported They Used Schoology With Students

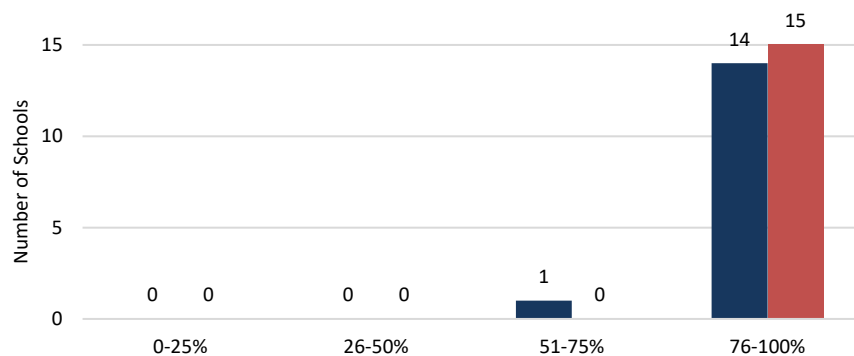
Distribution of Elementary Schools by Percentage of Teachers Who Reported They Used Schoology With Students



Distribution of Middle Schools by Percentage of Teachers Who Reported They Used Schoology With Students



Distribution of High Schools by Percentage of Teachers Who Reported They Used Schoology With Students

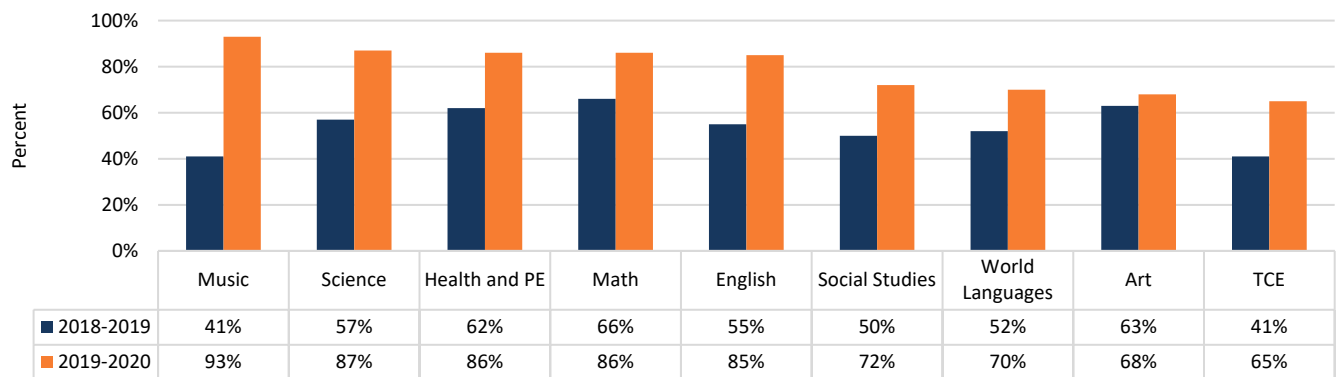


Appendix B: Percentages of Schools With Administrators Reporting the Majority of Teachers Use Schoology Features

Feature Used By At Least Half of Teacher	Elementary		Middle		High	
	2018-2019 N = 56	2019-2020 N = 55	2018-2019 N = 15	2019-2020 N = 15	2018-2019 N = 15	2019-2020 N = 15
Used groups	59.0%	77.8%*	86.7%	80.0%	53.3%	86.7%
Added folder, files, or links	80.3%	92.7%	93.3%	100%	86.6%	100%
Created assignments	71.4%	92.7%	86.7%	100%	86.7%	100%
Used discussion boards	12.5%	52.7%	33.3%	86.7%	46.6%	80.0%
Graded assignments	1.8%	61.8%	33.3%	86.7%	60.0%	93.3%
Created classroom assessments	7.2%	65.5%	46.7%	86.7%	73.3%	93.3%
Administered assessments	21.4%	85.4%	53.3%	93.4%	73.3%	93.3%
Used third-party applications	14.3%	80.0%	26.7%	86.7%	40.0%	86.7%
Created common assessments using AMP	0.0%	40.0%	0.0%	46.7%	20.0%	53.3%
Accessed and analyzed results with a classroom assessment	5.4%	70.9%	40.0%	86.7%	33.3%	100%
Accessed and analyzed results with an AMP assessment	3.6%	78.2%	0.0%	80.0%	13.3%	80.0%

Note: *One administrator did not respond to this question, N = 54.

