



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

Beverly M. Anderson, Chair
At-Large

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

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 T. Rye
District 5 - Lynnhaven

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting Agenda

Tuesday, September 10, 2019

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

In accordance with School Board Bylaw 1-48 §G, "No person attending a meeting of the School Board, in any capacity, shall use or allow to sound any device in a manner that disrupts the conduct of business within the room in which the School Board is meeting"

INFORMAL MEETING

1. **Convene School Board Workshop (einstein.lab) 4:00 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. Standards of Learning Student Performance 2018-19
 - C. Update on Social Emotional Learning (SEL)
2. **Closed Meeting: Personnel Matters, Real Property, and Legal Matters**
3. **School Board Recess..... 5:30 p.m.**

FORMAL MEETING

4. **Call to Order and Electronic Roll Call (School Board Chambers)..... 6:00 p.m.**
5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognition**
National Institute of Governmental Purchasing – 2019 Ethics in Action Video Contest First Place Winner
7. **Superintendent's Report**
8. **Hearing of Citizens and Delegations on Agenda Items**
The School Board will hear public comment on items germane to the School Board Agenda for the meeting from citizens who have signed up to speak with the Clerk of the School Board. Citizens are encouraged to sign up by noon the day of the meeting by contacting the Clerk at 263-1016 and shall be allocated 4 minutes each until 7:30 p.m., if time is available. If time does not permit all members of the public to speak before 7:30 p.m., an additional opportunity for public comment on Agenda items may be given after the Information section of the Agenda. All public comments shall meet the [Board Bylaw 1-48](#) requirements for Decorum and Order.
9. **Approval of Minutes: August 27, 2019 School Board Regular Meeting**
10. **Adoption of the Agenda**



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, September 10, 2019

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11. Consent Agenda

All items under the Consent Agenda are enacted on by one motion. During Item 11 – 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. Resolutions:

1. National Hispanic Heritage Month
2. Suicide Prevention Week

B. Program Evaluation Schedule for 2019-20

C. Procurement of Architectural/Engineering Services Annual Contract (moved to Info 13D)

D. Procurement of Geotechnical/Engineering Testing Services Annual Contract (moved to Info 13E)

12. Action

Personnel Report / Administrative Appointment(s)

13. Information

A. Budget Calendar FY21: School Operating Budget FY2020-21 and Capital Improvement Program (CIP) 2020/21 through 2025/26

B. Positive Behavioral Interventions and Supports (PBIS) Evaluation Readiness Report

C. Policy Review Committee Recommendations

1. Policy 2-42 School Improvement Process
2. Policy 3-90 Contract Execution Policy for Capital Improvement Program (CIP) Projects
3. Policy 4-16 Resignation (removed from the agenda)
4. Policy 5-3 Formulation of Student Rules and Regulations
5. Policy 6-26 Evaluation of New and Existing Programs
6. Policy 7-66 Membership in Educational Associations: Southern Association of Colleges and Schools

D. 11C

E. 11D

F. Proposal to Create an Ad Hoc Committee for Student Discipline (added during Adoption of the Agenda)

14. Standing Committee Reports

15. Conclusion of Formal Meeting

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

At this time, the School Board will hear public comment on items germane to the business of the School Board that are not on the School Board's Agenda for the meeting from citizens who sign up to speak with the Clerk of the School Board by 3:00 p.m. the day of the meeting and shall be allocated 4 minutes each. All public comments shall meet the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

17. Workshop (as needed)

18. Closed Meeting (as needed)

19. Vote on Remaining Action Items

20. Adjournment



Subject: Standards of Learning Student Performance - 2018-2019 **Item Number:** 1B

Section: Workshop **Date:** September 10, 2019

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

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

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

Recommendation:

That the School Board receive information related to the 2018-2019 Standards of Learning Student Performance, *A Closer Look*, presentation.

Background Summary:

The Virginia Department of Education has released annual Standards of Learning pass rates. The rates are posted as a part of Virginia's School Quality Profiles. This presentation will review these pass rates and compare the rates for our division to the state.

Source:

The Virginia Department of Education Website.

Budget Impact:

None



Subject: Update on Social Emotional Learning (SEL) **Item Number:** 1C

Section: Workshop **Date:** September 10, 2019

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

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

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

Recommendation:

That the School Board receive an update on Social Emotional Learning (SEL).

Background Summary:

This presentation will provide the School Board with an update regarding Social Emotional Learning (SEL).

Source:

N/A

Budget Impact:

N/A



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Closed Session Item Number: 2

Section: Closed Meeting Date: September 10, 2019

Senior Staff: N/A

Prepared by: Ms. Kamala Hallgren Lannetti, Deputy City Attorney

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

Recommendation:

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, 3 and 7 of the *Code of Virginia*, 1950, as amended, for

- A. Personnel Matters: Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees pursuant to Section 2.2-3711(A) (1); namely to discuss
 1. a determination regarding Employee Grievance Case No. 523-06-03-19; and
 2. a contract matter for a specific administrator; and
 - 2-3. a determination regarding a Petition for Revocation of Professional Collegiate License CP354728 .
- B. Real Property: Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body pursuant to Section 2.2-3711(A) (3); namely to discuss status of a pending sale of property in the Beach District 6.
- C. Legal Matters: Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation where such consultation or briefing in an open meeting would adversely affect the negotiating or litigating posture of the Board or consultation with legal counsel employed or retained by the Board regarding specific legal matters requiring the provision of legal advice by such counsel, pursuant to Section 2.2-3711 (A) (7); namely to discuss procedure for employee grievance case.

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:



Subject: National Institute of Governmental Purchasing – 2019 Ethics in Action Video Contest First Place Winner **Item Number:** 6A

Section: Student, Employee and Public Awards and Recognition **Date:** September 10, 2019

Senior Staff: Ms. Natalie Allen, Chief Communications and Community Engagement Officer, Department of Communications and Community Engagement

Prepared by: Ms. Rosemary Gladden, Public Relations Coordinator

Presenter(s): Mrs. Beverly Anderson, Chairwoman, and Dr. Aaron C. Spence, Superintendent

Recommendation:

That the School Board recognize three Office of Purchasing Services staff members and two Virginia Beach City Public Schools students who produced a video that won first place in the National Institute of Governmental Purchasing's 2019 Ethics in Action Video Contest.

Background Summary:

The National Institute of Governmental Purchasing (NIGP) is a professional organization with approximately 15,000 members across the United States and Canada. This is the third annual year of the contest, which is sponsored by the organization to raise awareness or propose solutions for critical issues related to ethics. Winners were announced at the organization's 2019 national forum held Aug. 25-28 in Austin, Texas.

Source:

Office of Purchasing Services

Budget Impact:

None



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

Section: Approval of Minutes **Date:** September 10, 2019

Senior Staff: N/A

Prepared by: Dianne P. Alexander, School Board Clerk

Presenter(s): Dianne P. Alexander, School Board Clerk

Recommendation:

That the School Board adopt minutes from their August 27, 2019 regular meeting as presented.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



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Laura K. Hughes At-Large	Victoria C. Manning At-Large	Jessica L. Owens District 3 – Rose Hall
Trenace B. Riggs District 1 – Centerville	Carolyn T. Rye District 5 - Lynnhaven	Carolyn D. Weems District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES

Tuesday, August 27, 2019

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

INFORMAL MEETING

1. ***Convene School Board Workshop:*** The School Board convened in the einstein.lab in workshop format at 4:00 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Ms. Hughes who was absent from the meeting.
 - A. **School Board Administrative Matters and Reports:** Chairwoman Anderson launched the annual, methodical process of School Board members signing up to adopt schools for the new school year 2019-20. Ms. Manning agreed to make selections for Ms. Hughes in her absence. Chairwoman Anderson distributed a revision to the Personnel Report, and proposed an adjustment to the meeting agenda to allow for action to be taken on the Dental Plan Information item during Vote on Remaining Action Items prior to the School Board entering a second closed session since the Information Item is a repeat of what was first introduced at the August 13 workshop. In response to an inquiry, Chairwoman Anderson advised the Superintendent's goals and other personnel matters will be discussed in the afternoon closed session with the Employee Grievance matter scheduled to take place in a second closed session after the formal meeting. There were no further School Board administrative matters or reports presented. This portion of the workshop concluded at 4:07 p.m.
 - B. **Capital Improvement Program (CIP) Construction Projects Update:** John "Jack" Freeman, Chief Operations Officer, and Tony L. Arnold, Executive Director of Facilities Services, presented an update on Capital Improvement Program (CIP) projects to include John B. Dey Elementary School modernization; Thoroughgood Elementary School replacement; Princess Anne Middle School replacement; and Plaza Annex addition. Additionally, an overview of summer infrastructure projects totaling \$22.4 million was provided to include HVAC and roof replacement at Landstown elementary and middle schools; new chiller addition at the School Administration Building; replacement of two closed circuit coolers



at Pembroke Elementary School; replacement of the make-up air unit (MUAU), tennis courts and stadium lights at Salem High School; installation of baseball/softball athletic field lights at five high schools (Kempsville, Ocean Lakes, Princess Anne, Salem, and Tallwood); status of elementary school playground equipment at four schools in Phase I 2019; and gym floor replacements at ten elementary schools. Operating budget projects at \$4 million included HVAC at Cooke Elementary School, Bayside Middle School Café; and Bayside High School coffee shop; Kempsville High School flooring and wall tiles; Newtown Elementary carpet; and elementary school kitchen renovations supporting scratch cooking at Glenwood, Linkhorn Park, New Castle, Seatack, and White Oaks elementary schools. Finally, an update on the Long-Range Facilities Master Plan accepted by the School Board in September 2018 was reported. This portion of the workshop concluded at 4:44 p.m.

- C. Professional Learning for Excellence: Donald E. Robertson, Jr., Ph.D., Chief Schools Officer, presented information related to the vision and process used to select and provide high quality professional learning to all division staff. He explained professional learning as an integral part of helping all staff develop the skills necessary to excel in their specific roles, and reviewed the research and drivers considered throughout the selection process. Also presented was an overview of the Frontline platform used to manage and track professional learning activities, and summary of the various delivery methods and options offered to instructional as well as support staff. He reported outcomes on how professional learning is serving staff derived from the Virginia Department of Education's (VDOE) working conditions survey, staff reports on the Navigational Markers, and testimonials indicate the division is meeting the needs of staff.

The workshop concluded at 5:00 p.m.

2. ***Closed Meeting #1 of 2: Personnel Matters and Legal Matters***: Vice Chair Melnyk made a motion, seconded by Ms. Riggs, that the School Board recess into a closed session pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1 and 7 of the *Code of Virginia*, 1950, as amended, for

- A. Personnel Matters: Discussion of or consideration of interviews of prospective candidates for employment, assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees, pursuant to Section 2.2-3711, (A) (1); namely to
- discuss a determination regarding Employee Grievance Case No. 523-06-03-19;
 - discuss and consider the Superintendent's annual goals and performance expectations; and
 - discuss the employment status of two employees.
- B. Legal Matters: Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation where such consultation or briefing in an open meeting would adversely affect the negotiating or litigating posture of the Board or consultation with legal counsel employed or retained by the Board regarding



specific legal matters requiring the provision of legal advice by such counsel, pursuant to Section 2.2-3711 (A) (7); namely to discuss procedure for employee grievance case.

The motion passed (ayes 10, nays 0) and the School Board entered into a closed session at 5:03 p.m.

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

A. Personnel Matters:

1. discuss a determination regarding Employee Grievance Case No. 523-06-03-19:
Due to time constraints, this item was not discussed at this time. See Item 19
3. discuss the employment status of two employees: School Board members with the exception of Ms. Hughes who was absent from the meeting; Superintendent Spence; Marc A. Bergin, Ed.D., Chief of Staff; John A. Mirra, Chief Human Resources Officer; Donald E. Robertson, Jr., Ph.D., Chief Schools Officer; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.
2. discuss and consider the Superintendent's annual goals and performance expectations: School Board members with the exception of Ms. Hughes who was absent from the meeting; Superintendent Spence; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.

B. Legal Matters: Due to time constraints, this item was not discussed at this time. See Item 19

The School Board reconvened in an open meeting at 5:28 p.m.

Certification of Closed Meeting: Vice Chair Melnyk made a motion, seconded by Ms. Riggs, that the School Board certifies that to the best of each member's knowledge, 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 only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered. The motion passed (ayes 10, nays 0).

3. ***School Board Recess:*** The School Board recessed at 5:29 p.m. to reconvene in School Board Chambers for the formal meeting at 6:00 p.m.

FORMAL MEETING

4. ***Call to Order and Roll Call:*** Chairwoman Anderson called the formal meeting to order in School Board Chambers at 6:00 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Ms. Hughes who Chairwoman Anderson announced was out of town.
5. ***Moment of Silence followed by the Pledge of Allegiance***



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6. ***Student, Employee and Public Awards and Recognition***
- A. ***SkillsUSA – First Place Winners:*** The School Board recognized two Advanced Technology Center (ATC) students who won first place in their respective categories at the SkillsUSA competition.
 - B. ***Future Business Leaders of America – First Place Winner:*** A student from the Advanced Technology Center (ATC) was recognized as a first place winner in word processing at the Future Business Leaders of America national conference.
7. ***Superintendent's Report:*** Superintendent Spence's report featured the Scratch Cook initiative.
8. ***Hearing of Citizens and Delegations on Agenda Items:*** None
9. ***Approval of Minutes:*** August 13, 2019 School Board Regular Meeting: Ms. Riggs made a motion, seconded by Ms. Felton, that the School Board approve the minutes of their August 13, 2019 Regular Meeting as presented. Ms. Manning proposed a substitute motion (seconded by Ms. Weems later in the discussion) to amend page 2 to insert statements made during the closed session as rationale for three School Board members voting in opposition to the closed session certification, and cited consultation with the Virginia Freedom of Information Act (FOIA) council suggested the reason for the "substance of departure" be recorded. School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney, stated that based on a review of all of the facts and prior guidance given to the School Board in 2003, that Ms. Manning's and Ms. Hughes's comments made in the closed session would amount to grievability issues which are protected from disclosure pursuant *Virginia Code* §2.2-3711, Part A, Paragraph 1. Following discussion, the substitute motion failed (ayes 2 – Manning and Weems, nays 7; 1 abstention – Edwards who stated he was not present for the entire closed session in question). Returning to the original motion, the minutes were approved as presented (ayes 7, nays 2 – Manning and Weems; 1 abstention – Edwards who stated his abstention was because he was not present for the entire meeting).
10. ***Adoption of the Agenda:*** Prior to a motion, Chairwoman Anderson noted the transposition of Items 18 and 19. Ms. Holtz then made a motion, seconded by Ms. Manning, that the School Board adopt the meeting agenda as amended. The motion passed (ayes 10, nays 0).
11. ***Consent Agenda:*** After Chairwoman Anderson's overview of items presented for approval as part of the Consent Agenda, Mr. Edwards made a motion, seconded by Ms. Rye, that the School Board approve the Consent Agenda as presented. The motion passed (ayes 9, nays 0; 1 abstention – Melnyk who stated agreement with Items 11A, C and D, but noted her company occasionally does work with the general contractor recommended for the Plaza Annex addition), and the following items were approved as part of the Consent Agenda:
- A. Religious Exemption Case Nos. RE-19-01, 02, 03, 04, 05, 06 and 07
 - B. The School Board authorized the Superintendent to execute a contract with E. T. Gresham Company, Inc. in the amount of \$12,090,000 for the Plaza Annex addition
 - C. An Achievable Dream Memorandum of Agreement (MOA) reflecting the work of an Ad Hoc Committee established in May 22, 2018 who worked with staff from An Achievable Dream to determine needed adjustments to address secondary schooling facilities and



enrollment zones in the context of current and projected enrollment. Below outlines the major adjustments captured in the MOA hereby disbanding the Ad Hoc Committee:

- Increase the “Faculty Contracts” with An Achievable Dream from one (1) year to three (3) years
- Simplify the transportation cost sharing to a flat \$100/student contribution from AAD for daily transportation (inclusive of zero bell, extended day, and summer intercession but not additional field trips)
- Expand the attendance zone to include 4 middle schools (Lynnhaven, Virginia Beach, Plaza, and Corporate Landing) and all the elementary schools in the feeder pattern for these middle schools
- Allow students at any grade level (K-7) to enroll
- Adjust the grade-level enrollment expectations from 125/grade level to 75-90/grade level and corresponding grade-level totals of 450-540 students for the elementary program, 225-270 students for the middle school program, and 300-360 students for the high school program
- Set an expectation that the program will not fall below 75% of the total enrollment target (for K-12)
- Build an addition on Lynnhaven Middle School to allow current Lynnhaven-zoned students to remain while creating separate space for an Achievable Dream Academy, grades 6-12 program
- Add a facility use contribution from AAD of \$75,000 each year

- D. The School Board approved the renewal of the Charter Agreement with Green Run Collegiate Academy Foundation for a successive period of five years regarding the Green Run Collegiate Charter School to include updates to ensure language is consistent with applicable law and regulation

- 12. Action: Personnel Report/Administrative Appointments:** Ms. Riggs made a motion, seconded by Ms. Felton, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated August 27, 2019 inclusive of the update provided to the School Board during the afternoon workshop along with three administrative appointments as recommended by the Superintendent. The motion passed (ayes 10, nays 0), and Superintendent Spence introduced the approved administrative appointments as follows:

Name	Current Position	Approved Appointment
Katherine “Ryan” Simpson	Assistant Principal Kempsville Meadows Elementary School	Principal Pembroke Elementary School (effective August 28, 2019)
Whitney N. Szoke	Administrative Assistant Larkspur Middle School	Assistant Principal Cox High School (effective August 28, 2019)
Leeane Turnbull	Assistant Principal Salem High School	Principal Salem High School (effective August 28, 2019)



Superintendent Spence also introduced Matthew D. Delaney, former Principal of Salem High School, who was recently reassigned as the Executive Director of Secondary Teaching and Learning in the Department of Teaching and Learning.