Appendix C: Secondary Teacher Reported Regular Access and Use of Division-Created Curriculum Resources by Content Area



Appendix D: Teacher Reported Frequency of Use by Grade Level and Content Area

Grade K to 2 Teacher Reported Frequency of Use by Grade Level

Frequency of Use	Kindergarten		Grade 1		Grade 2	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Daily use	5.5%	15.0%	12.3%	24.0%	14.5%	34.4%
Weekly use	15.6%	30.5%	18.9%	39.0%	21.9%	35.4%
Monthly use	11.1%	6.8%	14.9%	7.7%	11.8%	8.7%
Quarterly use	4.0%	4.5%	5.3%	7.7%	5.3%	5.8%
Use Total	36.2%	56.8%	51.3%	78.3%	53.5%	84.2%
No use	63.8%	43.2%	48.7%	21.7%	46.5%	15.8%

Grade 3 to 5 Teacher Reported Frequency of Use by Grade Level

Frequency of Use	Grade 3		Grade 4		Grade 5	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Daily use	25.6%	44.6%	26.0%	42.9%	27.8%	44.2%
Weekly use	22.2%	31.1%	22.0%	32.9%	19.2%	30.9%
Monthly use	10.7%	7.1%	10.2%	6.9%	12.2%	7.1%
Quarterly use	3.0%	3.7%	3.1%	5.1%	3.3%	5.6%
Use Total	61.5%	86.5%	61.4%	87.9%	62.4%	87.8%
No use	38.5%	13.5%	38.6%	12.1%	37.6%	12.2%

Middle School Teacher Reported Frequency of Use by Content Area

Frequency of Use	English		Math		Science		Social Studies	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Daily use	54.7%	76.3%	45.9%	74.7%	62.0%	79.2%	63.1%	83.5%
Weekly use	23.1%	19.7%	29.6%	20.7%	18.5%	16.7%	16.5%	12.4%
Monthly use	6.0%	2.0%	10.2%	1.3%	5.6%	1.7%	2.9%	1.7%
Quarterly use	0.9%	0.0%	1.0%	2.0%	0.0%	0.8%	0.0%	0.0%
Use Total	84.6%	98.0%	86.7%	98.7%	87.0%	98.3%	82.5%	97.5%
No use	15.4%	2.0%	13.3%	1.3%	13.0%	1.7%	17.5%	2.5%

High School Teacher Reported Frequency of Use by Content Area

Frequency of Use	English		Math		Science		Social Studies	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Daily use	55.1%	65.9%	44.7%	63.7%	51.3%	72.9%	61.0%	83.2%
Weekly use	23.7%	27.8%	22.4%	25.7%	30.0%	18.8%	23.2%	11.9%
Monthly use	4.2%	1.6%	9.4%	3.5%	2.5%	2.4%	0.0%	1.0%
Quarterly use	0.0%	0.8%	1.2%	2.7%	0.0%	0.0%	0.0%	0.0%
Use Total	83.9%	96.0%	80.0%	95.6%	86.2%	94.1%	85.4%	96.0%
No use	16.1%	4.0%	20.0%	4.4%	13.8%	5.9%	14.6%	4.0%

Appendix E: Staff Agreement Regarding Schoology Enhancing Dispositions Related to Transformational Learning

Teacher Agreement Regarding Schoology Helping Students Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Self-assess and reflect to help personal learning	33.1%	36.9%	46.2%	60.4%	42.5%	57.1%
Use inquiry and collaboration to approach concepts from different perspectives	36.5%	39.3%	45.2%	54.8%	41.9%	57.1%
Demonstrate mastery in critical thinking, communication, creativity, collaboration, and citizenship	39.2%	43.5%	46.7%	59.9%	42.9%	60.9%
Collaborate using digital tools to support learning	42.6%	48.0%	54.9%	68.6%	49.9%	65.6%
Demonstrate mastery through creation of digital work	38.6%	46.1%	48.4%	62.6%	47.3%	63.9%

Note: The other response options were neutral and disagreement.

Administrator Agreement Regarding Schoology Helping Teachers Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Plan personalized learning opportunities	74.5%	83.1%	65.2%	81.6%	78.1%	77.8%
Plan digital learning experiences	85.1%	89.2%	73.9%	86.8%	78.1%	83.3%
Take a personalized, student-centered approach	80.9%	66.2%	69.6%	73.7%	81.3%	80.6%
Leverage digital tools for personalized learning	85.1%	81.5%	69.6%	78.9%	83.9%	83.3%
Incorporate collaboration and connection	80.9%	83.1%	65.2%	86.5%	71.9%	80.6%
Use gradual release and differentiation	78.7%	69.2%	69.6%	76.3%	54.8%	69.4%

ITS Agreement Regarding Schoology Helping Teachers Exhibit Dispositions Related to Transformational Learning

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Plan personalized learning opportunities	83.3%	81.6%	81.3%	100%	75.0%	84.6%

School Level	Elementary		Middle		High	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Plan digital learning experiences	83.3%	95.9%	87.5%	100%	100%	92.3%
Take a personalized, student-centered approach	66.7%	79.6%	87.5%	88.9%	87.5%	69.2%
Leverage digital tools for personalized learning	86.1%	85.4%	93.8%	100%	100%	84.6%
Incorporate collaboration and connection	63.9%	69.4%	87.5%	72.2%	75.0%	84.6%
Use gradual release and differentiation	72.2%	71.4%	75.0%	83.3%	87.5%	84.6%

Note: The other response options were neutral and disagreement.

Appendix F: Schoology Navigational Markers

Schoology Navigational Markers

LEVEL 1 (toes in the water)	LEVEL 2 (waist-high)	LEVEL 3 (all in)
<p>I can access my personal resources and create personal resource collections.</p> <p>I can post updates and announcements to my course, including reminders, class summary, etc.</p> <p>I can create ungraded, graded and shared discussions with due dates.</p> <p>I can create folders, files, links and pages.</p> <p>I can organize learning materials within folders into logical and clear instructional sequences (such as by time, unit or subject). VBCPS Schoology Course Design - Key Features</p> <p>I can create an assignment and tag with aligned learning objective.</p> <p>I can provide feedback and score student assignments. (Document Viewer) (Google Assignment)</p> <p>I know the difference between Schoology Assessment, Test/Quiz, and AMP.</p> <p>I can create and administer an assessment in Schoology Assessment and/or a Test/Quiz.</p> <p>I can add or import a curriculum resource from a T&L curriculum group.</p> <p>I can recognize the difference between an event and an assignment in Schoology.</p> <p>I can maintain an updated calendar of events, assignments and assessments.</p> <p>I can configure an AMP assessment in my course.</p>	<p>I can create a group with a team, including sharing resources.</p> <p>I can share a personal resource collection.</p> <p>I can use the gradebook and view mastery learning data.</p> <p>I can create a media album.</p> <p>I can create a rubric aligned to learning objectives and set it as the grading scale/rubric on an item requiring student submission.</p> <p>I can individually assign tests, quizzes, assignments, and discussions to individual students.</p> <p>I can individually assign folders to individual students.</p> <p>I can embed features such as online videos (e.g. Youtube), Interactive Images (e.g. Padlet), quiz-oriented videos (e.g. PlayPosit), web published presentations (e.g. Google Slides), etc. directly into pages, test and quizzes and assignments in Schoology to promote ease of use and efficient access.</p> <p>I can integrate third party applications into my course content (Discovery Education, Gale Databases, WELNET, CK-12, Playposit, etc).</p> <p>I can set up student completion rules to allow self-paced learning.</p>	<p>I can allow students to contribute to the course via the update feature, discussions and comments within assignments.</p> <p>I can use the workload planning feature to help determine student workload in Schoology.</p> <p>I can access course analytics to identify student use and trends.</p> <p>I can collaborate with colleagues to create and distribute a common assessment in AMP.</p> <p>I can create opportunities for students to share learning artifacts via the portfolios.</p> <p>I can create a personalized student experience.</p>



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August 2019

Endnotes

¹ September 25, 2017 Senior Staff presentation.

² VBCPS Continuity of Learning Plan. Accessed March 20, 2020.

³ VBCPS Emergency Learning Plan. <https://www.vbschools.com/cms/one.aspx?portalId=78094&pageId=26633784>

⁴ Interviews with the Department of Teaching and Learning members.

⁵ C. Antolin. Personal communication. October 14, 2020.

⁶ T. LaGatta and C. Antolin. Interview. July 23, 2019.

⁷ Actions taken regarding recommendations document.

⁸ T. LaGatta and C. Antolin. Personal communication. October 12, 2020.

⁹ AlertNow Messages document, January 28, 2020.

¹⁰ <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=23923167>

¹¹ Based on data obtained from the Department of Technology.

¹² <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=205028>

¹³ <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=23923167>

¹⁴ Actions taken regarding recommendations document.

¹⁵ Costs for the Schoology conference from summer 2019 were not included.

¹⁶ C. Bruno. Personal communication. September 10, 2020.

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Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 2-33.1, 4-4.1, 4-4.2, 4-4.3, 4-6.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write the Office of Planning, Innovation, and Accountability, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone (757) 263-1109 (voice); fax (757) 263-1131; 263-1240 (TDD) or email her at maryann.morrill@vbschools.com.

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December 2020



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

Schoology: Comprehensive Evaluation

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

School Board Meeting Date	Evaluation	Recommendations From the Fall 2020 Program Evaluation	Administration's Recommendations
<u>Information</u> December 15, 2020 <u>Consent</u> January 12, 2021	Schoology: Comprehensive Evaluation	<ol style="list-style-type: none"> 1. Continue Schoology initiative with modifications noted in recommendations 2 through 5. (<i>Responsible Groups: Department of Teaching and Learning; Department of School Leadership; Department of Technology; Office of Planning, Innovation, and Accountability</i>) 2. Continue to communicate Schoology functionality at the elementary school level to encourage elementary school teachers to utilize the various functions of Schoology, such as delivering course content and assessment-related activities. (<i>Responsible Groups: Department of Teaching and Learning; Department of School Leadership; Office of Planning, Innovation, and Accountability</i>) 3. Provide elementary school parents with additional knowledge and support to access their child's academic information and work in Schoology. (<i>Responsible Group: Department of Teaching and Learning</i>) 4. Continue to work toward ensuring secondary level grades entered in Schoology sync with Synergy. (<i>Responsible Groups: Department of Teaching and Learning; Department of Technology</i>) 5. Conduct an evaluation update during 2020-2021 focused on parent perceptions of their access to Schoology. (<i>Responsible Group: Office of Planning, Innovation, and Accountability – Office of Research and Evaluation</i>) 	The administration concurs with the recommendations from the program evaluation.