13. Information:

A. Program Evaluation Schedule for 2019-20: Lisa A. Banicky, Ph.D., Executive Director of Planning, Innovation and Accountability, presented the proposed schedule of program evaluations that will be conducted by the Office of Planning, Innovation, and Accountability (PIA) during the 2019-20 school year. First, a brief review of evaluation reports conducted in 2018-19 to be provided in upcoming months was provided as shown below:

- Positive Behavioral Interventions and Supports (PBIS): Evaluation Readiness Report
- An Achievable Dream: Evaluation Update
- LEAD Aspiring Administrators Program: Comprehensive Evaluation
- Student Response Teams (SRT): Implementation Evaluation
- Schoology: Implementation Evaluation
- School Counseling Program (K-12): Final Evaluation of Three-Year Plan
- English as a Second Language (ESL) Program (K-12): Implementation Evaluation

An overview of Policy 6-26 which outlines the evaluation requirements for new and existing programs was provided, and the recommended schedule for program evaluations in 2019-20 was presented as follows:

- Digital Learning One-to-One Initiative: Evaluation Update
- Positive Behavioral Interventions and Supports (PBIS): Implementation Evaluation
- English as a Second Language (ESL) Program (K-12): Implementation Evaluation
- Student Response Teams (SRT): Outcome Evaluation
- Schoology: Outcome Evaluation
- Entrepreneurship and Business Academy (EBA): Final Comprehensive Evaluation

B. Dental Plan: Linda C. Matkins, Director of Consolidated Benefits, presented new dental plan options for Medicare-eligible retirees first introduced to the School Board at the August 13, 2019 workshop. Historical information regarding retiree eligibility was presented along with information on changes in the dental plan environment, plan comparison and enrollment overview. She explained in 2004, Medicare-eligible retirees were allowed to remain on the division's dental plan due to the lack of availability of individual dental plans and because there was no perceived additional cost to allow them to remain on the plan. Since then, the marketplace changed dramatically as there are many individual dental plans now that are very competitively priced with equal to or greater coverage than the division's current dental plan. She reported an additional cost of \$2.60 per member per month (all members not just Medicare-eligible) if Medicare-eligible retirees were allowed to remain on the division's plan creating an additional cost to the Other Post-Employment Benefits (OPEB) Trust. Furthermore, she noted to continue



to provide a dental option for our Medicare-eligible retirees without creating a liability for the division's plan and additional cost to current employees, MetLife offers a TakeAlong Dental plan for Medicare-eligible retirees in which they may enroll on an individual basis once they leave the division's plan, with the MetLife TakeAlong plan having a greater annual coverage amount, and the Subscriber Only, Subscriber + Spouse, and Family premiums are less than the division's current dental plan. Finally, an outline of next steps to finalize the 2020 dental plan was explained. There being no objection, the School Board agreed to take action on the proposal under the agenda item – Vote on Remaining Action Items.

- 14. Standing Committee Reports:** Related to the Ad Hoc Committee for An Achievable Dream, Superintendent Spence recognized Lee Vreeland, Ed.D., President and Chief Executive Officer for An Achievable Dream, Inc., and the team's work in finalizing the Memorandum of Agreement (MOA) for An Achievable Dream. Chairwoman Anderson noted with the approval of the MOA, the Ad Hoc Committee for An Achievable Dream is hereby disbanded.
- On behalf of the Audit Committee, Mr. Edwards advised of the committee's review of the athletic ticket sales and inventory audit also available for School Board members to review online.
- 15. Conclusion of Formal Meeting:** The formal meeting concluded at 6:38 p.m.
- 16. Hearing of Citizens and Delegations on Non-Agenda Items:** None
- 17. Workshop:** None at this time. See Item 1
- 18. Vote on Remaining Action Items:** Mr. Edwards made a motion, seconded by Ms. Manning, that the School Board approve moving forward with the change in the division's contract with MetLife to exclude Medicare-eligible retirees from the division's Dental Plan effective January 1, 2020 as explained during Information item 13B after being first introduced at the School Board's August 13, 2019 workshop. The motion passed (ayes 10, nays 0).
- Ms. Rye made a motion, seconded by Ms. Felton, that the School Board approve the Superintendent's Goals for the 2019-20 school year as discussed during the closed session to be published as approved as part of the meeting minutes. The motion passed (ayes 10, nays 0), and the Superintendent's Goals for the 2019-20 school year were approved as outlined below:

SUPERINTENDENT'S GOALS FOR THE 2019-20 SCHOOL YEAR

SpEd Priorities:

Continue to focus on Special Education, addressing the findings in the state review as well as continuing to implement the 5-year plan and address SEAC recommendations. This work will include:

- Build the capacity of Assistant Principals through professional learning on techniques and strategies to assist with effective meeting facilitation.
- Use IEP File Reviewer/Facilitator as a resolution option to assist teams in coming to a consensus to address the needs of students with disabilities.
- Provide professional learning to general educators related to their roles and responsibilities in the special education process.



- Collaboration of OPEC and Student Support Services to develop a comprehensive policy and procedures manual related to evaluation, eligibility, and re-evaluation
 - ensure special education committees consider assessments needed to inform decisions on eligibility, present levels of academic achievement and functional performance (PLAAFP), and address instructional programming needs of students with disabilities
- Continued focus on transition to ensure IEP teams develop projected courses of study for students with disabilities that are aligned to their postsecondary goals, as well as preferences and interests and include progress towards requirements of the student's diploma option.

Behavior Priorities:

Continue to focus on Behavior Intervention to include:

- Build a comprehensive behavior support plan that utilizes internal and external resources- School counselors, Psychologists, Social Workers, Behavior support staff, SEL resources, and Therapeutic Day Treatment service providers
- Roll out and support schools with understanding and use of the SEL framework
- Continue to target schools with (comparably) low climate scores in the area of behavioral support with additional support through the School Support Process and with DOSL supervision of leadership development in this area. Work to increase teacher climate survey scores with the goal of all individual school's averages to be above 75% teacher agreement on the questions related to student behavior
- Continue planned phase-in of PBIS and continue with evaluation of PBIS through the Office of Research and Evaluation's program evaluation cycle, to include a report on evaluation readiness in the Fall of 2019 and an update on the evaluation process, also in the Fall of 2019 (questions included in the evaluation process will include those posed by Board members in workshops on the topic).
- Continue to refine the BASE program and expand access for student participation in the program. Report to the Board in the winter of 2020 on progress and student outcomes as available.

Support the Board to Resolve School and Calendar Start Times

Finalize recommendations for daily school start times changes and, if adopted, prepare schools and the community for these changes. Support a public input conversation concerning calendar start time:

- Finalize transportation review by early October
- Bring recommendation to the Board for consideration in the Fall
- If adopted, develop communication and rollout plan to commence early Spring through the summer
- Review and plan for any needed capital improvements to support changes (facilities and/or transportation)
- Convene a calendar committee led by DOSL and CCE staff, who will be charged with leading a public input process to support the Board's decision-making relative to calendar start dates (pre- or post-Labor Day) based on new legislation.
- Develop the next two-year calendar based on the above.



Committee Structure

Support the Board, the Audit Committee and the Policy Review Committee in their work to evaluate the standing committee structure and consider the implementation of two new committees (Governance, Planning) and one enhanced committee (Audit) to promote more participation and enhanced openness in the external audit, budgeting, strategic planning and Board and Superintendent evaluation processes with the understanding that Board leadership is responsible for adoption and implementation of these structures.

Strategic Plan

Finalize adoption, rollout and implementation preparation for the new strategic plan, to include:

- Bring goal and strategy recommendations to the Board for review and for public comment in the Fall
- Seek adoption of the plan in the late Fall
- Develop an internal and external communication plan for rolling out the plan in SY 20-21
- With the Board, develop key metrics to monitor progress on the new plan (similar to the Navigational Markers used to monitor progress on *Compass to 2020*)
- With the Board, develop a strategic action agenda that will articulate the work needed to be done in the first year of the new plan (SY 2020-21) to make progress on the goals and begin (or continue to) addressing the adopted strategies.

19. Closed Meeting #2 of 2: Personnel Matters and Legal Matters: Vice Chair Melnyk made a motion, seconded by Ms. Riggs, that the School Board recess into a closed session pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1 and 7 of the *Code of Virginia*, 1950, as amended, for

- A. Personnel Matters:** Discussion of or consideration of interviews of prospective candidates for employment, assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees, pursuant to Section 2.2-3711, (A) (1); namely to discuss a determination regarding Employee Grievance Case No. 523-06-03-19;
- B. Legal Matters:** Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation where such consultation or briefing in an open meeting would adversely affect the negotiating or litigating posture of the Board or consultation with legal counsel employed or retained by the Board regarding specific legal matters requiring the provision of legal advice by such counsel, pursuant to Section 2.2-3711 (A) (7); namely to discuss procedure for employee grievance case.

The motion passed (ayes 10, nays 0) and the School Board recessed at 6:43 p.m., and reconvened in Room 113 in closed session at to a closed session at 6:51 p.m.

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

- B. Legal Matters:** School Board members with the exception of Ms. Hughes who was absent from the meeting; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.



- A. Personnel Matters: School Board members with the exception of Ms. Hughes who was absent from the meeting; and Dianne P. Alexander, Clerk of the School Board.

The School Board reconvened in an open meeting at 7:47 p.m.

Certification of Closed Meeting: Vice Chair Melnyk made a motion, seconded by Mr. Edwards, that the School Board certifies that to the best of each member's knowledge, 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 only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered. The motion passed (ayes 10, nays 0).

Vice Chair Melnyk made a motion, seconded by Ms. Weems, that the School Board approve a resolution regarding Employee Grievance Case No. 523-06-03-19 that directs School Board Legal Counsel to discuss with Grievant's Counsel a resolution to the case. The motion passed (ayes 10, nays 0), and the resolution was approved as follows:

RESOLUTION REGARDING GRIEVANCE CASE NO. 523-06-03-19

RESOLVED: That on August 27, 2019, the School Board considered the Findings of Fact and Recommendation of the Hearing Officer, the transcripts of the July 24, 2019 hearings and the exhibits, post hearing briefings and, based upon such consideration, it is;

RESOLVED: That the School Board directs School Board Legal Counsel to discuss with Grievant's Counsel a resolution to the case. School Board will defer a final decision until September 10, 2019; and

FURTHER RESOLVED: That the Clerk is directed to send a copy of this Resolution to the Grievant, the Grievant's attorney, the City Attorney, the Employee Relations Specialist, the Principal of Bayside Elementary School, and the Chief Human Resources Officer, who is directed to place a copy of this Resolution, the Hearing Officer's Findings of Fact and Recommendation and exhibits in the Grievant's personnel file.

20. **Adjournment**: There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 7:51 p.m.

Respectfully submitted:

Dianne P. Alexander, Clerk of the School Board

Approved:

Beverly M. Anderson, School Board Chair



Subject: Resolution: National Hispanic Heritage Month **Item Number:** 11A1

Section: Consent **Date:** September 10, 2019

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

Prepared by: LaQuiche R. Parrott, Ed.D., Director, Opportunity and Achievement

Presenter(s): LaQuiche R. Parrott, Ed.D., Director, Opportunity and Achievement

Recommendation:

That the School Board approve a resolution recognizing National Hispanic Heritage Month.

Background Summary:

Hispanic Heritage Month began as Hispanic Heritage Week under President Lyndon Johnson in 1968. Two decades later, the celebration was expanded by President Ronald Reagan to span a 30-day period beginning Sept. 15 each year. This date is significant because it marks the anniversary of independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Additionally, Mexico, Chile and Belize also celebrate their independence days during the 30-day period.

During National Hispanic Heritage Month, we recognize the contributions made by and the important presence of Hispanic and Latino Americans to the United States while also honoring the Hispanic and Latino heritage and cultures.

The theme of the 2019 Hispanic Heritage Month, "Hispanic Americans: A History of Serving Our Nation," aligns with the school division's core values by supporting a culture where we value differences and foster an environment where diversity of thought and contributions are prized.

In our desire to encourage unity in the Virginia Beach City Public Schools, we hereby recognize this important event which will take place Sept. 15 – Oct. 15, 2019.

Source:

Public Law 100-402

Budget Impact:

N/A

RESOLUTION FOR NATIONAL HISPANIC HERITAGE MONTH
September 15-October 15, 2019

WHEREAS, one of our nation's greatest strengths is its vast diversity which enables Americans to see the world from many viewpoints; and

WHEREAS, Hispanic and Latino Americans have forged a proud legacy that reflects the spirit of our nation and community; and

WHEREAS, it is imperative for the good of our nation that schools continue to build awareness and understanding of the contributions made by people from all cultures and backgrounds; and

WHEREAS, through the study of these contributions, students may find role models whose participation, commitment and achievement embody the American spirit and ideals; and

WHEREAS, the School Board of the City of Virginia Beach recognizes the importance of multicultural diversity education within our school division;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes September 15 through October 15 as National Hispanic Heritage Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and participate in the various school activities available during National Hispanic Heritage Month; and be it

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

Adopted by the School Board of the City of Virginia Beach this 10th day of September 2019.

Beverly M. Anderson, School Board Chair

SEAL

Aaron C. Spence, Superintendent

Attest:

Dianne P. Alexander, Clerk of the Board



Subject: Resolution: Suicide Prevention Week, September 8-14, 2019 **Item Number:** 11A2

Section: Consent Agenda **Date:** September 10, 2019

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

Prepared by: Dr. Alveta J. Green, Executive Director, Office of Student Support Services

Presenter(s): Dr. Alveta J. Green, Executive Director, Office of Student Support Services

Recommendation:

That the School Board approve a resolution recognizing September 8-14, 2019 as Suicide Prevention Week.

Background Summary:

Virginia Beach City Public Schools values the importance of positive mental health to being a key component for optimal learning. In an effort to promote awareness that suicide is a major preventable cause of premature death, the American Association of Suicidology in collaboration with the World Health Organization (WHO) and the World Federation for Mental Health, has set aside the week of September 8-14, 2019, as Suicide Prevention Week. This year's theme is "Finding Purpose: Taking Care of Ourselves and Others", having a sense of purpose in life is truly powerful, it enhances resiliency in the face of challenging circumstances and helps us keep going when things are tough.

Suicide is the 10th leading cause of death in the United States with one suicide occurring on average every 12.8 minutes. Suicide is the 2nd leading cause of death among 15 to 24 years-olds nationally and in Virginia. When suicidal behaviors are detected early, lives can be saved. Virginia Beach City Public Schools collaborates with many partners in the community such as state and local health departments, nonprofit organizations, academic institutions, and law enforcement agencies for strategies and activities to address suicide prevention and suicidal behaviors. School board members, superintendents, teachers, and parents working together can change the legacy of suicide and reduce the number of lives shaken by a needless and tragic death in our community.

Source:

American Association of Suicidology
Virginia Department of Health

Budget Impact:

N/A

**Resolution for Suicide Prevention Week
September 8-14, 2019**

WHEREAS, suicide is the 10th leading cause of deaths in the United States and the 2nd leading cause of death among individuals between the ages of 15 to 24; and

WHEREAS, suicide is now the 2nd leading cause of death in the state of Virginia among individuals between the ages of 15 to 24; and

WHEREAS, suicide strikes without regard to locality, socio-economic status, ethnicity, religious preference, or age; and

WHEREAS, in the United States, one person completes suicide every 12.8 minutes and there are 10 to 20 suicide attempts per each suicide completion; and

WHEREAS, education, and community involvement are known to be the most crucial factors in preventing suicide; and

WHEREAS, the School Board of the City of Virginia Beach is focused on ways to educate students, parents, and school staff about suicide and prevention of suicide; and

WHEREAS, Virginia Beach City Public Schools, through sustained and dedicated efforts, has implemented programs for all employees and students that recognize a deep commitment at all levels to raise awareness of suicide and its prevention.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the week of September 8-14, 2019, as Suicide Prevention Awareness Week in the Virginia Beach City Public Schools; and be it

FURTHER RESOLVED: That strategies and activities to address suicide prevention and suicidal behaviors be ongoing in Virginia Beach City Public Schools; and be it

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

Adopted by the School Board of the City of Virginia Beach this 10th day of September, 2019.

S E A L

Beverly M. Anderson, School Board Chair

Aaron C. Spence, Superintendent

Attest:

Dianne P. Alexander, Clerk of the Board



Subject: Program Evaluation Schedule for 2019-2020 **Item Number:** 11B

Section: Consent **Date:** September 10, 2019

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

Prepared by: Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Office of Planning, Innovation, and Accountability

Presenter(s): Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board approve the schedule of program evaluations that will be completed by the Office of Planning, Innovation, and Accountability (PIA) during the 2019-2020 school year.

Background Summary:

The attached 2019-2020 Program Evaluation Schedule includes programs recommended for evaluation during the 2019-2020 school year based on School Board Policy 6-26. The following programs or initiatives were previously planned for evaluation during 2019-2020 and are included on the schedule: Digital Learning One-to-One initiative; Positive Behavioral Interventions and Supports; English as a Second Language Program; Student Response Teams; Schoology, the division's learning management system; and the Entrepreneurship and Business Academy.

Source:

School Board Policy 6-26

Budget Impact:



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

**Planning, Innovation, and Accountability
Office of Research and Evaluation**

2019-2020 Program Evaluation Schedule

2018-2019 Program Evaluation Schedule*

Program	Proposed Reporting Schedule
Positive Behavioral Interventions and Supports (PBIS)	Fall 2019
An Achievable Dream Academy**	Fall 2019
LEAD Aspiring Administrators Program	Fall 2019
Student Response Teams (SRT)	Fall 2019
Schoology***	Fall 2019
School Counseling Program (K-12)	Winter 2019/2020
English as a Second Language Program (K-12)	Winter 2019/2020

2019-2020 Program Evaluation Schedule

(Submitted for School Board approval in accordance with School Board Policy 6-26)

Program	Proposed Reporting Schedule
Digital Learning One-to-One Initiative**	Fall 2020
Positive Behavioral Interventions and Supports (PBIS)	Fall 2020
English as a Second Language Program (K-12)	Fall 2020
Student Response Teams (SRT)	Fall 2020
Schoology***	Fall 2020
Entrepreneurship and Business Academy (EBA)***	Winter 2020/2021

*Once evaluation results have been presented to the School Board, recommendations may include additional evaluations to be completed by the Office of Research and Evaluation (ORE) during the 2019-2020 school year.

**An evaluation update was added to the Program Evaluation Schedule based on a School Board approved recommendation from a previous comprehensive evaluation.

***Added to the Program Evaluation Schedule based on School Board Policy 6-26 which stipulates that new educational programs or initiatives that operate with local resources will be evaluated for a minimum of two years. Programs or initiatives that take more than two years to fully implement will also be evaluated during the year in which the program or initiative reaches full implementation.



Procurement of Architectural/Engineering Services

Subject: Annual Services Contract **Item Number:** 11C

Section: Consent **Date:** September 10, 2019

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:

The School Board adopt a motion authorizing the Superintendent to execute a contract with the following A/E firms:

- HBA Architecture & Interior Design
- Waller, Todd & Sadler Architects, Inc.
- Dills Architects

These contracts are multidiscipline annual contracts renewable up to five years with an annual limit of \$2,500,000.

Background Summary:

See attached.

Source:

School Board Policy 3-39

Budget Impact:

Various/CIP/Operating Budget



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

DEPARTMENT OF SCHOOL DIVISION SERVICES Office of Facilities Services

MEMORANDUM

TO: Aaron C. Spence, Ed.D., Superintendent

FROM: Jack Freeman, Chief Operations Officer, School Division Services
Anthony L. Arnold P.E., Executive Director, Office of Facilities Services

DATE: August 6, 2019

SUBJECT: **ARCHITECTURAL/ENGINEERING (A/E) PROCUREMENT
ANNUAL SERVICES CONTRACT**

In accordance with *Paragraph H of School Board Policy 3-39*, listed below for your approval are Architectural/Engineering firms selected for the referenced project. These firms are scheduled to be submitted to the School Board for approval on September 24, 2019.

- Annual Services Contract**

HBA Architectural & Interior Design

A/E Fee..... N/A

A/E Budget..... N/A

Dills Architects

A/E Fee..... N/A

A/E Budget..... N/A

Waller, Todd & Sadler Architects, Inc.

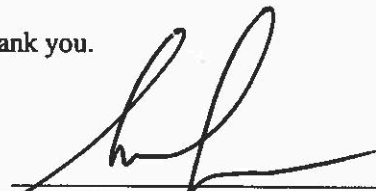
A/E Fee..... N/A

A/E Budget..... N/A

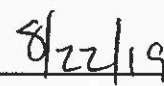
These contracts are multidiscipline annual contracts renewable up to five years with an annual limit of \$2,500,000. Fees are negotiated for individual work orders/projects.

If you find these firms acceptable, please sign below and return.

Thank you.



Aaron C. Spence, Ed.D., Superintendent



Date



Procurement of Geotechnical Engineering and Materials Testing

Subject: Annual Services Contract **Item Number:** 11D

Section: Consent **Date:** September 10, 2019

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:

The School Board adopt a motion authorizing the Superintendent to execute a contract with the following Geotechnical Engineering and Materials Testing firms:

- GeoEnvironmental Resources, Inc. (GER)
- Geotechnical Environmental Testing Solutions, Inc. (GET)

These contracts are multidiscipline annual contracts renewable up to five years with an annual limit of \$750,000.

Background Summary:

See attached.

Source:

School Board Policy 3-39

Budget Impact:

Various/CIP/Operating Budget



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

DEPARTMENT OF SCHOOL DIVISION SERVICES
Office of Facilities Services

MEMORANDUM

TO: Aaron C. Spence, Ed.D., Superintendent

FROM: Jack Freeman, Chief Operations Officer, School Division Services
Anthony L. Arnold P.E., Executive Director, Office of Facilities Services

DATE: August 6, 2019

**SUBJECT: ARCHITECTURAL/ENGINEERING (A/E) PROCUREMENT
GEOTECHNICAL ENGINEERING/MATERIALS TESTING
ANNUAL SERVICES CONTRACT**

In accordance with *Paragraph H of School Board Policy 3-39*, listed below for your approval are Geotechnical Engineering/Materials Testing firms selected for the referenced project. These firms are scheduled to be submitted to the School Board for approval on September 24, 2019.

• **Geotechnical Engineering Annual Services Contract**

GeoEnvironmental Resources, Inc.

A/E Fee..... N/A

A/E Budget..... N/A

Geotechnical Environmental Testing Solutions, Inc.


A/E Fee..... N/A

A/E Budget..... N/A

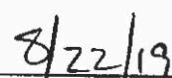
These contracts are multidiscipline annual contracts renewable up to five years with an annual limit of \$750,000. Fees are negotiated for individual work orders/projects.

If you find these firms acceptable, please sign below and return.

Thank you.



Aaron C. Spence, Ed.D., Superintendent



Date



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

Section: Action **Date:** September 10, 2019

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 September 10, 2019, 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
September 10, 2019
2019-2020

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/16/2019	Cindy E Vecchioni	School Office Associate II	Tidewater Community College, VA	United States Navy, IL
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/27/2019	Rachel A Gallo	Special Education Assistant	Western Michigan University, MI	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/27/2019	Crystal A Correa	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	8/26/2019	James Q Harris	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	8/29/2019	LaQuanna T Carney	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	8/27/2019	Moriah A Kowalczyk	General Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Corporate Landing	8/27/2019	Camisha Woodard	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Creeds	8/16/2019	Steven I Scott	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	8/27/2019	Collin S Hopkins	Physical Education Assistant	Virginia Commonwealth Univ, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	8/29/2019	Brittany E Halsey	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	8/27/2019	Ainaliz Calloway	Special Education Assistant	Heritage Institute, FL	Lee County School District, FL
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/23/2019	Jasmin Neville	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/27/2019	Aimee King	Special Education Assistant	Auburn University, AL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/29/2019	Brandon G Butler	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	8/27/2019	Dawn M Marcial	Kindergarten Assistant	SUNY College Plattsburg, NY	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	8/29/2019	Angel S Boyd	Clinic Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Luxford	8/23/2019	Cynthia M Flinchum	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Luxford	8/27/2019	Hannah N Andes	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	8/27/2019	Katherine D Stegina	Physical Education Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	8/27/2019	William Raney	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Ocean Lakes	8/27/2019	Rebecca Q Bolton	Special Education Assistant	University Arkansas, AR	Calico Rock School District, AR
Assigned to Unified Salary Scale	Appointments - Elementary School	Ocean Lakes	8/27/2019	Allison R Quaresma	Kindergarten Assistant	Not Applicable	Norfolk Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	8/27/2019	Kyle Deaton	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	8/27/2019	Olivia A Warren	Kindergarten Assistant	Wilson Community College, NC	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/27/2019	Brandon L Harris	Special Education Assistant	George Mason University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/27/2019	Amber E Harrod	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/27/2019	Tara M Klutch	Physical Education Assistant	Virginia Wesleyan College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	8/27/2019	Scott C Endean II	Physical Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	8/27/2019	Ryan M Hess	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	8/27/2019	Monicabeth L Horne	Kindergarten Assistant	Welch College, TN	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	8/27/2019	Laura A Nash	Kindergarten Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	8/29/2019	Emily K Hallal	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	8/27/2019	Bonnie B Cobb	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont	8/27/2019	Brianna N Jackson	General Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	8/27/2019	Jennifer M Pope	Kindergarten Assistant	Tidewater Community College, VA	Childtime, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Seatack	8/27/2019	Stephanie M Ramirezhuezso	Kindergarten Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Seatack	8/28/2019	Henry Boston	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	8/27/2019	Hannah Yang	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	8/29/2019	Elizabeth B Howell	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	8/29/2019	Stephanie D Brown	Kindergarten Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	8/27/2019	Theresa M Muncy	Kindergarten Assistant	Old Dominion University, VA	Broad Bay Manor School, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	8/27/2019	Lynette M Samalot	General Assistant	University of Puerto Rico, PR	Belle Chasse Academy, LA
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	8/22/2019	Selena H Lafferty	Library/Media Assistant	Univ of Maryland Univ College, MD	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Oaks	8/27/2019	Robert E Gay	Physical Education Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	8/27/2019	Nina M Butler	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	8/29/2019	Eric Miller	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	9/3/2019	Elizabeth Wilson	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	8/27/2019	Takenya R Prunty	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	8/27/2019	Jerrica K Randell	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	10/1/2019	Martin S Leiderman	Security Assistant, .400	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	8/22/2019	Brenda E Nygaard	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	8/27/2019	Deirdre B Haag	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	8/27/2019	Meghan Jackson	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	8/29/2019	Todd M Lindsey	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	8/27/2019	Emily Jones	ISS Coordinator	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	8/29/2019	Kristie S Griffin	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	9/9/2019	Ashley A Reagan	Physical Education Assistant, .600	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	8/27/2019	Anastasia N Norwood	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	8/30/2019	Benjamin Watts	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/27/2019	Warnell H Conley	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Bayside	8/1/2019	Mary J Dorsett	Bookkeeper	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	8/16/2019	Cora F Granby-Parker	Custodian II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	8/22/2019	Earl Chandler	Security Assistant, .400	Not Applicable	City of Virginia Beach, VA
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	8/26/2019	Keenan J Wilburn	Security Assistant, .400	Bloomsburg University of Penns, PA	Va Beach Sheriff's Office, VA
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	8/27/2019	Kiel Powell	Special Education Assistant	Hampton University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	8/16/2019	Lisa C Parker	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	8/27/2019	Elizabeth A Sessions	Special Education Assistant	Tidewater Community College, VA	Not Applicable

Personnel Report
Virginia Beach City Public Schools
September 10, 2019
2019-2020

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	8/22/2019	Donna L Moore	Security Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	8/22/2019	Julie L Spencer	Technical Services Support Supervisor	Illinois College, IL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	8/28/2019	Joshua R Lester	Network Technician I	Not Applicable	B&D Consulting, Inc, MD
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	9/9/2019	Mark J Hayag	Technology Support Technician	St Leo College, FL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Consolidated Benefits	9/3/2019	Dallas T Cox	Benefits Assistant	Virginia Tech, VA	Norfolk Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial Services	8/15/2019	Michael R Williams	Building Operations Supervisor	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	8/16/2019	Brian K Johnson	Building Manager	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	9/3/2019	Joseph L Nave	HVAC Craftsman I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	9/18/2019	James C O'Connor	Building Manager	Not Applicable	Cobleskill Richmond Cntrl Schl, NY
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Safety and Loss Control	8/22/2019	Marquis D Jordan	Security Officer	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Safety and Loss Control	8/22/2019	Anthony M Olds	Security Officer	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Safety and Loss Control	8/22/2019	Ann Scott	Security Officer	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Safety and Loss Control	8/22/2019	Korie D Spence	Security Officer	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Safety and Loss Control	9/11/2019	Gilbert A Warner	Project Manager - Safe Schools	Northcentral University, AZ	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Leadership	9/3/2019	Leon A Kelly	Custodian IV Head Day	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/19/2019	Melanie P Karsanac	Psychologist, ,600	Harding University, AR	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/19/2019	Deyounga Wagner	Behavior Intervention Specialist	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/27/2019	Teresa L Hazen	General Assistant	American InterContinental Univ, IL	JEB Fort Story Child Devel Ctr, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Susanne H Eberhardt	Bus Driver, ,625	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Kamaria G Edwards	Bus Driver, ,750	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Jo S Fingleton	Bus Driver, ,688	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Philip E Gardner	Bus Driver, ,688	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Staci L Gardner	Bus Driver, ,875	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Kim M Glaser	Bus Driver, ,875	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Noell K Heath-Matney	Bus Driver, ,688	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Cynthia M Hymon	Bus Driver - Special Ed, ,688	Not Applicable	Hampton Roads Transit, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Raymond G Lind	Bus Driver, ,688	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Yolanda C Mabry	Bus Assistant, ,625	Not Applicable	Hope House Foundation, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Edna L Matuszak	Bus Driver, ,750	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Detra McLaughlin	Bus Driver, ,750	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Alan J Moore	Bus Driver, ,875	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	David A Myers	Bus Driver, ,875	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Bianca M Patterson	Bus Driver, ,875	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Tatjana Poe	Bus Driver, ,688	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Jessie L Schierman	Bus Driver, ,875	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Linda J Scott-Woodies	Bus Driver, ,813	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Narjare O Smith	Bus Driver, ,688	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Rebecca M Smith	Bus Driver, ,688	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Carol A Sturdevant	Bus Driver, ,750	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Carl R Taylor	Bus Driver, ,750	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Ruben D Vera	Bus Driver, ,750	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Terrence R Williams	Bus Driver, ,875	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Valencia M Williams	Bus Driver, ,688	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/28/2019	Leslie C Wills	Bus Driver, ,750	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2019	Donald J Gamber Jr	Bus Driver	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2019	Lindsey R Gold	Bus Driver - Special Ed, ,688	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2019	Jeremiah L Guilbe	Bus Driver - Special Ed, ,688	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2019	Lewis D Knudsen	Bus Driver - Special Ed, ,688	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2019	Charles P McWilliams	Bus Driver, ,750	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2019	Samantha D Morrissey	Bus Driver, ,750	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2019	Jose M O'Neill	Bus Driver, ,813	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2019	John W Simmelink	Bus Driver, ,688	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2019	Ellen S Snyder	Bus Driver, ,750	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2019	Gabriel L Stanley	Bus Driver, ,750	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2019	Thomas Steinhoff	Bus Driver, ,875	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2019	Joseph M Vaughn	Bus Driver, ,875	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2019	Kimberly A Weems	Bus Driver, ,813	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Arrowhead	9/3/2019	Mario McCoy	Technology Support Technician (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	6/30/2019	Tangela N Gatlin	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bettie F. Williams	6/30/2019	Donald K Rush	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Centerville	6/30/2019	Megan D Johnson Clark	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Corporate Landing	6/30/2019	Charlotte Dunn	General Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Holland	6/30/2019	Lee A McMillan	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Luxford	8/27/2019	Janet D McRae	Kindergarten Assistant (declined position)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Lynnhaven	6/30/2019	Erika M Fuentes	Custodian I (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Strawbridge	6/30/2019	Jack C Miller	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Tallwood	8/26/2019	Martice Sloan	Custodian I (personal reasons)	Not Applicable	Not Applicable

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Assigned to Unified Salary Scale	Resignations - Elementary School	Tallwood	8/26/2019	Montario C Woodhouse	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Brandon	6/30/2019	Shanesha A Gibbs	Special Education Assistant (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Corporate Landing	6/30/2019	Kimberlee E Carnegie	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Great Neck	8/31/2019	Emerson Gregg	Custodian I (death)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	6/30/2019	Shonna M Roberts	Special Education Assistant (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	8/22/2019	Debra A Tando	Cafeteria Assistant, .857 (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Plaza	6/30/2019	Edward C Richardson Jr	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Not Applicable	6/30/2019	Gerod Stukes	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Bayside	8/21/2019	Jumaane K Smith	Custodian I (health)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	8/16/2019	Natasha W Smaw	Custodian I (expiration of long-term leave)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Purchasing Services	9/11/2019	Tonya A Joyner	Procurement Specialist I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Purchasing Services	9/13/2019	Jodi H Geary	Procurement Specialist I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2019	Johnelle Davenport	Bus Driver - Special Ed, .813 (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2019	James H Francis III	Bus Driver - Special Ed, .875 (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2019	Annette O Harris	Bus Driver, .625 (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2019	Tamika D Lawson	Bus Driver - Special Ed, .688 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2019	Julie Weinzetl	Bus Driver, .625 (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	8/15/2019	Maureen Pierce	Bus Driver, .938 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	8/27/2019	Gilbert S Gifford	Bus Driver, .688 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Tallwood	8/26/2019	Ivy J Gregory	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Human Resources	9/30/2019	Elizabeth A Etheridge	Data Management Analyst	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2019	Norwood W Bizzell III	Bus Driver - Special Ed, .625	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2019	Bruce M Todd	Bus Driver, .688	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Alanton	8/22/2019	Paula R Bruederle	Special Education Teacher	University of Kentucky, KY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Alanton	8/22/2019	Kathryn M Johnston-Moschak	School Counselor	Duquesne University, PA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Alanton	8/29/2019	Milcia Rodriguez	First Grade Teacher	SUNY Stony Brook, NY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	8/22/2019	William B Anderson	Special Education Teacher	Lee University, TN	Norfolk Christian Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/22/2019	Rachael Armeli	Fifth Grade Teacher	University of Phoenix, AZ	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/29/2019	Kathleen L Rouse	Physical Education Teacher	SUNY College Cortland, NY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/22/2019	Patricia A Ragudo	Special Education Teacher	Pace University New York, NY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Brookwood	8/29/2019	Jeanmarie Ficchi-Marden	Art Teacher, .200	Columbia University, NY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Centerville	8/22/2019	Sheila A Escajeda	Art Teacher, .200	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Centerville	8/22/2019	Joanne Van Zyl	Kindergarten Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	College Park	8/22/2019	Jason G Boglio	School Counselor	Troy State University, AL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Cooke	8/22/2019	Jerry L Brown	Physical Education Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Fairfield	8/29/2019	Jennifer Hulick	Kindergarten Teacher	George Mason University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Glenwood	8/22/2019	Rebecca D Robinson	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Glenwood	8/26/2019	Natalie Latham	Music/Vocal Teacher	University of New Hampshire, NH	Hooksett School District, NH
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/22/2019	Sally C Daughtrey	Special Education Teacher	University of Virginia, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	8/22/2019	Jessica L Patton	Music/Instrumental Teacher, .400	Bridgewater College, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Holland	8/22/2019	Cherelle Goode	School Counselor	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	8/22/2019	Jennifer I Benson	School Counselor, .400	Cambridge College, MA	Goodwill Industries, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	8/22/2019	Nelia M Maurizi	Music/Vocal Teacher	James Madison University, VA	Virginia Beach City Public Schools
Assigned to Instructional Salary Scale	Appointments - Elementary School	John B. Dey	8/22/2019	Rachel Emons	English Language Learner	Old Dominion University, VA	Virginia Beach City Public Schools
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/22/2019	Michele R Ambrogio	Third Grade Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/22/2019	Morgan L Burton	Kindergarten Teacher	University of Alabama Brmnghm, AL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/22/2019	Sharrann Fairley-Hunter	Fifth Grade Teacher	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kingston	8/22/2019	Megan J Hartman	Kindergarten Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Linkhorn Park	8/22/2019	Jasmine K Hewlett	School Counselor	University of Virginia, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Luxford	8/23/2019	Emidio B Tomassetti	Music/Instrumental Teacher, .500	University Of Oregon, OR	American University, DC
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/22/2019	Elif Donuk	Second Grade Teacher	New York University, NY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/22/2019	Audra M Hogan	Art Teacher	University of North Texas, TX	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/29/2019	Shonte Hill	Second Grade Teacher	College of William and Mary, VA	Memphis City Schools, TN
Assigned to Instructional Salary Scale	Appointments - Elementary School	Ocean Lakes	8/22/2019	Jessica L Fosnaught	Special Education Teacher	Slippery Rock University, PA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Princess Anne	8/23/2019	Renee H Manalo	Kindergarten Teacher	Norfolk State University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Red Mill	8/28/2019	Justin P Cordero	Music/Vocal Teacher	Berklee College Music, MA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Salem	8/27/2019	Kaitlin C Boyer	Kindergarten Teacher	Texas Christian University, TX	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	8/22/2019	Stephanie C Castillo	Fourth Grade Teacher	San Diego State University, CA	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	8/22/2019	Megan D Johnson	Fourth Grade Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Shelton Park	8/22/2019	Ashley Boone	Second Grade Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/22/2019	Cassandra L Montez-Welch	Special Education Teacher	Univ of Colorado Col Springs, CO	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	9/3/2019	Rachel A Guadagnolo	Kindergarten Teacher	University of Arizona, AZ	St. Rita Catholic School, CA
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/22/2019	Austin Benda	Seventh Grade Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/22/2019	Ellen S Hook	Eighth Grade Teacher	Rowan University, NJ	Norfolk Christian Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/29/2019	Diana M Garcia Fuentes	Spanish Teacher	Centro Universitario Villanueva Madrid, SP	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/13/2019	Danielle M Irvin	School Counselor	Mississippi State University, MS	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/22/2019	Alexandra N Cipriano	Special Education Teacher	James Madison University, VA	Not Applicable