Subject: Policy Review Committee Recommendations **Item Number:** 14C 1-5

Section: Information **Date:** December 15, 2020

Senior Staff: Marc A. Bergin, Ed.D., Chief of Staff

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

Presenter(s): School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney

Recommendation:

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 November 12, 2020 meeting and presented to the School Board for Information at the December 15, 2020 Meeting, and now presented for the Consent Agenda.

Background Summary

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

The PRC recommends amending the Bylaw: to clarify the process for certifying voting to go into closed session; to clarify the expectation regarding confidentiality of closed meeting items; clarify when electronic meetings are allowed and the procedures for remote participation in meetings.

2. Bylaw 1-38/ Regular Meetings, Time, Place, Order of Business, Recessed Meetings, Work Sessions/Public Hearing

The PRC recommends amending the Bylaw to add Section E which will authorize the Chair, Clerk or Superintendent to make reasonable and necessary decisions regarding how meetings are prepared and conducted when Bylaws, policies, regulations or laws do not address the matter or when there is insufficient time for the School Board to take action.

3. Policy 2-59 / Outside Legal Counsel

The PRC recommends amending the Bylaw to clarify the process for the School Board to approve payment of legal fees incurred by employees related to their work for the School Division.

4. Policy 4-17 / Suspension of Work of Teachers or Classified Employees

The PRC recommends amending the Policy to differentiate between disciplinary and administrative suspensions and to clarify when an employee will be on investigatory suspension without pay.

5. Policy 4-39 / Employee Professional Development and Growth in Job Skills

The PRC recommends adding Section D Training to incorporate a new statutory change that requires that employees be trained on mental health awareness.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meetings of November 12, 2020

Budget Impact:

SCHOOL BOARD BYLAWS

Open Meetings and Closed Meetings

A. Open Meetings

Meetings of the School Board shall be open to the public except those meetings when the School Board adjourns to a closed meeting by a majority vote of the School Board. Such meetings shall be conducted in accordance with the legal references to this Bylaw.

B. Closed Meetings

1. Authority/Attendees

The Code of Virginia permits closed meetings in order to discuss specific topics in private. Closed meetings must be convened by polled vote of the majority of the Members in attendance in public session. No action may be taken in closed meetings. In open session immediately following any closed meeting, the School Board Members must certify by a polled vote that no matter was discussed in closed meeting that was not encompassed in the topics authorized in the motion to convene in closed meeting- Any School Board Member who believes that there was a departure from the requirements for closed session set forth in Virginia Code § 2.2-3712, as amended shall so state at the time of the departure from the subject of the closed meeting and prior to the vote, indicating the substance of the departure that, in the School Board Member's judgment, has taken place. The statement shall be recorded in the minutes of the public body.

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

2. Minutes

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

- a. Date, time and place of meeting;
- b. Record of all persons in attendance;
- c. Motion for Closed Meetings;
- d. Certification of Closed Meetings; and
- e. Any action taken.⁵⁷

Closed meetings shall not be tape recorded with the exception of student discipline hearings which may be recorded by the School Board.

3. Confidentiality of Closed Meeting items

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

C. Electronic communication meetings

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

1. the catastrophic nature of the declared state of emergency makes it impracticable or unsafe to assemble a quorum in a single location; and

2. the purpose of the meeting is to address the emergency;

3. under other conditions allowed by the Governor or the Virginia General Assembly and adopted by the School Board;

4. The School Board must give public notice using the best available method given the nature of the emergency, which notice shall be given contemporaneously with the notice provided to School Board Members;

5. Agenda packets and all nonexempt materials should be available electronically or at all locations where public access will be provided and at the same time as the meeting;

6. Arrangements must be made for the public to access the meeting;

7. The meeting minutes must state the nature of the emergency, the fact that the meeting was held by electronic communication means, and the type of electronic communication means by which the meeting was held.

8. Votes taken during any such meeting shall be recorded by the name in the roll-call fashion and included in the minutes;

9. School Board Committees may follow the same procedures for electronic meetings; and

10. The Clerk of the School Board or designee will make a written report of such meeting as required by the Virginia Freedom of Information Act.

D. Remote location participation

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

1. Temporary or permanent disability or other medical condition that prevents physical attendance.

a. On or before the day of a meeting, a School Board Member must ~~(1)~~ notify the School Board Chair for School Board Meetings or the School Board Committee Chair for Committee Meetings that the School Board Member is unable to attend the meeting due to a temporary or permanent disability or other medical condition that prevents the School Board Member's physical attendance.

b. The Chair or designee will note during the meeting that the School Board Member is remotely participating due to a temporary or permanent disability or other medical condition that prevents the School Board Member's physical attendance. The location from which the School Board Member participates will be included in the meeting minutes but the exact nature of the disability or medical condition does not need to be announced publicly or be included in the meeting minutes. ~~Chairman that he or she is unable to attend the meeting due to an emergency or personal matter;~~

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

the Committee members must vote to discontinue the remote participation.