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Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/22/2019	Anita L Monroe	Sixth Grade Teacher	Virginia Wesleyan College, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/22/2019	Michelle R Mummert	Special Education Teacher	Western Governors University, UT	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	8/28/2019	Rachel E Wallace Stansick	Fourth Grade Teacher	Saint Vincent College, PA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	8/22/2019	Brittany A Hostman	Special Education Teacher	Pratt Institute, NY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	8/22/2019	Sarah T Meisenhelter	Special Education Teacher	James Madison University, VA	Prince William County Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	8/22/2019	Kristen Winters	French Teacher, .400	Univ of Tennessee Knoxville, TN	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	8/22/2019	Mary E Worrell	Sixth Grade Teacher	Michigan State University, MI	International IB School Breda, The Netherlands
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	8/22/2019	Natalia Alvarez-Morillo	Spanish Teacher	Univ of Colorado Denver, CO	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	8/22/2019	Katherine H Dixon	Eighth Grade Teacher	James Madison University, VA	Page County PS, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	8/22/2019	Brian Eberwein	Special Education Teacher	George Washington University, DC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/22/2019	Michael Tasman	Mathematics Teacher, .600	California State University, Northridge, CA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Cox	8/22/2019	Dalton T Head	Health & Physical Education Teacher, .600	Virginia Tech, VA	Henrico County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Cox	8/22/2019	Kevin A Johnson	English Teacher	Old Dominion University, VA	Military
Assigned to Instructional Salary Scale	Appointments - High School	Cox	8/22/2019	Paul E Marquez	Literacy Teacher	Salisbury State University, MD	Henrico County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/22/2019	Jessica Fiedler	Social Studies Teacher, .600	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/22/2019	Amy E Stern	Special Education Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	8/22/2019	Juana M Bonilla Snow	Special Education Teacher	University of Central Florida, FL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	8/22/2019	Crista M Busche	Science Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	8/22/2019	Kelly A DeMarchena	Family & Consumer Science Teacher	ECPI College of Tech, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	8/22/2019	Brittany N Rimes	English Teacher	Holy Family College, PA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	8/22/2019	Betty J Spencer	Special Education Teacher	George Mason University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	8/22/2019	William C Littleton	English Teacher	Old Dominion University, VA	Military
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	8/22/2019	Narquita H Snowden	Mathematics Teacher	Norfolk State University, VA	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Resignations - Elementary School	Alanton	8/6/2019	Lorena A Wornom	First Grade Teacher (death)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Birdneck	6/30/2019	Vanessa D Sykes	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Hermitage	6/30/2019	Kaitlyn Matos	Second Grade Teacher (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Point O'View	6/30/2019	Ana L Litton	Physical Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Salem	6/30/2019	Tabitha K Pearman	First Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	6/30/2019	Lisette Rice	Title I Resource Teacher (moved to private school)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	6/30/2019	Natalia V Popko	Eighth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Old Donation School	8/29/2019	Mairin E Genova	Fourth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Cox	8/23/2019	Sherrie I Roberts	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Kempsville	6/30/2019	Lori B Pirtle	Kindergarten Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Salem	6/30/2019	Janet G Hill	Spanish Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Miscellaneous	Office of Safety and Loss Control	9/23/2019	Thomas C Shattuck	Coordinator Security & Safe Schools	Michigan State University, MI	Not Applicable



Budget Calendar: School Operating Budget FY 2020/21 and
Subject: Capital Improvement Program (CIP) 2020/21 – 2025/26 **Item Number: 13A**

Section: Information **Date: September 10, 2019**

Senior Staff: Mr. Farrell E. Hanzaker, Chief Financial Officer

Prepared by: Mr. Farrell E. Hanzaker, Chief Financial Officer

Presenter(s): Mr. Farrell E. Hanzaker, Chief Financial Officer

Recommendation:

It is recommended that the School Board review and approve the attached Budget Calendar for the FY 2020/21 Operating Budget and the 2020/21 – 2025/26 Capital Improvement Program.

Background Summary:

The Budget Calendar contains specific dates/timeframes for the key components and activities of the budget development process. It is an important guide for management and the School Board regarding the schedule of events that results in an approved budget.

Source:

School Board Policy 3-6

Code of Virginia §22.1-93

Budget Impact:

Funds are budgeted in the various funds and budget unit codes for FY 2020/21.

Budget Calendar

FY 2020/21 School Operating Budget and FY 2020/21 - FY 2025/26 Capital Improvement Program

2019

September	The Budget Calendar is developed
Sept. 10	The Budget Calendar is presented to the School Board for information
Sept. 24	The Budget Calendar is presented to the School Board for action
Oct. 9	A budget kickoff meeting is conducted to provide senior staff and budget managers with an economic update, revenue outlook and general directions for budget development
Oct. 9 - Dec. 11	Budget requests are submitted by senior staff and budget managers to the Office of Budget Development
Nov. 26	A Five-Year Forecast is presented to the School Board and the City Council
Dec. 6	Recommended part-time hourly rates for FY 2020/21 are submitted by the Department of Human Resources to the Office of Budget Development
Dec. 9	A draft of the Capital Improvement Program is prepared for the superintendent's review
Dec. 10	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
December (3 rd week)	State revenue estimates are released by the Virginia Department of Education

2020

Jan. 2 - 17	Budget requests are reviewed, refined and summarized by the Office of Budget Development
Jan. 13	The recommended Capital Improvement Program budget is presented to the superintendent and senior staff
Jan. 13	The unbalanced School Operating budget is presented to the superintendent and senior staff
Feb. 4	The Superintendent's Estimate of Needs for FY 2020/21 is presented to the School Board (Special School Board meeting required)
Feb. 4	The Superintendent's Proposed FY 2020/21 - FY 2025/26 Capital Improvement Program budget is presented to the School Board (Special School Board meeting required)
Feb. 11	School Board Budget Workshop #1 is held - Time TBD.
Feb. 18	School Board Budget Workshop #2 is held - Time TBD.
Feb. 25	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
Feb. 25	School Board Budget Workshop #3 - Time TBD (if needed)
Mar. 3	School Board Budget Workshop #4 - Time TBD (if needed)
Mar. 3	The FY 2020/21 School Board Proposed Operating budget and FY 2020/21 - FY 2025/26 Capital Improvement Program budget are adopted by the School Board (Special School Board meeting required)
Mar. 10	The FY 2020/21 School Board Proposed Operating budget is provided to city staff
Apr.	The FY 2020/21 School Board Proposed Operating budget and FY 2020/21 - FY 2025/26 Capital Improvement Program budget are presented to the City Council (Sec. 15.1-163)
No Later Than May 15	The FY 2020/21 School Board Proposed Operating budget and FY 2020/21 - FY 2025/26 Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115)



Positive Behavioral Interventions and Supports (PBIS):

Subject: Evaluation Readiness Report **Item Number:** 13B

Section: Information **Date:** September 10, 2019

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

Prepared by: 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): Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive the Positive Behavioral Interventions and Supports (PBIS): Evaluation Readiness Report, including the initiative's goals and objectives and recommended evaluation plan.

Background Summary:

According to School Board Policy 6-26, "Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually." On September 11, 2018, the School Board approved the 2018-2019 Program Evaluation Schedule, in which Positive Behavioral Interventions and Supports (PBIS) was recommended for an evaluation readiness report. Based on the policy, the PBIS Evaluation Readiness Report focuses on the outcomes of the readiness process, including the refinement of goals and measurable objectives and recommended evaluation plan.

Source:

School Board Policy 6-26
School Board Minutes September 11, 2018

Budget Impact:



Positive Behavioral Interventions and Supports (PBIS)

Evaluation Readiness Report

By Heidi L. Janicki, Ph.D., Director of Research and Evaluation;
Paul R. Evans, Educational Data Specialist; and
Allison M. Bock, Ph.D., Program Evaluation Specialist

September 2019



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

Table of Contents

Background	5
Program Description and Purpose	5
What is PBIS?	5
PBIS by Tiers	5
Tiered Systems of Support and PBIS in Virginia Beach City Public Schools (VBCPS)	6
Current PBIS Practices in VBCPS	6
Selection and Approval of Programs for Evaluation	7
Overview of Current Goals and Objectives	8
Process for Developing Revised Goals and Objectives	8
Revised Goals and Objectives	9
Tier I Implementation Goals and Objectives	9
Advanced Tiers Implementation Goals and Objectives	10
Student Outcome Goals and Objectives	11
Baseline Data	12
Schools Implementing PBIS	12
Student Demographic Characteristics in PBIS Schools	12
Baseline Implementation Data	13
Tiered Fidelity Inventory (TFI)	13
School-Level Student Demographics	19
Evaluation Plan and Recommendation	20
Scope and Rationale of the Proposed Evaluation	20
Proposed Evaluation Method	21
Evaluation Design and Questions	21
Summary of the Evaluation Readiness Process	25
Recommendation and Rationale	27
Endnotes	28

Tables

Table 1: 2018-2019 Student Demographic Characteristics Based on PBIS Implementation.....	13
Table 2: Level of Fidelity Categorization Based on Overall TFI Score.....	13
Table 3: Level of Tier I Fidelity Categorization Based on Year of PBIS Implementation	18
Table 4: 2018-2019 Student Demographic Characteristics Based on 2018-2019 PBIS Implementation	19
Table 5: 2018-2019 Student Demographic Characteristics Based on Year of PBIS Implementation	19
Table 6: Data Collection Process for Tier I Implementation Objectives	22
Table 7: Data Collection Process for Advanced Tiers Implementation Objectives	24
Table 8: Data Collection Process for Outcome Objectives.....	25

Figures

Figure 1: History of Tiered Systems of Support in VBCPS 6

Figure 2: 2018-2019 TFI Average Item Scores by Overall Level of PBIS Implementation Fidelity Level..... 15

Figure 3: 2018-2019 Average Scores on TFI Subscales and Overall by PBIS Implementation Fidelity Level 15

Figure 4: 2018-2019 TFI Average Item Scores by School Level 16

Figure 5: 2018-2019 Average Scores on TFI Subscales and Overall by School Level.....17

Figure 6: TFI Average Item Scores for Schools With Two Years of PBIS Fidelity Data.....17

Figure 7: Average Scores on TFI Subscales and Overall for Schools With Two Years of PBIS Fidelity Data 18

Background

Program Description and Purpose

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an implementation framework that facilitates the selection and use of evidence-based practices and interventions within a tiered system of support.¹ Specifically, PBIS offers a framework to support students academically, socially, emotionally, and behaviorally through universal practices for all students (Tier I), targeted practices for students in need of additional support (Tier II), and indicated practices for individual students who are not fully supported by Tier I or Tier II supports (Tier III).² According to the National Technical Assistance Center on PBIS, the “broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools.”³ The PBIS website also indicates that “PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.”

Rather than requiring that specific interventions be implemented, PBIS provides suggestions for elements to consider when making decisions regarding interventions and practices as well as general procedures and practices across the tiered system of support. The National Technical Assistance Center of PBIS advises that successful PBIS implementation involves the interplay of four key elements when making all decisions.⁴ These key elements are data, outcomes, practices, and systems. Data must be considered so that stakeholders know what information is needed to improve decision making. Student outcomes should be considered as it relates to what students need to exhibit when they are successful academically and behaviorally. Teacher and administrator practices must be considered to determine what supports are benefiting students. Finally, the internal systems that impact the educators in their use of evidence-based practices should be considered. These systems can include such things as teacher working groups, data decision rules, professional development offered, coaching supports provided, and school leadership teams.

PBIS by Tiers

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

At the Tier I level, supports are universal and the basis for a school’s PBIS framework. Tier I support is provided to all students. At this level, effective schoolwide systems have been shown to have the following key components: a common and agreed upon discipline approach, positive purpose statement, a few positively-framed expectations for staff and students, procedures for teaching expectations, continua of procedures for reinforcing behaviors consistent with expectations and discouraging behaviors inconsistent with expectations, and procedures for regularly monitoring and evaluating effectiveness.⁵

For students who are not fully supported at the Tier I level within PBIS, additional interventions can be provided at the Advanced Tiers (Tier II and Tier III). Tier II interventions focus on approximately 15 percent of students who are not fully supported by Tier I and are at risk of more serious behaviors. Tier II supports generally involve a broader range of interventions, which can include small group, social skills groups, or behavior education plans. Key components of Tier II interventions that have been shown to be effective include continuous availability, rapid access, efforts that are not labor intensive for teachers, consistency with the schoolwide expectations, implemented by all staff within a school, intervention that is flexible based on assessment data, functional assessments, regular meetings with a review team, student desire to participate, and continuous monitoring of data.⁶

Tier III interventions focus on approximately 5 percent of students who are not fully supported by both Tier I and Tier II supports. Tier III interventions are highly personalized for each student and should be handled in a team approach. The components and processes necessary for Tier III teams include a personalized team composition for each student, student or family input on team members, team members with expertise that matches students’ strengths and needs, and an administrator.⁷ Additionally, the teams should engage in the following: establish rapport

with the child and family, identify strengths and needs through behavior intervention planning, assist the family to develop a comprehensive plan, track progress over time, and transition to less intensive interventions as appropriate.⁸

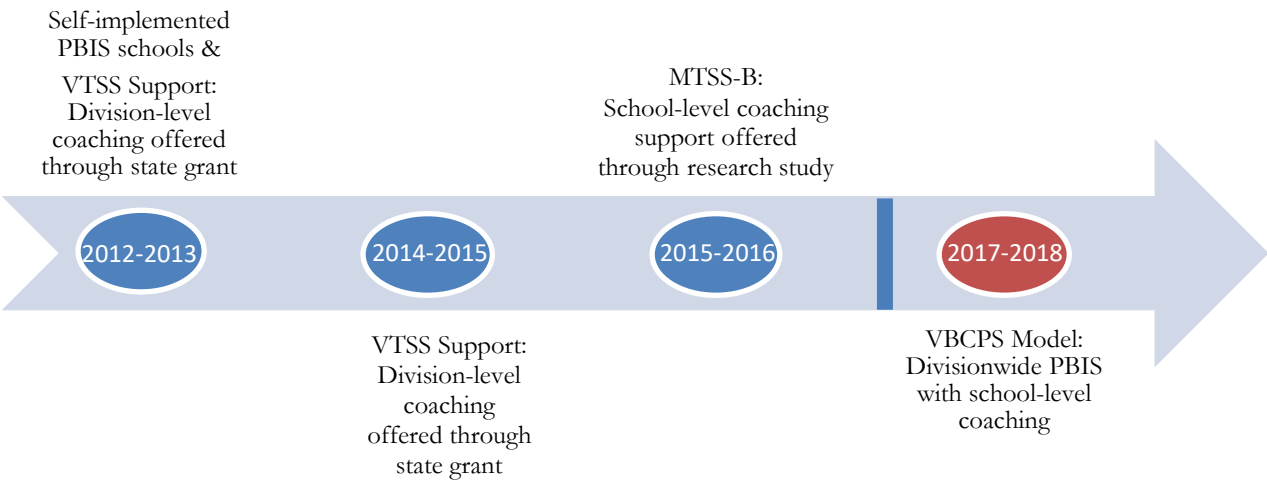
Tiered Systems of Support and PBIS in Virginia Beach City Public Schools (VBCPS)

VBCPS has been involved in PBIS practices since the 2012-2013 school year when one school chose to implement PBIS on their own with some internal support from the Office of Psychological Services.⁹ In 2014-2015, seven additional schools began implementation. Also during the 2012-2013 school year, the division began participating in an initiative through the Virginia Department of Education (VDOE) called Virginia Tiered Systems of Support (VTSS), which provides support at the division level through grant funding and technical assistance.¹⁰ Through VTSS, VDOE’s Research and Implementation Center provides professional learning and division-level coaching to implement practices consistent with PBIS.¹¹ VBCPS has continued to receive support each year through VTSS by way of division-level coaching and support for Tier II and Tier III strategies.

VBCPS also participated in the Multi-Tiered Systems of Support – Behavior (MTSS-B) study from 2015-2016 through 2016-2017.¹² The MTSS-B study was a locally approved study commissioned by the National Center for Education Evaluation of the Institute of Education Sciences and the U.S. Department of Education and conducted by the American Institutes for Research, MDRC, Harvard University Graduate School of Education, and Decision Information Resources, Inc. Participation in the MTSS-B study provided funding for school-based coaching support and professional development for school-level coaches. Six VBCPS elementary schools participated in this study during the 2015-2016 and 2016-2017 school years.

Overall, a total of 8 schools¹³ began implementing PBIS by the 2014-2015 school year and 11 schools began implementing PBIS during the 2015-2016 school year. Although implementation continued for these schools during the 2016-2017 school year, there were no additional schools that were added during 2016-2017. In 2017-2018, the current model of implementing PBIS began with PBIS school-level coaching.

Figure 1: History of Tiered Systems of Support in VBCPS



Current PBIS Practices in VBCPS

During the 2017-2018 school year, VBCPS began to implement the VBCPS model for PBIS, which involved embedded school-level coaching. A PBIS specialist and four division-level PBIS coaches were hired to support this work. VBCPS began to develop the multi-year division implementation plan by grouping the 63 schools that had not previously implemented PBIS into cohorts with each cohort implementing PBIS in separate years from 2017-2018 through 2019-2020.¹⁴ The schools in these cohorts were selected based on needs according to discipline data, school climate surveys, and input from the Department of School Leadership, with the schools that were most in need

implementing earlier.¹⁵ There were 19 schools that implemented PBIS for the first time during the 2017-2018 school year and 21 schools that implemented PBIS during the 2018-2019 school year. A final cohort of 23 schools is scheduled to implement PBIS for the first time during the 2019-2020 school year.

The implementation is overseen by the Office of Student Support Services. A division implementation and leadership team consists of staff from Student Support Services, Professional Growth and Innovation, Student Leadership, School Counseling Services, Programs for Exceptional Children, Teaching and Learning, and Research and Evaluation. The implementation team meets monthly to coordinate efforts, ensure supports are in place, and review data. A District Capacity Assessment (DCA) is completed once a year in the spring to rate the divisionwide implementation of PBIS and to identify actions for the upcoming years. The DCA is a scoring rubric that documents if the division has put all the necessary policies, procedures, and documentation together to support a successful implementation of PBIS.

As previously mentioned, a hallmark of the VBCPS model is the embedded school-level coaching. Each VBCPS school that implements PBIS is assigned one of the five divisionwide PBIS coaches (one of which is also a PBIS specialist). The coaches work across multiple schools to support the school leadership teams and teachers with their implementation of PBIS. The PBIS coaches focus on creating and providing professional development to schools that meet the personalized needs of each population. Additionally, the coaches partner with the Office of Professional Growth and Innovation to develop divisionwide trainings administered virtually and face-to-face.

With cohorts at varied stages of implementation, division coaches evaluate each school's implementation fidelity in the spring using the Tiered Fidelity Inventory (TFI), which is conducted with school leaders during walk-throughs at the school and a review of documentation. The use of the TFI to measure the implementation of PBIS in VBCPS is a practice that was recommended as part of VTSS and was found to be useful by both coaches and schools. The TFI is comprised of items related to necessary administrative processes and procedures across Tier I, Tier II, and Tier III. However, schools are only assessed on the tiers they have implemented or are currently implementing. The TFI has a total of 29 items across all tiers (15 items for Tier I, 13 items for Tier II, and 17 items for Tier III).¹⁶ Schools are scored on each item using 0 (not implemented), 1 (partially implemented), 2 (fully implemented). Items may also be totaled into subscale scores within each tier. Examples of items include team composition, team operating procedures, expectations, discipline policies, professional development, classroom procedures; stakeholder involvement; and data-based decision making. An overall score within a tier can also be calculated based on the total points received divided by the total possible points. Generally, a score of 70 or 80 percent is considered to show that a school has reached implementation fidelity.¹⁷ Once schools have reached and sustained fidelity at a tier for one year, then they are able to focus on implementing the next tier the following year. According to PBIS.org, it takes most schools three to five years to fully implement all three tiers.¹⁸

Selection and Approval of Programs for Evaluation

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

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

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

On June 19, 2018, members of the Program Evaluation Committee were emailed with instructions to review a list of six existing educational programs along with the committee's previous average ranking for each program conducted the previous year based on the criteria above. Committee members were asked to recommend one of the six programs for evaluation. The most frequently recommended program for inclusion on the Program Evaluation Schedule was PBIS. This recommendation was primarily due to its potential to have a large, positive impact on VBCPS reaching its goals, as well as the lack of formal evaluation by the Office of Research and Evaluation. It was determined that PBIS would be scheduled for an Evaluation Readiness Report to define divisionwide measurable goals and objectives and to develop an evaluation plan. The proposed Program Evaluation Schedule was presented to the School Board on August 28, 2018. The School Board approved the 2018-2019 Program Evaluation Schedule on September 11, 2018.

Overview of Current Goals and Objectives

The internal PBIS implementation team in VBCPS set general goals for themselves and targeted implementation goals for individual schools. However, no measurable goals or objectives were formally established at the division level.¹⁹ A review of the National Technical Assistance Center on PBIS website revealed several evaluative implementation tools, including the TFI, which is “a valid, reliable, efficient measure of the extent to which school personnel are applying the core features of school-wide PBIS” that extends across Tier I and Advanced Tiers (Tier II and Tier III).²⁰ Although not framed as goals for the PBIS implementation, the features noted in the TFI helped inform potential areas for goals and objectives. The PBIS.org website also provided a list of student and educator outcomes that have been found elsewhere when implementing PBIS with fidelity over multiple years, which may provide a basis for PBIS outcome goals and objectives:²¹

1. Reductions in major disciplinary infractions, antisocial behavior, and substance abuse.
2. Reductions in aggressive behavior and improvements in emotional regulation.
3. Improvements in academic engagement and achievement.
4. Improvements in perceptions of organizational health and school safety.
5. Reductions in teacher and student reported bullying behavior and victimization.
6. Improvements in perceptions of school climate.
7. Reductions in teacher turnover.

The next section of the report describes the process for developing the divisionwide measurable goals and objectives for PBIS. Input from the VBCPS PBIS Evaluation Readiness Committee and the information provided by the National Technical Assistance Center on PBIS on implementation fidelity and outcome areas served as a foundation for formulating the goals and objectives.

Process for Developing Revised Goals and Objectives

According to School Board Policy 6-26, for programs selected for an Evaluation Readiness Report, ORE evaluators will “assist program staff in defining measurable goals and objectives, as well as linkages with activities and outcomes. An Evaluation Readiness Report focusing on the outcomes of this process and baseline data (if available) will be presented to the Superintendent and School Board....” The process to complete an Evaluation Readiness Report began during the 2018-2019 school year with a review of existing documentation about PBIS (history, purpose, and available goals) by ORE evaluators. In addition, the best practices literature and other evaluations of PBIS were reviewed.

An initial planning meeting was held on December 20, 2018 with the executive director of Student Support Services, coordinator of Psychological Services, PBIS specialist, and the ORE evaluators. The meeting involved discussion of the evaluation readiness process and the need for and composition of the Evaluation Readiness Committee.

The meeting of the Evaluation Readiness Committee was held at the School Administration Building on April 2, 2019. The committee consisted of 15 members including PBIS coaches and the PBIS specialist, school administrators from each school level, a teacher, executive director and administrators from the Office of Student

Support Services in the Department of Teaching and Learning, and a director from the Department of School Leadership. Three staff members from ORE were seated at separate tables with five committee members each to facilitate collaborative discussion during the meeting.

The committee members were first asked to review a summary of the available information regarding PBIS in VBCPS, including the overview from the VBCPS intranet website. They were then asked to identify additional program elements that would ensure a complete and accurate overview of PBIS. The remainder of the meeting was devoted to identifying concepts to be included in the goals and measurable objectives for PBIS. First, the committee members brainstormed responses to a goal-related question: “If PBIS was successful, in general, what would success look like?” The committee members individually jotted ideas onto post-it notes, one idea per post-it note, and discussed their ideas with their groups. After approximately ten minutes, a spokesperson from each table shared the group’s ideas with the larger group, whereupon one of the ORE evaluators served as a scribe, writing general concepts and goal areas onto large sheets of paper.

To define measurable objectives, a second question was then asked: “If PBIS was successful, what specific outcomes would be expected?” The same process of brainstorming ideas onto separate post-it notes was taken. After approximately ten minutes, a spokesperson from each table shared the group’s ideas with the larger group, and an ORE scribe wrote the ideas onto the appropriate sheets of paper.

Following the meeting and review of related documents, the ORE evaluators formulated draft goals and measurable objectives, which focused on implementation of Tier I and Advanced Tiers as well as student outcomes. A second meeting with the coordinator of Psychological Services and PBIS specialist was held on May 20, 2019 to obtain any initial feedback on the draft goals and objectives. After receiving this feedback, on May 30, the draft of goals and objectives was sent to all members of the Evaluation Readiness Committee for review. The feedback received led to minor wording adjustments.

Revised Goals and Objectives

As a result of the evaluation readiness process, there were a total of 12 goals and 36 objectives for the PBIS evaluation, including 4 goals for Tier I implementation, 4 goals for Advanced Tiers implementation, and 4 goals for outcomes. The implementation goals focused on behavioral expectations for students and staff and policies and procedures, professional learning for staff, data review and usage, stakeholder involvement, and providing effective Advanced Tiers interventions and supports. The student outcome goals focused on school engagement, perceptions of safety and discipline procedures, emotion regulation, and perceptions of school climate.

Tier I Implementation Goals and Objectives

Goal 1: Schools have clearly defined behavioral expectations for students and staff and established procedures for staff to implement PBIS consistently within their schools and classrooms.

Objective 1: Schools have positively framed student and staff behavioral expectations, classroom procedures are aligned with these expectations, and these expectations are explicitly taught to students as measured by scores of 2 on relevant TFI features (e.g., 1.3, 1.8, and 1.4) and staff and student survey responses.

Objective 2: Students know what behavior is expected of them as measured by student and teacher survey responses.

Objective 3: Schools have clearly defined student behaviors that interfere with academic and social success and outlined staff procedures to respond to student behaviors (e.g., manage, acknowledge) across classrooms as measured by scores of 2 on relevant TFI features (e.g., 1.5, 1.6, and 1.9) and staff and student survey responses.

Goal 2: Professional learning opportunities provide staff with effective support and information to successfully implement PBIS Tier I within their schools and classrooms.

Objective 1: Professional learning is provided for staff on how to teach schoolwide expectations, acknowledge appropriate behavior, correct errors, and request assistance as measured by a score of 2 on TFI feature 1.7 and staff survey responses.

Objective 2: Professional learning is provided that ensures teachers have knowledge of classroom practices to manage and respond to student behavior as measured by teacher survey responses.

Objective 3: Teachers are confident in applying instructional practices related to student behavior and perceive they are capable of managing and responding to student behavior as measured by teacher survey responses.

Goal 3: Data are reviewed and used regularly to inform decision making to inform PBIS Tier I practices.

Objective 1: School Tier I PBIS teams have a discipline data system that graphs student problem behavior as measured by a score of 2 on TFI feature 1.12 and staff survey responses.

Objective 2: Schoolwide data are reviewed regularly by teachers (i.e., at least four times per year) and members of the school PBIS Tier I teams (i.e., at least monthly) to inform decision making regarding schoolwide practices as measured by scores of 2 on relevant TFI features (e.g., 1.10 and 1.13) and staff survey responses.

Objective 3: School PBIS Tier I teams review and use Tier I fidelity data yearly to inform decision making regarding schoolwide practices as measured by a score of 2 on TFI feature 1.14 and staff survey responses.

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

Objective 1: Schools receive yearly input from students, families, and community members regarding schoolwide expectations, consequences, and acknowledgements as measured by a score of 2 on TFI feature 1.11.

Objective 2: Students and families are aware of practices and expectations that are part of PBIS implementation as measured by student and parent survey responses.

Objective 3: School staff support the PBIS Tier I implementation at their school as measured by staff survey responses.

Advanced Tiers Implementation Goals and Objectives

Goal 1: Schools establish policies and procedures for implementing PBIS Advanced Tiers practices.

Objective 1: Schools have clearly defined policies and procedures for identifying students who require Tier II supports, requesting assistance, and selecting interventions as measured by scores of 2 on relevant TFI features (e.g., 2.3, 2.4, and 2.7) and staff survey responses.

Objective 2: Schools have established PBIS Tier III team decision rules for identifying students who require Tier III supports that use multiple data sources as measured by a score of 2 on TFI feature 3.3 and staff survey responses.

Goal 2: Professional learning opportunities provide relevant staff with effective support and information to successfully implement PBIS Advanced Tiers practices within their school.

Objective 1: Professional learning is provided (e.g., teaching and coaching) to all relevant staff on intervention delivery, including referring students and implementing Tier II interventions as measured by a score of 2 on TFI feature 2.9 and staff survey responses.

Objective 2: Professional learning is provided to all relevant staff on basic behavioral theory, function of behavior, and function-based intervention as measured by a score of 2 on TFI feature 3.7 and staff survey responses.

Goal 3: Data are reviewed and used regularly to inform decision making on PBIS Advanced Tiers practices.

Objective 1: School PBIS Tier II teams use student data and decision rules at least monthly to monitor progress and alter Tier II supports as needed as measured by a score of 2 on TFI features 2.11 and staff survey responses.

Objective 2: Aggregated school-level Tier III data are summarized and reported to teachers at least monthly on fidelity of support plans and impact on student outcomes as measured by a score of 2 on TFI feature 3.14 and staff survey responses.

Objective 3: School PBIS Tier II and Tier III teams monitor and review student and fidelity data to inform decision making regarding Advanced Tiers practices as measured by scores of 2 on relevant TFI features (e.g., 2.10, 2.12, and 3.16) and staff survey responses.

Goal 4: Schools provide appropriate and effective PBIS Advanced Tiers interventions and supports to students in need and engage the community as needed to support interventions.

Objective 1: School Tier II teams implement multiple ongoing behavior support interventions that have documented evidence of effectiveness and are matched to student need as measured by a score of 2 on TFI feature 2.5 and staff survey responses.

Objective 2: Schools ensure that Tier II behavior support interventions provide additional instruction/time for student skill development, additional structure/predictability, and/or increased opportunity for feedback as measured by a score of 2 on TFI feature 2.6 and staff survey responses.

Objective 3: Schools ensure that all Tier III student support plans include all required information (e.g., student strengths, hypothesis statement, strategies) as measured by scores of 2 on relevant TFI features (e.g., 3.8, 3.9, 3.10, 3.11, and 3.12) and staff survey responses.

Objective 4: Schools ensure that Advanced Tiers support plans are explicitly linked to all other provided supports (i.e., at other tiers of support), and students who are receiving Advanced Tiers supports have access to supports at other tiers as measured by scores of 2 on relevant TFI features (e.g., 2.8 and 3.13) and staff survey responses.

Objective 5: Schools have access to external support agencies and resources through a division contact person for planning and implementing non-school-based interventions as measured by a score of 2 on TFI feature 3.6 and staff survey responses.

Student Outcome Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Baseline Data

Schools Implementing PBIS

As of the 2018-2019 school year, 59 of 82 VBCPS comprehensive school sites²² were implementing PBIS (72%). Implementation patterns varied by school level with higher percentages of elementary (78%) and middle schools (80%) implementing PBIS compared to high schools (33%). The divisionwide PBIS implementation plan for 2019-2020 includes a focus on implementation at the high school level with 8 of the 12 high school sites preparing for implementation.

Student Demographic Characteristics in PBIS Schools

Table 1 displays the schools' student demographic characteristics based on whether they were implementing PBIS as of 2018-2019. The data in the table are based on kindergarten through grade 12 student enrollments at the schools as of September 30, 2018. Based on PBIS implementation as of the 2018-2019 school year, **PBIS schools as a group had higher percentages of African American students, higher percentages of students receiving free or reduced priced meals, and lower percentages of students who were identified as gifted compared to non-PBIS schools.** This pattern was consistent at each school level. In addition, elementary and middle schools

implementing PBIS had lower percentages of Caucasian students compared to non-PBIS elementary and middle schools. As the evaluation process for PBIS is implemented, data regarding the effectiveness of PBIS on student or school outcomes will need to be interpreted within the context of these preexisting differences in school characteristics.

Table 1: 2018-2019 Student Demographic Characteristics Based on PBIS Implementation

Student Characteristics	ES		MS*		HS*		Overall	
	PBIS	No PBIS	PBIS	No PBIS	PBIS	No PBIS	PBIS	No PBIS
	N=23,382 (43 sites)	N=6,454 (12 sites)	N=12,779 (12 sites)	N=3,450 (3 sites)	N=5,532 (4 sites)	N=14,981 (8 sites)	N=41,693 (59 sites)	N=24,885 (23 sites)
Gender								
Female	48%	48%	50%	49%	47%	49%	48%	49%
Male	52%	52%	50%	51%	53%	51%	52%	51%
Ethnicity								
African American	25%	13%	26%	12%	29%	23%	26%	19%
American Indian	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Caucasian	44%	61%	46%	56%	49%	50%	45%	54%
Hispanic	13%	12%	13%	10%	11%	10%	12%	10%
Asian	6%	4%	5%	11%	4%	7%	6%	7%
Native Hawaiian/ Pacific Islander	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Multiracial	11%	9%	10%	10%	7%	9%	10%	9%
Economically Disadvantaged	47%	34%	43%	25%	41%	32%	45%	32%
Identified Special Education	10%	10%	12%	8%	12%	10%	11%	10%
Identified Gifted	9%	12%	16%	46%	12%	19%	11%	21%

* School sites are classified based on their highest grade level. Old Donation School is included in middle schools and Renaissance Academy is included in high schools.

Baseline Implementation Data

Tiered Fidelity Inventory (TFI)

The Tiered Fidelity Inventory (TFI) is one assessment available to school teams for assessing the extent to which the school is implementing PBIS with fidelity across all three tiers. It is based on items assessed by other schoolwide PBIS fidelity measures and has been demonstrated to have strong construct validity for assessing fidelity at each tier, strong interrater and test-retest reliability, strong relationships with other PBIS fidelity measures, and high usability for action planning.²³ The TFI for Tier I: Universal Schoolwide PBIS Features includes three subscales with multiple items or “features” including the Teams Subscale (2 items), Implementation Subscale (9 items), and Evaluation Subscale (4 items). In addition to individual item scores and subscale scores, the instrument provides an overall fidelity score. The PBIS TFI resource from 2014 indicated that generally, a fidelity score of 80 percent is the level of implementation that will result in improved student outcomes,²⁴ although a later 2017 resource indicated that an overall score of 70 percent or higher for Tier I is recommended for schools to be considered at or above “adequate” implementation.²⁵ Based on these research sources and the number of schools in Virginia Beach demonstrating various levels of fidelity, for the purposes of this evaluation, schools are categorized based on their overall TFI fidelity scores as shown in Table 2.

Table 2: Level of Fidelity Categorization Based on Overall TFI Score

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

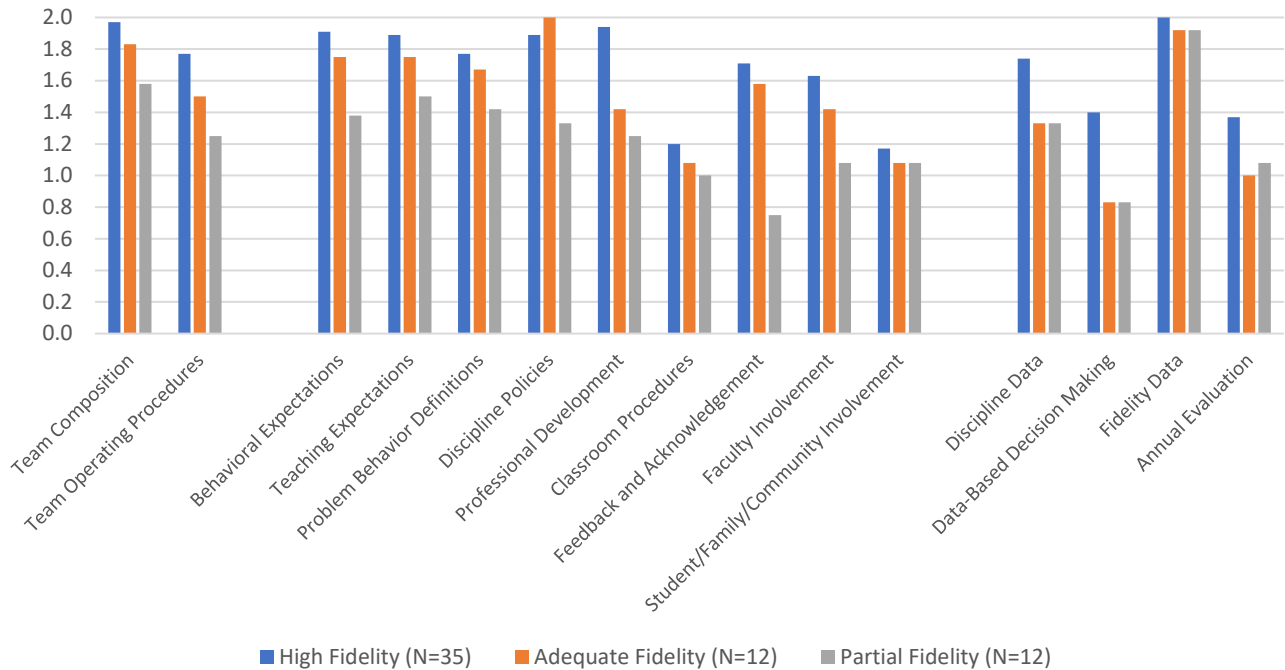
In VBCPS, the TFI is completed by a school team along with a VBCPS PBIS coach following observations of schoolwide and classroom practices and discussions regarding the TFI items. The instrument provides a description of each item that is to be rated, possible sources of data that the team may consult for determining a rating, and scoring criteria for determining the appropriate rating. Each PBIS item is scored on a three-point scale where 0 indicates the feature is not implemented, 1 indicates the feature is being partially implemented, and 2 indicates the feature is being fully implemented. Each subscale score and the overall fidelity score represents the percentage of available points earned for the applicable items.