2. Personal matter prevents physical attendance.

a. On or before the day of a meeting, a School Board Member must notify the School Board Chair for School Board Meetings or the School Board Committee Chair for Committee meetings that the School Board Member is unable to attend the meeting due to a personal matter and must identify the with specificity the nature of the personal matter;

b. ~~(2) identify, with specificity, the nature of the emergency or personal matter; and (3) The~~ Chair will note during the meeting School Board records in its minutes the specific nature of the ~~emergency or personal matter~~ and the remote location from which the School Board Member is participating; ~~ed.~~

c. During a calendar year, a School Board Member will be limited to remote participation two times for School Board Meetings and two times each for every School Board Committee that the School Board Member is assigned to serve on. Once a School Board Member has participated remotely two times under this subsection, the Chair or designee will inform a School Board Member that no further remote participation will be allowed during the calendar year for personal reasons.

~~Each School Board Member's remote location participation shall be limited to two (2) meetings or twenty five percent (25%), whichever is fewer, each calendar year.~~ 3. A School Board Members' remote location participation shall be counted separately for School Board Meetings and each School Board Committee meeting when considering limitations on use of remote location participation.

4. In any meeting at which one or more School Board Members participates from a remote location, ~~the following conditions must be met:~~

~~(1)~~ a quorum of the School Board or the School Board Committee must physically assemble at the primary or central meeting location; and ~~(2)~~ the Chair or designee School Board must make arrangements for the voice of the remote participant(s) to be heard by all persons at the primary or central meeting location. The Chair or designee The Chair or designee will determine the appropriate method, if reasonably available, for the School Board Member to remotely participate in meeting.

5. School Board Members may not participate from a remote location in any closed session meeting. The School Board may make exceptions to this restriction regarding closed session participation by a majority vote of the School Board or the Committee Members prior to the beginning of any closed session meeting.

6. Conditions regarding remote location participation may be suspended or modified in accordance with applicable School Board action or resolution, Governor's action, or Virginia General Assembly action.

Editor's Note

For requirements regarding meetings of Board committees see Bylaw 1-28.

Legal Reference

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

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

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

Related Links

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

Adopted by School Board: July 21, 1992

Amended by School Board: September 5, 1995

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: May 14, 2002

Amended by School Board: December 2, 2008

Amended by School Board: September 1, 2015

Amended by School Board: August 2, 2016

Amended by School Board: 2020

SCHOOL BOARD BYLAWS

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

A. Time and Place

Effective January 1, 2018, regular meetings of the School Board will generally be held on the second and fourth Tuesday of each month, or on the dates and times designated by the School Board at its annual organizational meeting and as thereafter modified, in the School Board chambers of the School Administration Building. Only one regular meeting may be scheduled in the months of July, August and December.

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

B. Order of Business

The normal order of business at regular meetings shall be established in the Standing Rules.

C. Recessed Meetings

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

D. Work Session/Public Hearing

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

E. Decisions regarding how School Board meetings are conducted

When School Board Bylaws, policies, regulations or applicable law or regulation do not adequately address how School Board Meetings are conducted or when insufficient time is available for the School Board as a

whole to take action before such Meeting, the Chair, Clerk or Superintendent or their designees are authorized to make reasonable and necessary decisions regarding how such meetings are to be prepared and conducted.

Editor's Note

For public notification of meetings see School Board Policy 7-2.

The Standing Rules are located in Appendix B of these Bylaws.

Legal Reference

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

Related Links

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

School Board Bylaws [Appendix B](#).

Adopted by School Board: July 21, 1992

Amended by School Board: September 21, 1993

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: October 10, 2017

ADMINISTRATION

Outside Legal Counsel

A. Employment of Outside Counsel

1. Authority to Employ Outside Legal Counsel

- a. The School Board shall determine whether it is necessary and/or advisable that outside legal counsel (hereinafter "outside counsel") be employed to represent: i) the School Board; ii) an individual School Board Member; iii) the Superintendent; or iv) any School Division official; and only the School Board, or its duly authorized designee, shall be authorized to employ such counsel. Unless otherwise specifically directed by the School Board at the first meeting in July of each year or as otherwise specified, the School Board's duly authorized designee for legal matters shall be its in-house legal counsel. Under no circumstance shall outside counsel be employed unless the School Board or Chairman has given prior approval of such employment.
- b. If an individual School Board Member or official desires to be represented by legal counsel pursuant to Virginia Code § 22.1-82, the School Board Member or official shall not directly employ such counsel, but shall request the School Board to employ such counsel on his or her behalf. If the School Board does not authorize employment on behalf of the School Board Member or official, and legal representation is not provided under a School Board insurance policy, the School Board Member or official will be responsible for the employment and costs for retaining legal counsel.
- c. Notwithstanding the above, the Superintendent may employ outside counsel to represent the School Administration on employee grievances. Prior to employing such counsel, the Superintendent must: i) seek the advice and recommendations of the School Board's legal counsel concerning the specific attorney or law firm whose services should be employed; ii) consider the selection criteria set forth in subsection A(2) below; and iii) notify the School Board Chairman of his or her intent to employ such counsel. Additionally, the Superintendent must obtain the approval of the School Board prior to expending funds in excess of \$7,500 for outside legal counsel on any given employee grievance.