Although the TFI was used in VBCPS during the early years of PBIS implementation prior to 2017-2018, the two most recent years of TFI data from 2017-2018 and 2018-2019 are the only years of data that will be analyzed for the purposes of the evaluation. The school division's PBIS coaches facilitated the completion of the instrument in collaboration with the school teams during these two years and, therefore, TFI data collected in these two years were considered to be the most valid.²⁶ Research has shown that school teams are more accurate in completing the TFI when an external coach facilitates the process.²⁷

Implementation Fidelity in 2018-2019

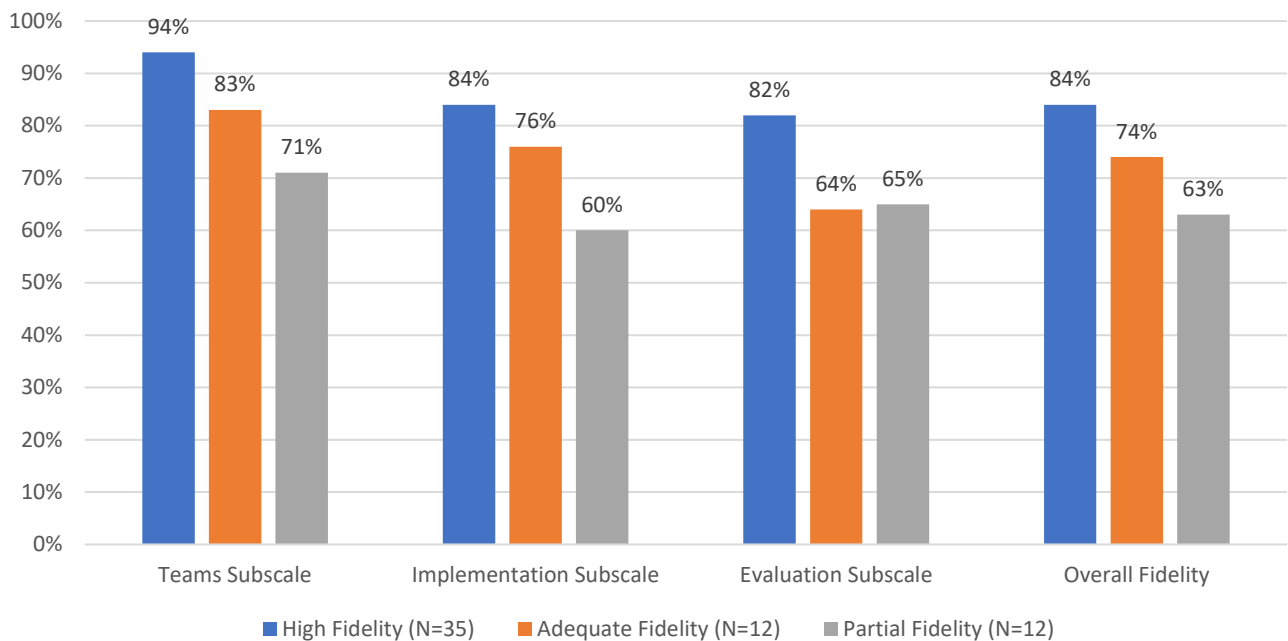
Implementation fidelity scores on each individual item and for the subscales of the TFI were analyzed for 2018-2019 based on the school's overall fidelity categorization (i.e., High, Adequate, Partial). Figure 2 shows the TFI item average scores organized by the Teams items (2), the Implementation items (9), and the Evaluation items (4). In general, schools categorized as being "high fidelity" schools had the highest average item scores on the TFI followed by schools categorized as having "adequate fidelity" and then "partial fidelity." One exception was for the Discipline Policies TFI item where "adequate fidelity" schools had a higher average than the "high fidelity" schools. The Discipline Policies item assesses the extent to which school policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. To earn a score of 2 (fully implemented), there must be documentation of the proactive approaches and the administrator must report consistent use. With the larger number of schools in the "high fidelity" category, this criterion may have been more difficult to meet for all 35 schools. Also, on the four Evaluation Subscale items at the far right of the chart, there were no differences between the "adequate fidelity" and "partial fidelity" schools on three of the items, and the fourth item (Annual Evaluation) was slightly higher for the "partial fidelity" schools.

Figure 2: 2018-2019 TFI Average Item Scores by Overall Level of PBIS Implementation Fidelity Level



Overall, when the average TFI subscale score percentages in 2018-2019 were examined by the schools' level of fidelity, there were clear differences on the Teams and Implementation subscales between the three groups of schools (see Figure 3). The "high fidelity" schools also showed a higher fidelity percentage on the Evaluation subscale, while the differences between the other two groups were negligible.

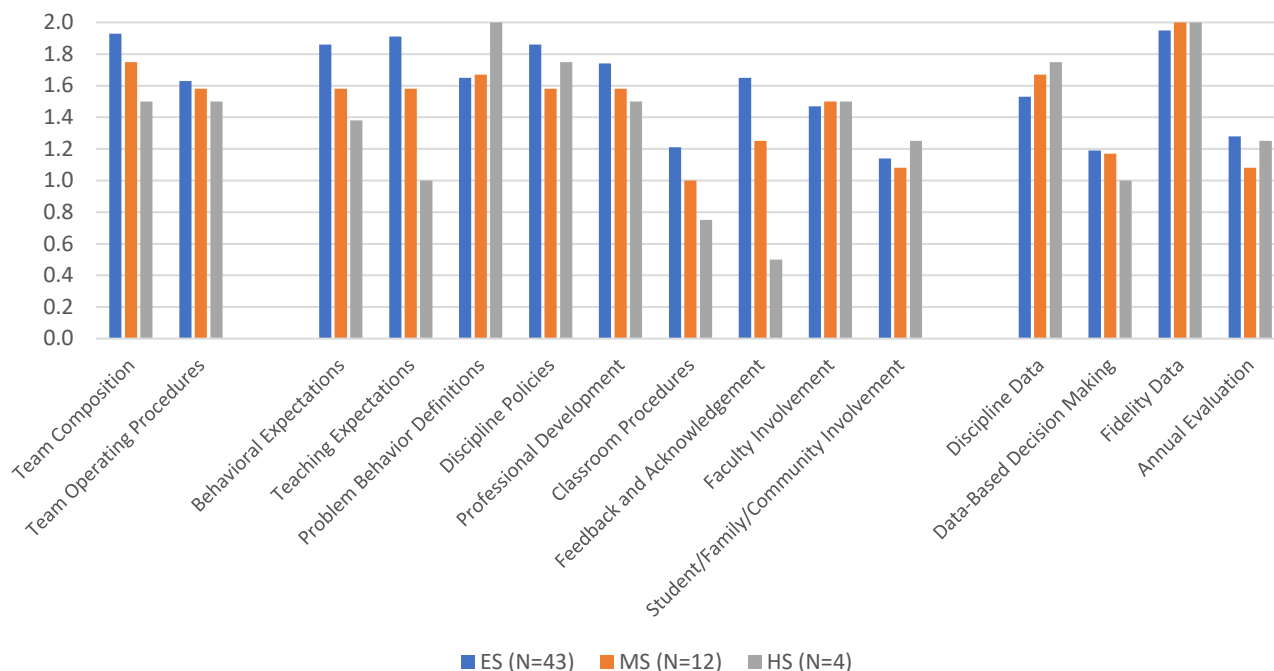
Figure 3: 2018-2019 Average Scores on TFI Subscales and Overall by PBIS Implementation Fidelity Level



Implementation fidelity scores on the TFI were also analyzed by school level. For 8 of the 15 items assessed on the TFI, the pattern of results showed higher levels of implementation fidelity at the elementary school level, followed by middle school and then high school (see Figure 4). There were three TFI items where high schools demonstrated

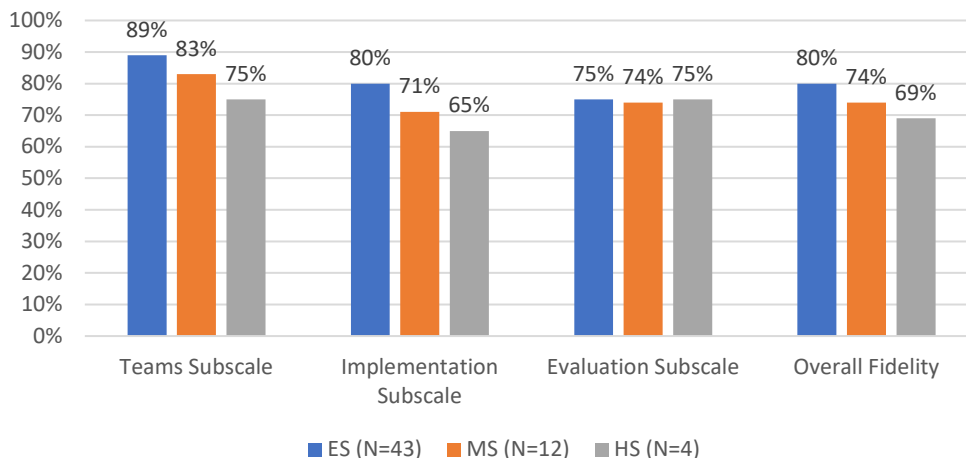
higher levels of implementation including Problem Behavior Definitions (i.e., school has clear definitions for behaviors and a clear policy/procedure for addressing problems), Student/Family/Community Involvement (i.e., stakeholders provide input on expectations, consequences, and acknowledgements at least every 12 months), and Discipline Data (i.e., instantaneous access to graphed reports summarizing discipline data organized by frequency of events by behavior, location, time and day, and individual student).

Figure 4: 2018-2019 TFI Average Item Scores by School Level



Overall implementation fidelity results from 2018-2019 showed that elementary schools were implementing PBIS with the highest degree of fidelity, followed by middle schools and then high schools (see Figure 5). Implementation results for the TFI subscales showed that this pattern was evident for both the Teams subscale and the Implementation subscale. However, results for the Evaluation subscale were similar among all three school levels. The Evaluation subscale focused on having access to discipline data, reviewing and using discipline and academic data for decision making, reviewing TFI implementation data, and documenting fidelity and effectiveness of Tier I practices. These ratings may be similar across all school levels due to the VBCPS divisionwide school support process which involves many of these aspects as schools work toward continuous improvement as part of standard practices.

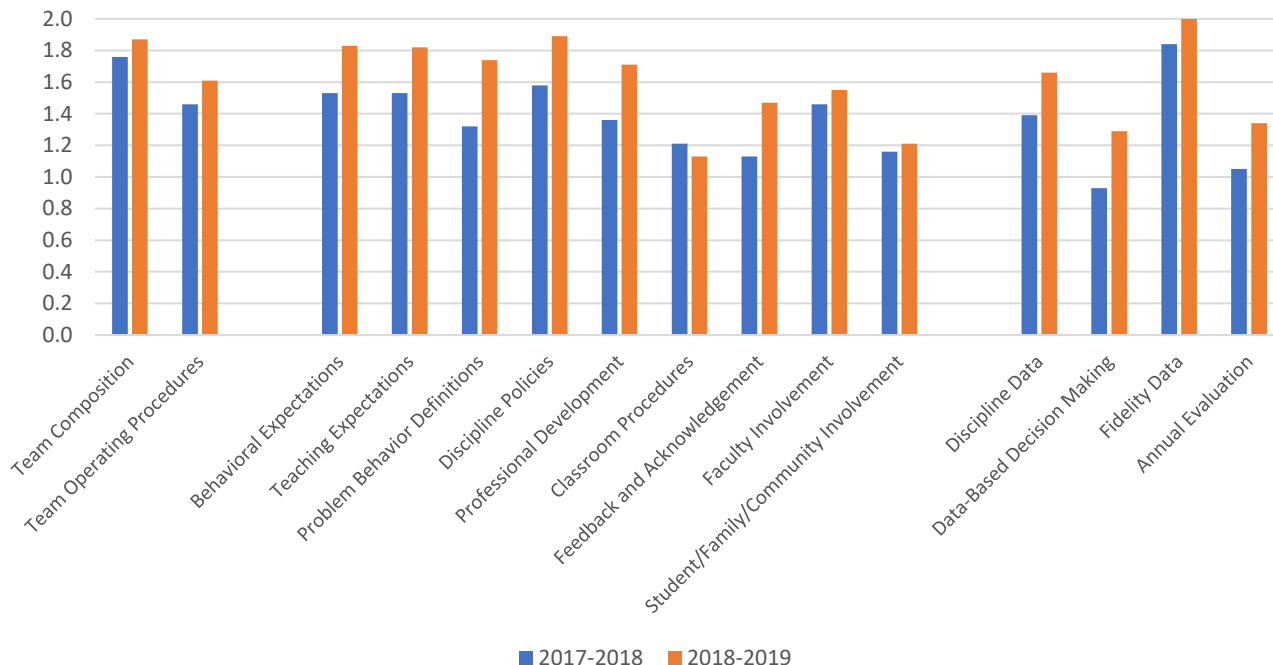
Figure 5: 2018-2019 Average Scores on TFI Subscales and Overall by School Level



Change in Implementation Fidelity from 2017-2018 to 2018-2019

A total of 38 schools had TFI data regarding their Tier I PBIS implementation in both 2017-2018 and 2018-2019, including 26 elementary schools, 8 middle schools, and 4 high schools. **There was improved implementation fidelity for every item on the TFI with the exception of Classroom Procedures** (see Figure 6). Classroom Procedures is focused on Tier I features being implemented within classrooms and consistency with schoolwide systems. To be fully implemented, classrooms must be formally implementing all core Tier I features, consistent with schoolwide expectations.

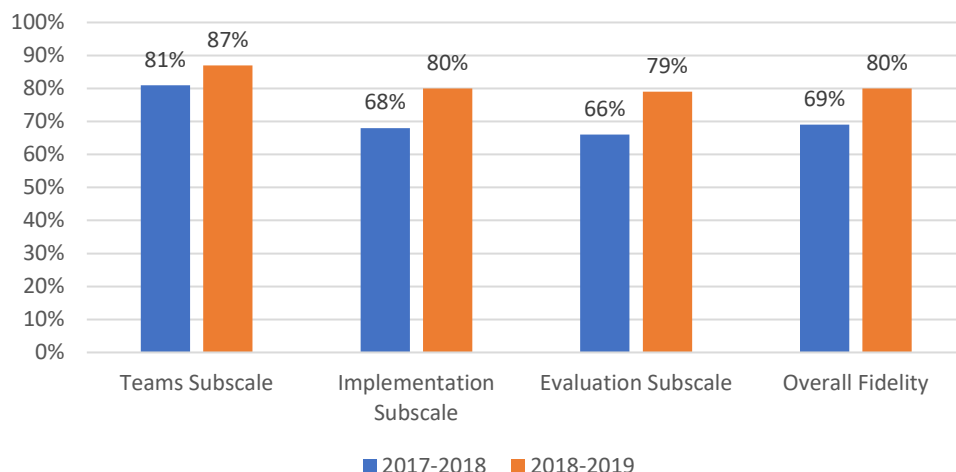
Figure 6: TFI Average Item Scores for Schools With Two Years of PBIS Fidelity Data



On the TFI subscales, data demonstrated that schools showed improvements in their PBIS implementation fidelity for each subscale and overall from 2017-2018 to 2018-2019 (see Figure 7). Additional data analyses indicated that schools at each level showed improvements in their overall fidelity percentages from 2017-2018 to 2018-2019. Elementary schools showed an improvement of 12 percent in 2018-2019 with an overall

fidelity percentage of 83 percent. Middle schools improved 10 percentage points to earn an overall fidelity percentage of 78 percent in 2018-2019. Finally, high schools showed an 11-percentage point improvement to reach an overall fidelity percentage of 69 percent in 2018-2019.

Figure 7: Average Scores on TFI Subscales and Overall for Schools With Two Years of PBIS Fidelity Data



Tier I Implementation Fidelity by Length of Time Implementing PBIS

Tier I Implementation fidelity data were analyzed to determine whether schools that had been implementing PBIS for a longer period of time had higher fidelity as measured by the TFI scores in 2017-2018 and 2018-2019. Data in Table 3 suggest that **schools that are in their first year of implementing PBIS are less likely to have a high fidelity TFI score (80%-100%) compared to schools implementing PBIS for more than one year.** For example, 38 percent of schools that began implementing PBIS in 2018-2019 had a high fidelity TFI score in 2018-2019 compared to 64 to 75 percent of schools that began implementing PBIS in earlier years. Additionally, 11 percent of schools that began implementing PBIS in 2017-2018 had a high fidelity TFI score in 2017-2018 compared to 38 to 55 percent of schools that began implementing PBIS prior to 2017-2018. **However, the data also suggest that schools that implemented PBIS several years ago in 2014-2015 or 2015-2016 are not implementing PBIS at higher levels of fidelity than more recent cohorts.** In 2017-2018, a lower percentage of schools that implemented PBIS in 2014-2015 had high fidelity scores (38%) compared to schools that implemented PBIS in 2015-2016 (55%), and in 2018-2019, a lower percentage of schools that implemented PBIS in 2015-2016 had high fidelity scores (64%) compared to schools that implemented PBIS in 2017-2018 (74%). It is possible that leadership changes at schools or a shift in focus after initial implementation years could impact the extent to which schools continue improving the level of implementation fidelity every year.