- d. Prior to the employment of outside counsel pursuant to paragraph A(1)(a), (b) or (c) above, the School Board, its duly authorized designee, or the Superintendent, as applicable, shall contact the Department of Budget and Finance to determine whether sufficient funds are available for such employment.

2. Selection Criteria

In determining which outside counsel should be employed, the following criteria shall be considered:

- a. The attorney's or law firm's ability, reputation and experience in the area of the legal services involved;
- b. The cost of legal services to be provided;
- c. Whether the attorney or firm has an office(s), or the attorney principally resides, in the South Hampton Roads area (i.e., the cities of Virginia Beach, Chesapeake, Norfolk, Portsmouth, and Suffolk). (It is the intent of the School Board that outside counsel will be employed from the South Hampton Roads area unless it determines, based upon the facts of a specific matter, that the employment of such counsel from out of the area would be in the best interest of the School Board and the School Division);
- d. Whether the attorney or firm currently represents, or has previously represented, a third party in legal action against the School Board or the City;
- e. Whether the attorney or firm currently has, or has previously had, any other type of involvement or connection with a third party who is, or has been, engaged in an adversarial relationship with the School Board or the City;
- f. Whether the attorney or firm is currently providing, or has previously provided, satisfactory services to the School Board or the City; and
- g. Whether the attorney is a member of the immediate family of a School Board Member, a City Council Member, the Superintendent, or a School Division administrator or employee, or whether the firm or the attorney employs a School Board Member, a City Council Member, the Superintendent, a School Division administrator or employee, or a member of any such individual's immediate family. A "member of the immediate family" shall be deemed to include a spouse, son, daughter, stepson, stepdaughter, father, mother, stepfather, stepmother, grandfather, grandmother, sister, brother, stepsister, stepbrother, aunt, uncle, son-in-law, daughter-in-law, father-in-law, mother-in-law,

sister-in-law or brother-in-law. (It is the intent of the School Board not to employ outside counsel having a relationship as described herein unless it determines, based upon the facts of a specific matter, that the employment of such counsel would be in the best interest of the School Board and the School Division.)

3. Direction and Reporting

- a. Outside counsel shall work at the direction of the School Board, or the School Board's duly authorized designee. The School Board's duly authorized designee is authorized to agree to settlement, mediation, reconciliation or resolution terms for specific matters which do not amount to more than \$20,000 in settlement and costs for a specific matter and for which the School Board has been previously informed of the nature of the claim and authorized settlement as deemed appropriate under the circumstances.
- b. Outside counsel shall report directly to the School Board through its Chairman, or through the School Board's duly authorized designee; provided, however, that if outside counsel has been employed by the Superintendent pursuant to subsection A(1)(b) above, or has been employed by the School Board or its duly authorized designee to directly represent the Superintendent or an individual School Board Member, such outside counsel shall report to the Superintendent or the School Board Member, as applicable. Whenever outside counsel provides a report of its activities to the School Board or the School Board's duly authorized designee, such report shall be simultaneously made available to the Superintendent unless such counsel has been employed to represent the School Board in a matter against the Superintendent, or to represent an individual School Board Member.

B. Reimbursement of Employee Legal Expenses

1. Employees may request that the School Board reimburse the employee the legal costs related to defending a criminal charge brought against the employee in the employee's capacity as a School Division employee as well as the legal costs to have such criminal charges expunged from the employee's criminal history record.
2. A request for reimbursement of such costs may be made after such charge is dismissed, "nolle prossed" or final verdict of "not guilty" is rendered. The employee may wait to submit a request for reimbursement until an expungement order has been issued.
3. A request for reimbursement of legal costs and/or the cost to expunge the employee's criminal record should be submitted to the Superintendent or

designee. Included with the request for reimbursement should be the following:

- a. Documentation to support that the employee was named as the defendant in a criminal case and that such criminal charges were brought against the employee in the employee's capacity as a School Division employee;
- b. The warrant, summons, indictment or other prosecution document with the charges;
- c. Documentation that: the employee was found not guilty; the charges or indictment was dismissed; the statute of limitations has expired on the charges; the charges were nolle prossed; or other evidence that the employee does not have criminal charges related to the warrant, summons or indictment;
- d. A court order expunging the employee's criminal history record of such charge(s) or indictment(s).
- e. Evidence that the employee paid the legal fees, related costs, and/or expungement costs.
- f. The Superintendent or designee or the School Board may request further documentation or evidence from the employee to support the request for reimbursement.

~~1. In those cases in which an employee retains an attorney to defend the employee in a criminal matter and seeks reimbursement of legal expenses from the School Board pursuant to Virginia Code § 22.1-83, the following shall be required of the employee before the School Board will consider exercising its discretion to pay such legal expenses:~~

- ~~a. The arrest, indictment, or other prosecution must be on a charge arising out of an act committed by the employee in the discharge of his/her duties as an employee of the School Board;~~
- ~~b. Such charge must be subsequently dismissed or a verdict of "not guilty" rendered; and~~
- ~~c. The attorney representing the employee must have contacted the School Board's legal counsel in advance of accepting the case and discussed the range of legal fees generally considered reasonable for the type of case being handled.~~

4. The Superintendent or designee will review the submitted documentation and make a written determination as to: 1) whether the charges arose out of the employee's position as a School Division employee; 2) whether the Superintendent recommends that the School Board reimburse the employee as requested.

5. The Superintendent or designee will prepare the employee's request for reimbursement with supporting documentation for inclusion on a School Board Agenda.

6. It is in the sole discretion of the School Board whether to reimburse the legal fees, related expenses and expungement costs incurred by an employee, and The School Board will not reimburse any such fees or legal expenses unless it deems them reasonable and determines that such reimbursement is in the best interest of the School Division. The School Board may consult with School Board legal counsel or the Superintendent or staff regarding the reasonableness of any such requests for reimbursement or as to other matters related to the criminal charge(s) or indictment(s) or expunge process.

2.7. The School Board may waive any portion of the procedures set forth in this Section of the Policy.

Legal Reference

Code of Virginia § 22.1-82, as amended. Employment of counsel to advise or defend school boards or officials; payment of costs, expenses and liabilities; consent of governing bodies required prior to institution of proceedings.

Code of Virginia § 22.1-128, as amended. Title to school board real estate.

Code of Virginia § 22-83, as amended. Payment of employees legal fees and expenses.

Code of Virginia § 2.2-4343, as amended. Exemption from operation of chapter for certain transactions.

School Board Bylaw 1-5, as amended. Legal Counsel.

Related Links

School Board [Bylaw 1-5](#)

Adopted by School Board: October 7, 1997

Amended by School Board: December 3, 2013

Amended by School Board: February 12, 2019

Amended by School Board: 2020

PERSONNEL

Suspension From Work or Administrative Leave

A. Suspensions Without Pay for Disciplinary Reasons

An employee may receive a suspension without pay as discipline as a result of founded misconduct or unsatisfactory work performance. A suspension without pay means that the employee shall not be allowed to work for a specified period of time, nor be paid for ~~his or her~~their absence from work during the period of suspension.

An employee who is classified as a “non-exempt” employee in accordance with the Fair Labor Standards Act may be suspended without pay for a number of hours or up to five (5) days to be determined by the Chief Human Resources Officer. An employee who is classified as an “exempt” employee in accordance with the Fair Labor Standards Act may only be suspended without pay for an entire workweek or in multiples of a workweek, i.e., one week, two weeks, three weeks, etc. However, if the “exempt” employee is being disciplined for violating a major safety rule, ~~he or she~~they may be suspended without pay for a number of hours or days.

B. ~~Investigatory Suspensions Without Pay and~~ Administrative Leave With Pay

The Superintendent or ~~his/her~~ designee is authorized to temporarily relieve an employee of ~~his or her~~their duties pending an investigation into an allegation of employee misconduct or unsatisfactory work performance. Under such circumstances, the Superintendent or designee may ~~choose to suspend the employee without pay, in accordance with subsection C or to~~ place the employee on administrative leave with pay, pending the completion of the investigation and any subsequent corrective action. An employee's placement on unpaid investigatory suspension or paid administrative leave pending the outcome of an investigation shall not be considered disciplinary in nature. No determination regarding the alleged misconduct or unsatisfactory performance shall be made until the administrative investigation is concluded and sufficient facts have been gathered.

C. ~~Grounds and Procedure for Investigatory Suspensions~~Administrative Leave Without Pay

A teacher or other employee, whether full-time, part-time, permanent or temporary, may be suspended without pay for good and just cause when the safety or welfare of the School Division or the students therein is threatened, or when the teacher or employee has been charged by summons, warrant, indictment or information with the commission of a felony or a misdemeanor involving: i) sexual assault as set forth in Virginia Code Title 18.2; ii) obscenity and related offenses as established in Virginia Code Title 18.2; iii) drugs as established in Virginia Code Title 18.2; iv) moral turpitude; or v) the physical or sexual abuse, or neglect of a child; or an equivalent offense in another state.

1. ~~Suspension-Administrative leave~~ without pay for criminal charges

Teachers or employees suspended because of being charged by summons, warrant, information or indictment with one of the offenses in subsection C may be suspended without pay. If a teacher or employee is suspended without pay, an amount equal to ~~his or her~~their salary while on suspended status shall be placed in an interest-bearing demand escrow account. Upon being found not guilty of one of the offenses, or upon dismissal or nolle prosequi of the charge, the teacher or employee will be reimbursed all unpaid salary and accrued interest from the escrow account, less any earnings received by the teacher or employee during the period of suspension. In no event will payment exceed one year's salary.