Table 3: Level of Tier I Fidelity Categorization Based on Year of PBIS Implementation

Year of Implementation	Percent of Schools at High Fidelity		Percent of Schools at Adequate Fidelity		Percent of Schools at Partial Fidelity	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
2014-15* (N=8)	38%	75%	25%	13%	38%	13%
2015-16 (N=11)	55%	64%	27%	18%	18%	18%
2017-18 (N=19)	11%	74%	11%	16%	79%	11%
2018-19 (N=21)	N/A	38%	N/A	29%	N/A	33%

* Includes one elementary site that began PBIS as early as 2012-2013.

School-Level Student Demographics

Demographics by 2018-2019 Implementation Fidelity Level

Student demographic data were analyzed to determine if there were any notable differences in the schools' demographic characteristics for the three categories of implementation fidelity based on 2018-2019 TFI implementation data. Table 4 displays the results. **Schools that implemented PBIS with high or adequate fidelity in 2018-2019 had higher percentages of African American students, higher percentages of free or reduced priced meal students, lower percentages of Caucasian students, and lower percentages of gifted students compared to the groups of schools that implemented PBIS with partial fidelity or the group of schools that did not implement PBIS.**

Table 4: 2018-2019 Student Demographic Characteristics Based on 2018-2019 PBIS Implementation

Student Characteristics	High Fidelity	Adequate Fidelity	Partial Fidelity	Not Implemented
	N=23,323 35 sites (28 ES, 6 MS, 1 HS)	N=8,448 12 sites (10 ES, 1 MS, 1 HS)	N=9,922 12 sites (5 ES, 5 MS, 2 HS)	N=24,885 23 sites (12 ES, 3 MS, 8 HS)
Gender				
Female	49%	48%	48%	49%
Male	51%	52%	52%	51%
Ethnicity				
African American	28%	29%	17%	19%
American Indian	<1%	<1%	<1%	<1%
Caucasian	42%	41%	58%	54%
Hispanic	13%	13%	11%	10%
Asian	6%	6%	4%	7%
Native Hawaiian/ Pacific Islander	<1%	<1%	<1%	<1%
Multiracial	11%	10%	9%	9%
Economically Disadvantaged	47%	50%	37%	32%
Identified Special Education	11%	13%	11%	10%
Identified Gifted	10%	9%	17%	21%

* School sites are classified based on their highest grade level. Old Donation School is included in middle schools and Renaissance Academy is included in high schools.

Student Demographics By Year of PBIS Implementation

Student demographic data were also analyzed by the year that the sites began PBIS implementation. As shown in Table 5, **schools that began PBIS implementation earlier than 2018-2019 had higher percentages of African American students, higher percentages of free or reduced priced meal students, and lower percentages of Caucasian students.**

Table 5: 2018-2019 Student Demographic Characteristics Based on Year of PBIS Implementation

Student Characteristics	2014-15*	2015-16	2017-18	2018-19	Not Implemented
	N=7,370 8 sites (3 ES, 3 MS, 2 HS)	N=8,025 11 sites (7 ES, 2 MS, 2 HS)	N=12,332 19 sites (16 ES, 3 MS, 0 HS)	N=13,966 21 sites (17 ES, 4 MS, 0 HS)	N=24,885 23 sites (12 ES, 3 MS, 8 HS)
Gender					
Female	50%	48%	49%	48%	49%
Male	50%	52%	51%	52%	51%
Ethnicity					
African American	34%	27%	30%	18%	19%

Student Characteristics	2014-15*	2015-16	2017-18	2018-19	Not Implemented
	N=7,370 8 sites (3 ES, 3 MS, 2 HS)	N=8,025 11 sites (7 ES, 2 MS, 2 HS)	N=12,332 19 sites (16 ES, 3 MS, 0 HS)	N=13,966 21 sites (17 ES, 4 MS, 0 HS)	N=24,885 23 sites (12 ES, 3 MS, 8 HS)
American Indian	<1%	<1%	<1%	<1%	<1%
Caucasian	39%	48%	39%	53%	54%
Hispanic	14%	11%	14%	12%	10%
Asian	4%	5%	6%	7%	7%
Native Hawaiian/ Pacific Islander	<1%	<1%	<1%	<1%	<1%
Multiracial	9%	9%	11%	10%	9%
Economically Disadvantaged	50%	45%	51%	38%	32%
Identified Special Education	11%	13%	10%	11%	10%
Identified Gifted	13%	12%	10%	12%	21%

* Includes one elementary site that began PBIS as early as 2012-2013.

Evaluation Plan and Recommendation

According to School Board Policy 6-26, an Evaluation Readiness Report will focus on the outcomes of the evaluation readiness process and “will be presented to the Superintendent and School Board with a recommendation regarding future evaluation plans for the program.” In accordance with this policy, a three-year evaluation of PBIS is recommended and the proposed plan of action for the evaluation is described in the next section.

Scope and Rationale of the Proposed Evaluation

The scope of the evaluation will include the implementation of PBIS across Tier I and Advanced Tiers supports as well as outcomes for students and teachers. The first two years of the evaluation during 2019-2020 and 2020-2021 will focus on the Tier I implementation, including the fidelity of implementation. Student and teacher outcome data will also be collected and analyzed. In the evaluation’s third year during 2021-2022, the evaluation will continue to assess progress on any recommendations that are made regarding Tier I implementation but will focus on implementation at the Advanced Tiers (i.e., Tier II and Tier III supports). Student and teacher outcome goals will also continue to be assessed.

Conducting an evaluation that focuses on the PBIS implementation fidelity is consistent with previous PBIS evaluation reports. A blueprint for evaluating schoolwide PBIS published by the National Technical Assistance Center on PBIS stresses the importance of evaluating whether schools are implementing PBIS with fidelity.²⁸ The evaluation blueprint notes several fidelity measures that may be utilized throughout implementation, such as the Self-Assessment Survey (SAS), Schoolwide Evaluation Tool (SET), and Benchmarks of Quality (BoQ). A review conducted by Hanover Research on evaluating the efficacy of PBIS reported that the evaluative tools provided by the National Technical Assistance Center on PBIS such as these are most frequently used by schools and school districts to evaluate schoolwide PBIS implementation.²⁹ VBCPS has adopted the TFI as a guide for assessing PBIS implementation. Items on the TFI are based on several of the previously mentioned schoolwide PBIS fidelity measures and includes items for all tiers of implementation.³⁰ Consistent with the proposed evaluation plan to focus initially on Tier I, the blueprint for evaluating PBIS indicated that schools and districts generally first implement and assess Tier I (i.e., universal practices) and assess Advanced Tiers practices only when they are added.

The evaluation blueprint also provides guidance on evaluating the effectiveness of PBIS through student outcome data. The most frequently used indicators for evaluating PBIS include student behavioral data, such as discipline referrals; student attitude surveys; and student achievement data through grades or assessments. The National Technical Assistance Center on PBIS has also provided information on research-based outcomes when PBIS is implemented with fidelity. These outcomes include student behavior, academic engagement and achievement, and

perceptions of school safety and climate.³¹ Based on input from the VBCPS PBIS Evaluation Readiness Committee, discipline and academic achievement measures were not specifically considered as outcome goals of PBIS implementation in VBCPS. Instead, outcome goals focused on other frequently noted outcomes such as student engagement, social and emotional learning outcomes, and student and teacher perceptions of school safety and climate. However, data regarding student discipline and achievement will be analyzed as part of one of the evaluation questions.

Proposed Evaluation Method

In preparation for this Evaluation Readiness Report, other PBIS evaluations and reports served as resources for planning the evaluation. To the greatest extent possible, the evaluation methods that are proposed are aligned with information in the literature about best practices in the evaluation of PBIS programs. The proposed evaluation will include mixed-methodologies to address each of the evaluation questions, including the goals and objectives. Goals and objectives will be evaluated based on multiple measures where possible. Student-level data will be extracted from the VBCPS data warehouse and school-level TFI data will be obtained from the PBIS specialist. To gather perception data, surveys will be administered to all key stakeholder groups including students, teachers, administrators, and parents. Qualitative data will be gathered from open-ended survey items. Further, information garnered from PBIS program documentation and from the best practices research literature will also be utilized in the evaluation.

Implementation data and outcome data will be analyzed over time to the extent measures are available, rather than only one point in time. Additionally, outcome data will be analyzed by the extent to which implementation fidelity is demonstrated by schools and by the length of time schools have been implementing PBIS given that research has indicated that multiple years of implementation may be necessary to achieve outcomes. It is important to note that schools in a particular group (e.g., fidelity level, year of PBIS implementation) vary with regard to the school level, and, therefore, differences in outcomes between high fidelity, adequate fidelity, and partial fidelity groups may reflect the differences in the group composition (e.g., school level, group demographics) rather than implementation fidelity. This is a potential concern, especially if data for a measure are only available for one year. Therefore, when examining the outcome data, the focus will be on describing the changes experienced by each group over time rather than directly comparing groups to each other. However, with any large-scale implementation over time, there are many other factors that experience change and could contribute to outcomes that are found during the evaluation period (e.g., policy changes, school leadership changes, school population changes). Therefore, while it is not possible to definitely link PBIS implementation with outcomes given the manner in which PBIS has been implemented in VBCPS, the intent is to provide data that will assist with interpreting the extent to which implementation is related to any changes in outcomes that can be documented. As additional years of valid TFI implementation data become available, longitudinal patterns based on fidelity over time will be examined. In addition, as the evaluation of PBIS progresses, outcomes based on fidelity on specific items of the TFI will be investigated. As PBIS implementation progresses and all schools are implementing Tier I of PBIS, school groups may also be constructed based on PBIS fidelity scores and VBCPS comparable school groupings to further investigate relationships between PBIS implementation and outcome data over time.

It is important to note that it is not expected that schools implementing PBIS with fidelity would necessarily exhibit improvements in every outcome area noted in the research or reflected in the VBCPS goals and objectives. Prior to implementing PBIS, schools may have strengths in one area where improvements would not necessarily be expected or possible, while they may have challenges in another area. As the evaluation process begins during 2019-2020 and progresses over several years, it is expected that information about schools' improvement areas will be collected (i.e., problem behavior, achievement, etc.). If the Office of Student Support Services works with schools to identify specific areas for improvement, the analysis of outcome data will take into account the area that schools are attempting to impact through their PBIS implementation to allow for a more nuanced analysis of outcomes.

Evaluation Design and Questions

The evaluation questions to be addressed in the evaluations are listed below. Evaluation questions that are only applicable to specific evaluation years are noted.

1. What is the divisionwide implementation plan (e.g., cohorts and tiered implementation)?
2. What are the components of Tier I PBIS practices (e.g., PBIS team composition and meetings; schoolwide expectations, consequences, and acknowledgements)? (2019-2020 and 2020-2021)
3. What are the components of Tier II PBIS practices (e.g., Tier II team composition and meetings, student identification, Tier II interventions and supports)? (2021-2022)
4. What are the components of Tier III PBIS practices (e.g., Tier III team composition and meetings, individual student support teams, student identification, Tier III support plans)? (2021-2022)
5. What is the alignment between PBIS and other related division initiatives (i.e., Student Response Team [SRT], Social-Emotional Learning [SEL], and Culturally Responsive Practices [CRP])?
 - a. How does SRT support Tier II and Tier III PBIS implementation? (2021-2022)
6. What professional learning opportunities are provided to support PBIS implementation?
7. What progress has been made on the Virginia Tiered Systems of Supports Division Capacity Assessment (DCA)?
8. What are the demographic characteristics of the students who are served by PBIS cohorts and based on schools' implementation fidelity?
9. What progress has been made toward meeting the divisionwide implementation and outcome goals and objectives of PBIS? (Tier I Goals and Objectives in 2019-2020 and 2020-2021; Advanced Tiers Goals and Objectives in 2021-2022).
10. What were stakeholders' general perceptions of PBIS (i.e., administrators, teachers, students, and parents), and do staff have a shared understanding of the PBIS framework?
11. What was the relationship between PBIS implementation and teacher retention, student academic achievement, disciplinary referrals (including by student groups), and disciplinary outcome decisions (including by student groups)?
12. What was the additional annual direct cost to VBCPS for implementing PBIS?

Tables 6 through 8 outline the process of collecting data to address Evaluation Question 9 noted above. For reference, the goals and objectives can be found on pages 9 through 12.

Table 6: Data Collection Process for Tier I Implementation Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	TFI and staff and student perception data on schools having positively framed behavioral expectations, classroom procedures that align with these expectations, and expectations being taught to students.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 1 Objective 2	Data regarding student and teacher perceptions on students knowing what behavior is expected of them.	Percentage of respondents agreeing.	Survey
Goal 1 Objective 3	TFI and staff and student perception data on schools having clearly defined student behaviors that interfere with success and outlined staff procedures to respond to student behavior across classrooms.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 2 Objective 1	TFI and staff perception data on professional learning being provided on how to teach schoolwide expectations, acknowledge appropriate behavior, correct errors, and request assistance.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 2 Objective 2	Data regarding teacher perceptions on professional learning providing teachers with knowledge of classroom practices to manage and respond to student behavior.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 3	Data regarding teacher perceptions on professional learning providing teachers with confidence to apply instructional practices related to student behavior and perceptions they are capable of managing and responding to student behavior.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 1	TFI and staff perception data on school Tier I PBIS teams having a discipline data system that graphs student problem behavior.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 3 Objective 2	TFI and staff perception data on schoolwide data being reviewed regularly by teachers and members of the school PBIS Tier I teams to inform decision making regarding schoolwide practices.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 3 Objective 3	TFI and staff perception data on school PBIS Tier I teams reviewing and using Tier I fidelity data yearly to inform decision making regarding schoolwide practices.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 4 Objective 1	TFI data on schools receiving yearly input from students, families, and community members regarding schoolwide expectations, consequence, and acknowledgements.	TFI score on relevant TFI features.	TFI
Goal 4 Objective 2	Data regarding student and parent awareness of practices and expectations that are part of PBIS implementation.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 3	Data regarding staff perceptions on school staff supporting the PBIS Tier I implementation at their school.	Percentage of respondents agreeing.	Survey

Table 7: Data Collection Process for Advanced Tiers Implementation Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	TFI and staff perception data on schools having defined policies and procedures for identifying students who meet requirements for Tier II supports, requesting assistance, and selecting interventions.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 1 Objective 2	TFI and staff perception data on schools having established PBIS Tier III team decision rules for identifying students who qualify for Tier III supports that use multiple data sources.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 2 Objective 1	TFI and staff perception data on professional learning being provided to all relevant staff on intervention delivery, including referring students and implementing Tier II interventions.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 2 Objective 2	TFI and staff perception data on professional learning being provided to all relevant staff on basic behavioral theory, function of behavior, and function-based intervention.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 3 Objective 1	TFI and staff perception data on school PBIS Tier II teams using student data and decision rules at least monthly to monitor progress and alter Tier II supports as needed.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 3 Objective 2	TFI and staff perception data on aggregated school-level Tier III data being summarized and reported to teachers at least monthly on fidelity of support plans and impact on student outcomes.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 3 Objective 3	TFI and staff perception data on school PBIS Tier II and Tier III teams monitoring and reviewing student and fidelity data to inform decision making regarding Advanced Tiers practices.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 4 Objective 1	TFI and staff perception data on school Tier II teams implementing multiple ongoing behavior support interventions that have documented evidence of effectiveness and are matched to student need.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 4 Objective 2	TFI and staff perception data on schools ensuring that Tier II behavior support interventions provide additional instruction/time for student skill development, additional structure/predictability, and/or increased opportunity for feedback.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 4 Objective 3	TFI and staff perception data on schools ensuring that all Tier III student support plans include all required information (e.g., student strengths, hypothesis statement, strategies).	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 4 Objective 4	TFI and staff perception data on schools ensuring that Advanced Tiers support plans are explicitly linked to all other provided supports and students who are receiving Advanced Tiers supports have access to supports at other tiers.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 4 Objective 5	TFI and staff perception data on schools having access to external support agencies and resources through a division contact person for planning and implementing non-school-based interventions.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey

Table 8: Data Collection Process for Outcome Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	Data regarding student and teacher perceptions on students demonstrating school engagement and attendance.	Student attendance Percentage of respondents agreeing.	Attendance Survey
Goal 1 Objective 2	Data regarding student and teacher perceptions on students demonstrating academic engagement.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 1	Data regarding student and teacher perceptions on their school being a safe and orderly place to learn.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 2	Data regarding student and teacher perceptions on bullying not being perceived as a problem at their school.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 3	Data regarding student and teacher perceptions on there being high expectations for student behavior at their school.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 4	Data regarding student and teacher perceptions on students knowing the consequences of misbehaving at their school.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 5	Data regarding teacher perceptions on the rules for student behavior being effective.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 1	Data regarding students successfully regulating their emotions.	Self-management aggregate ratings on the student VBCPS Social-Emotional Learning (SEL) survey.	Survey
Goal 3 Objective 2	Data regarding students demonstrating social-emotional competence	SEL aggregate ratings in self-awareness, social awareness, relationship skills, and responsible decision making.	Survey
Goal 4 Objective 1	Data regarding student perceptions on students having positive relationships with peers.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 2	Data regarding teacher perceptions on teachers being treated with respect by students and school administrators.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 3	Data regarding teacher perceptions on teachers and other adults supporting one another to meet the needs of all students.	Percentage of respondents agreeing.	Survey

Summary of the Evaluation Readiness Process

The PBIS Evaluation Readiness Committee and staff from the Office of Research and Evaluation met to discuss the evaluation readiness process and to identify measurable divisionwide goals and objectives for PBIS. As a result, a total of 12 goals and 36 accompanying objectives for the PBIS evaluation were identified, including 4 goals for Tier I implementation, 4 goals for Advanced Tiers implementation, and 4 goals for outcomes. The implementation goals focused on schools having PBIS policies and procedures, including setting behavioral expectations for students and staff, providing professional learning opportunities and effective support for staff to successfully implement PBIS, reviewing and using data to inform decision making, involving stakeholders (i.e., students, families, community) during implementation, and providing effective Advanced Tiers interventions and supports to students in need of additional support and engaging the community to support those interventions. The student outcome goals focused on students being engaged at school, students and teachers having positive perceptions of school safety and discipline procedures, students learning to regulate their emotions and demonstrate social-emotional competence,

and students and teachers having positive perceptions of school climate. Multiple objectives were identified for each goal area, and the specific objectives will be measured primarily with data from the TFI and stakeholder surveys.

As part of the evaluation readiness process, an evaluation plan was developed including evaluation questions that will be addressed, the design and methods of the evaluation, and data that will be collected and analyzed. The evaluation plan includes a three-year evaluation of PBIS beginning in 2019-2020 and continuing through 2021-2022. The first two years of the evaluation will focus on PBIS Tier I implementation and the final year of the evaluation will focus on PBIS Advanced Tiers implementation. In addition, outcome goals will be assessed each year of the evaluation.