In the event a teacher or employee is found guilty by an appropriate court of one of the offenses, and after all available appeals have been exhausted and the conviction is upheld, all funds in the escrow account shall be repaid to the School Board.

The placing of a teacher or an employee on probation by a court pursuant to the terms of Virginia Code § 18.2-251 will be deemed a finding of guilt for the purposes of salary reimbursement.

2. Hearing before School Board for classified employees

Prior to placing a classified employee on an investigatory suspension without pay for a period of five to sixty days for a matter not listed in subsection C, the classified employee must be advised in writing of the reason for the suspension and afforded the opportunity for a hearing before the School Board. The classified employee will continue to receive ~~his or her~~their then applicable salary unless and until the School Board, after a hearing, determines otherwise.

3. Hearing before the School Board for teachers

Prior to placing a teacher on an investigatory suspension without pay for any period of time for a matter not listed in subsection C, the teacher must be advised in writing of the reason for the suspension and afforded the opportunity for a hearing before the School Board. The teacher will continue to receive ~~his or her~~their then applicable salary unless and until the School Board, after a hearing, determines otherwise.

D. Insurance benefits

No teacher or employee shall have ~~his or her~~their health insurance benefits suspended or terminated because of such suspension in accordance with this ~~p~~Policy. However, the employee will be responsible for making the employee portion of premium payments for health benefits coverage.

Legal Reference

Code of Virginia § 18.2-251, as amended. Persons charged with first offense may be placed on probation; conditions; screening, assessment and education programs; drug tests; costs and fees; violations; discharge.

Code of Virginia § 22.1-315, as amended. Grounds and Procedures for Suspension.

Adopted by School Board: June 8, 2004

Scrivener's Amendments: February 11, 2014

Amended by School Board: June 26, 2018

PERSONNEL

Employee Professional Development & Growth in Job Skills

The School Board encourages employees to participate in activities that will expand the employee's knowledge and will increase professional competency as well as continuing growth in skills, techniques, and human relations. To the extent that the budget allows, the School Board shall provide opportunities for employees to participate in activities outside the School Division and shall offer in-service training programs within the School Division.

The Superintendent or designee may approve programs and activities, to the extent that the School Board has budgeted funds.

A. Teacher Orientation

1. Each school's administration shall develop a program for the orientation of new teachers. In planning the program provisions will be made for current staff involvement.
2. The Department of Planning, Innovation, and Accountability shall develop division-wide programs for the orientation of new teachers.

B. Release Time

1. Administrators shall adjust employee schedules to permit attendance at professional workshops and on-the-job- training programs when such attendance does not disrupt the educational needs of the school or department. Administrators have discretion to determine adjustments and approval of attendance at such events.
2. Professional development activities may occur year round and may be required to be completed outside of contract dates and/or hours. Attendance at professional development may be excused as determined by the supervising administrator. Professional development activities shall be reasonable in number and duration, with sufficient notice provided.

C. Tuition Reimbursement

Eligible employees may qualify for employee professional development reimbursement for college course tuition and/or vocational/technical or professional development course tuition/registration in an amount approved by the School as part of the annual budget. The Chief Human Resources Officer may approve additional reimbursement for coursework in high need and/or critical shortage areas. The amount to be reimbursed must be within the funds appropriated annually by the School Board and within the budget.

D. Trainings

~~1. — As required by law, the School Board Every teacher will be required to complete a mental health awareness training. The School Board authorizes authorizes the Superintendent or designees to establish such training for teachers and other employees, including mental health awareness training and other required trainings.~~

Editor's Note

See Regulation 4-39.1: Employee Professional Development Reimbursement

See Policy 4-65 Meetings and Conferences

Related Links

School Board [Regulation 4-39.1](#)

School Board [Policy 4-65](#)

Legal Authority

Code of Virginia § 22.1-298.6, as amended. Mental Health Awareness Training.

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: August 6, 2002

Amended by School Board: October 2, 2012

Amended by School Board: October 10, 2017

Amended by School Board: August 27, 2018

Amended by School Board: 2020



Subject: 2020-21 Plan Updates **Item Number:** 14D

Section: Information **Date:** December 15, 2020

Senior Staff: Marc A. Bergin, Ed.D., Chief of Staff

Prepared by: Marc A. Bergin, Ed.D., Chief of Staff

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 updates on student scheduling for the second term and preliminary plans for student scheduling for the 2021-22 school year.

Background Summary:

The “VBCPS Fall 2020 Plan” was approved by the School Board on July 28, 2020?

Source:

School Board Minutes – July 28, 2020

Budget Impact:

TBD



Subject: Closed Session Item Number: 19

Section: Closed Meeting Date: December 15, 2020

Senior Staff: N/A

Prepared by: Ms. Kamala Lannetti, Deputy City Attorney

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

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. **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
 - A. Discuss and consider the Superintendent's evaluation instrument and mid-year evaluation.
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: namely to discuss
 - A. Status of certain pending complaints and or litigation against the School Division;
3. **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