Recommendation and Rationale

Recommendation #1: Begin a three-year evaluation of PBIS with a focus on Tier I PBIS implementation in 2019-2020 and 2020-2021 and a focus on implementation of PBIS Advanced Tiers in 2021-2022. (Responsible Group: Planning, Innovation, and Accountability – Office of Research and Evaluation)

Rationale: It is proposed that a three-year evaluation of PBIS begin during 2019-2020 and continue through 2021-2022. The first two years of the evaluation period will focus on PBIS Tier I implementation processes and practices that are universal and support all students, as well as outcome goals and objectives. It is proposed that the first two years of the evaluation focus on PBIS Tier I implementation because during 2019-2020, the final cohort of VBCPS schools will begin to implement Tier I. An analysis of VBCPS implementation fidelity data showed that schools that are in their first year of implementing PBIS are less likely to have a high fidelity TFI score compared to schools implementing PBIS for more than one year. Therefore, two years of evaluation focused on Tier I will allow time for all schools in the division to fully implement Tier I. In 2021-2022, the focus of the evaluation will be on implementation of Tier II and Tier III of the PBIS framework across the division, including analyzing TFI implementation data for the Advanced Tiers and continuing to analyze outcome data. Evaluation results and recommendations will be presented to the School Board after each year's evaluation.

Endnotes

- ¹ Source: www.pbis.org/school/swpbis-for-beginners/pbis-faqs
- ² Source: www.pbis.org/school/swpbis-for-beginners/pbis-faqs
- ³ Source: www.pbis.org
- ⁴ Source: www.pbis.org/school/swpbis-for-beginners/pbis-faqs
- ⁵ Source: <https://www.pbis.org/school/tier1supports/tier1faqs>
- ⁶ Source: <https://www.pbis.org/school/tier2supports/tier2faqs>
- ⁷ Source: <https://www.pbis.org/school/tier-3-supports/what-are-student-level-tier-3-systems>
- ⁸ Source: <https://www.pbis.org/school/tier-3-supports/what-are-student-level-tier-3-systems>
- ⁹ Source: K. DiMaggio, N. Goulding, Personal communication, June 26, 2019.
- ¹⁰ Source: Office of Student Support Services Professional Learning. Received from D. Brown, August 12, 2019.
- ¹¹ Source: <https://vtss-ric.org/>
- ¹² Source: K. DiMaggio, N. Goulding, Personal communication, June 26, 2019.
- ¹³ Green Run High School and Green Run Collegiate were considered as one site.
- ¹⁴ Source: K. DiMaggio, N. Goulding, Personal communication, June 26, 2019.
- ¹⁵ Source: K. DiMaggio, Personal communication, August 8, 2019.
- ¹⁶ Source: Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org
- ¹⁷ Source: Algozzine, B., et al. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org
- ¹⁸ Source: www.pbis.org
- ¹⁹ Source: K. DiMaggio, Personal communication, June 1, 2018.
- ²⁰ Source: <https://www.pbis.org/evaluation/evaluation-tools>
- ²¹ Source: <https://www.pbis.org/school/swpbis-for-beginners/pbis-faqs>
- ²² Green Run Collegiate and Green Run High School were considered one campus and implementation data were based on the level of implementation across the campus. Renaissance Academy at middle school and high school levels was considered as one site. Although implementation data were collected for both the middle and high school levels separately, the scores were similar and were averaged for a site-wide implementation score in order to align with the outcome data that was collected for the site.
- ²³ Source: McIntosh, K., Massar, M. M., Algozzine, R. F., George, H. P., Horner, R. H., Lewis, T. J., & Swain-Bradway, J. (2017). Technical adequacy of the SWPBIS tiered fidelity inventory. *Journal of Positive Behavior Interventions*, 19, 3-13.
- ²⁴ Source: Algozzine, B., et al. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org
- ²⁵ Source: Mercer, S. H., McIntosh, K., & Hoselton, R. (2017) as cited in Kittelman, A., Eliason, B. M., Dickey, C. R., & McIntosh, K. (2018). How are schools using the SWPBIS tiered fidelity inventory (TFI)? OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org
- ²⁶ Source: K. DiMaggio and N. Goulding, personal communication, May 20, 2019.
- ²⁷ Source: Algozzine, B., et al. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org
- ²⁸ Source: Algozzine, B., Horner, R. H., Sugai, G., Barrett, S., Dickey, S. R., Eber, L., Kincaid, D., et al. (2010). Evaluation blueprint for school-wide positive behavior support. Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Support. www.pbis.org
- ²⁹ Hanover Research. November 2013. Equitable discipline through Positive Behavioral Interventions and Supports.
- ³⁰ Source: Algozzine, B., et al. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org
- ³¹ Source: www.pbis.org/school/swpbis-for-beginners/pbis-faqs

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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.

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September 2019



Subject: Policy Review Committee Recommendations

Item Number: 13C1-6

Section: Information

Date: September 10, 2019

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

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

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

Recommendation:

That the School Board review Policy Review Committee recommendations regarding review, amendment, and repeal of certain policies as reviewed by the committee at their August 15, 2019 meeting and presented for information to the School Board September 10, 2019.

Background Summary:

Policy 2-42 School Improvement Process

Title update, in conjunction with scrivener edits, made to reflect change in Division's school support process.

Policy 3-90/ Contract Execution Policy for Capital Improvement Program Projects.

Policy updated to include proposals from cooperative agreements and energy performance contracts to the existing list of A/E proposals and construction bids of items that need to be approved by the School Board if over \$100,000. Additional updates add additional levels of approval to construction change orders.

Policy 4-16/ Resignation and job abandonment

New language updated to define resignation as the voluntary decision of an employee to cease employment with the School Division. Language updates to Updates to Section A: Licensed Employees, Section B: Registration with Out Notice and Section D: Job Abandonment B were made in accordance with this Policy and applicable law or regulation to ensure the orderly administration of School Division business and the delivery of educational services as it relates to employee resignation.

Policy 5-3 Formulation of Student Rules and Regulations

Policy reviewed to ensure public role for suggesting changes to student rights and responsibilities and that up-to-date School Board policy and regulations shall be maintained and made available on the School Division's websites or made available to the public upon request. Policy includes language related to requests for policy updates.

Policy 6-26 Evaluation of New and Existing Programs

Policy reviewed for legal sufficiency and minor Scrivener changes made.

Policy 7-66 / Memberships in Educational Associations: Southern Association of Colleges

Repeal of Policy proposed: As the Commonwealth, through the Standards of Learning, is the accreditor, monitor and evaluates, and accredits education institutions in the state, The Division no longer use the services of the SAC.

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of August 15, 2019

Budget Impact: None.

ADMINISTRATION

School Support Process~~School Improvement Process~~

A. Goals

The goals of the School Support ~~Improvement~~ Process in the School Division are:

1. To collaborate with the community on school improvement.
2. To develop measurable objectives that align with the strategic plan for the School Division and school specific needs which may include:
 - a. Raising student and school achievement in the core Standards of Learning disciplines;
 - b. Improving student and staff attendance;
 - c. Reducing the student drop-out rates;
 - d. Increasing the quality of instruction through professional development and licensure; and
 - e. Achieving the goal(s) and objectives of the School Division's strategic plan.
3. To seek continuous improvement in the schools.

B Implementation

The School Support ~~Improvement~~ Process shall be implemented in the schools through activities of a School Planning Council, a Principal's Advisory Committee, an Instructional Leadership Team, and specific Action Teams. These bodies are integral in the development, implementation and review of the schools' Plans for Continuous Improvement.

C Operating Principles

The Superintendent shall establish guidelines for the operation of the School Planning Council and the Principal's Advisory Committee.

D Oversight and Accountability

1. The Department of School Leadership shall be responsible for collecting information from school principals to verify compliance with School Board ~~p~~Policies and School Division ~~r~~Regulations and for monitoring the development and implementation of schools' Plans for Continuous Improvement.
2. School Leadership will review each school's annual Plan for Continuous Improvement (PCI); and, in cooperation with school principals, will monitor outcomes related to the PCI throughout the year.
3. The Office ~~Department~~ of Planning, Innovation and Accountability will be

responsible for annually surveying School Planning Council members and Principal's Advisory Committee members. Based upon survey results, the ~~Office~~~~Department~~ of Planning, Innovation and Accountability will prepare an annual report to be provided to the School Board.

4. Annual Review and Report The School ~~Support~~~~Improvement~~ Process shall provide opportunities for school staff and community representatives to review annually the extent to which the school has met its goals and objectives. The School Division and the Virginia Department of Education produce annual school report cards to report school and student performance data, and the School Division produces additional reports regarding student outcomes and publishes the data on its website for public viewing.

Legal Reference

8VAC20-131-10, et seq., as amended. Virginia Department of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Code of Virginia § 22.1-253.13:6, as amended. Standard 6. Planning and public involvement.

Adopted by School Board: October 20, 1992

Amended by School Board: September 2, 1997

Amended by School Board: January 19, 1999

Amended by School Board: November 5, 2002

Amended by School Board: May 9, 2006

Amended by School Board: February 5, 2008

Scrivener's Amendments: September 28, 2011

Scrivener's Amendments: August 15, 2013

Amended by School Board: December 3, 2013

Amended by School Board: March 27, 2018

Contract Execution Policy For Capital Improvement Program (CIP) Projects 3-90

School Board of the City of Virginia Beach
Policy 3-90

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Contract Execution Policy For Capital Improvement Program (CIP) Projects

A. Generally

This Policy establishes a uniform procedure for the review, approval and execution of School Board contracts and contract change orders for Capital Improvement Program (CIP) Projects by officers and employees of the School Board. As used herein, the phrase "School Board contract" means any contract or agreement to which the School Board or School Division is a named party, or to which any authorized school officer or employee enters into on behalf of the School Board or School Division. For execution of contracts which do not involve CIP projects refer to School Board Policy 3-89 "General Contract Execution Policy."

B. Applicability

This Policy shall be applicable only to School Board construction or architectural/engineering (A/E) contracts for CIP projects entered into with any person. For purposes of this Policy, "person" shall be deemed to include any individual, or any corporation, partnership, firm, organization or other group or association of persons acting as a unit. Notwithstanding the above, this Policy shall not be applicable to: 1) routine contracts of employment budgeted by the School Board and authorized by the Chief Human Resources Officer; 2) contracts entered into by the Superintendent, with the approval of the School Board Chairman, in response to an emergency provided that the contract does not exceed \$300,000, and further provided that the Superintendent documents, in writing, that an emergency exists and that delay in executing the contract will be detrimental to the interests of the School Division; or 3) contracts covered by School Board Policy 3-89, General Contract Execution Policy.

C. Contract Review and Approval

1. Content

Every contract shall be reviewed by the Executive Director of Facilities Services (FS) or designee. Every contract shall also be signed (or initialed) "approved as to content" by such individual or designee. When an individual signs (or initials) a contract "approved as to content," the individual is representing that he or she: a) has read the contract; b) agrees with the terms and conditions contained therein; and c) is satisfied that the terms and conditions of the contract accurately reflect the agreement that was reached between the parties thereto.

2. Fiscal Note

Every contract shall have a fiscal note attached thereto in a form prescribed by the Office of Business Services. The fiscal note, which must be prepared by the Office of Facilities Services, shall provide an estimate of the "total cost to complete" the project, including the contract base cost, and shall compare the "total cost to complete" to the project budget. A copy of the fiscal note shall be provided to the Office of Business Services at the time the contract is prepared. If the contract does not involve the expenditure of funds, the Executive Director Facilities Services or designee, shall indicate "N/A" (not applicable) on the fiscal note and sign or initial adjacent thereto.

3. Availability of Funds

Every contract exceeding \$30,000 shall be signed or initialed "approved as to availability of funds" by the Director of the Office of Business Services or designee. Every contract of \$30,000 or less shall be initialed "approved as to availability of funds" by the individual in charge of the department, office or other agency from which the contract originated. If it is determined by the Office of Business Services that there are insufficient funds available to approve the contract, the contract shall be referred back to the Office of Facilities Services for a determination as to whether Facilities Services desires to request a transfer of the necessary funds for the contract to be approved and

executed. If the office decides to request such a transfer, the request shall be forwarded to the Office of Budget Development for appropriate action.

4. Legal Sufficiency

A/E contracts exceeding \$30,000 and construction contracts exceeding \$50,000 shall be forwarded to legal counsel for review as to legal sufficiency once they have: a) been "approved as to content;"; b) had the required fiscal note placed thereon; and c) been "approved as to availability of funds."

When legal counsel signs (or initials) a contract as being "legally sufficient," legal counsel is only certifying that the contract complies with all applicable laws, policies and regulations, contains all necessary contractual provisions, and is legally enforceable. Legal counsel is not indicating approval of the contents of the contract or the purposes for which the contract is being entered into.

5. School Board Approval

Prior to contract execution, all A/E proposals exceeding \$50,000 and construction bids, cooperative agreements, and energy performance contracts exceeding \$100,000 shall be submitted to the School Board for approval. The following information shall be included with the School Board Agenda item:

a. A/E Proposals

The name of the A/E firm selected, the name of the project, the proposed contract amount and the design budget.

b. Construction Bids

The name of the lowest responsive and responsible bidder, the name of the project along with a description, the proposed contract amount, the

construction budget and a summary of the bid results.

c. Cooperative Agreements

The name of the contractor, the name of the cooperative agreement holder, the proposed contract amount, and the construction budget.

d. Energy Performance Contracts

The name of the contractor, the proposed contract amount, and the construction budget.

D. Contract Execution

Once a contract has gone through the above-stated review and approval process, it shall be forwarded to the Superintendent for final execution:

1. The Superintendent or designee shall execute all contracts on behalf of the School Board. In that regard, the Superintendent may delegate in writing the authority to execute contracts on a "contract-by-contract" basis or may establish a written list of the types of contracts that specific designees shall have the authority to execute on an ongoing basis until such time as the delegation is amended or revoked.
2. Notwithstanding any provision herein to the contrary, the Superintendent or designee is not authorized to execute any contract which contains a clause, paragraph or provision ("Provision") designed to "indemnify" or "hold harmless" the provider of goods or services for liability due to negligence or an intentional act of the provider in the performance of the contract. If a contract contains such a Provision, and the service provider will not agree to remove the Provision from the contract, the Superintendent, designee or the purchasing agent shall forward the contract to legal counsel for final resolution.
3. Notwithstanding any provision herein to the contrary, the Superintendent or designee is not authorized to execute any contract which contains a clause, paragraph, or provision ("Provision") agreeing or authorizing either party to submit any dispute arising

from the contract or the performance thereof to any alternative dispute resolution procedure, including, but not limited to, arbitration and mediation. If a contract contains such a Provision, and the service provider will not agree to remove the Provision from the contract, the Superintendent, designee or the purchasing agent shall forward the contract to legal counsel for final resolution.

Upon advice and approval of the School Board's legal counsel, the Executive Director Office of Facilities Services may agree to submit any contractual dispute to nonbinding alternative dispute resolution procedures, including, but not limited to arbitration and mediation.

E. Contract Change Order Review and Approval

1. Content

Every contract change order shall be reviewed by the Executive Director Office of Facilities Services or designee. Every change order shall also be signed (or initialed) "approved as to content" by such individual or his/her designee. When an individual signs (or initials) a change order "approved as to content," the individual is representing that he or she: a) has read the change order; b) agrees with the terms and conditions contained therein; and c) is satisfied that the terms and conditions of the change order accurately reflect the agreement that was reached between the parties thereto.

The total amount of all change orders on a given project cannot exceed twenty-five percent of the original contract amount without advance written approval by the School Board. Any individual proposed contract change order on a fixed-price contract cannot exceed twenty-five percent of the original contract amount or \$50,000, whichever is greater, without advanced written approval by the School Board. Contract change orders may not exceed the appropriated funds for the project.

~~2. However, any proposed contract change order on a fixed-price contract for an amount more than twenty-five percent of the contract amount or \$50,000, whichever is greater, requires advance written approval by the School Board. Contract change orders may not exceed the appropriated funds for the project.~~

2. Fiscal Note

Every contract change order shall have a fiscal note attached thereto in a form prescribed by the Office of Business Services. The fiscal note, which must be prepared by the Office of Facilities

Services-, shall provide the cost of the change order and the revised contract amount and shall compare the revised contract amount to the project budget. A copy of the fiscal note shall be provided to the Office of Business Services at the time the contract change order is prepared.

3. Availability of Funds

Every contract change order shall be signed or initialed "approved as to availability of funds" by the Director of the Office of Business Services or designee.

If it is determined by the Office of Business Services that there are insufficient funds available to approve the change order, the change order shall be referred back to the Office of Facilities Services for a determination as to whether or not the Office of Facilities Services desires to request a transfer of the necessary funds for the change order to be approved and executed. If the Office of Facilities Services decides to request such a transfer, the request shall be forwarded to the Office of Budget Development for appropriate action.

4. Contract Change Order Execution

- ~~F.~~ Contract change order shall be executed, based upon dollar amount by the following positions:

<u>Change Order Amount:</u>	<u>Executed by:</u>
<u>\$500,000 and less</u>	<u>Executive Director of the Office of Facilities Services</u>
<u>\$500,000 to \$1,000,000</u>	<u>Chief Operations Officer</u>
<u>\$1,000,000 and Over</u>	<u>Chief Operations Officer and Chief Financial Officer</u>

~~Every contract change order shall be executed by the Executive Director of the Office of Facilities Services or, if unavailable, then by the Chief Operations Officer or the Chief Financial Officer.~~

~~G.F.~~ **Compliance with School Board Policies and Regulations**

The provisions of this Policy supplement, but do not supersede, other applicable School Board policies and regulations. Therefore, any contract or

contract change order that is negotiated, awarded and executed pursuant to this Policy shall comply with any other applicable law, policies and regulations.

H.G. Failure to Follow Contract Execution Policy

Any individual purporting to execute contracts who executes a contract or change order on behalf of the School Board without the requisite School Board authority in accordance with this Policy may be held personally liable for any or all of the obligations imposed on the School Board by such contract or change order.

1. change order.

Editor's Note

See School Board Policy 3-39 Competitive Negotiations/Awards: Procurement of Professional Architectural and Engineering Services
and School Board Policy 3-89 General Contract Execution Policy.

Legal Reference

Virginia Constitution Article VIII § 7. School ~~b~~Boards.

Code of Virginia § 2.2-4303(G), as amended. Methods of procurement.

Code of Virginia § 22.1-28, as amended. Supervision of schools in each division vested in school board.

Code of Virginia § 22 1-70, as amended. Powers and duties of superintendent generally.

Code of Virginia § 22 1-71, as amended. School board constitutes body corporate; corporate powers.

Code of Virginia § 22 1-79, as amended. Powers and duties.

Code of Virginia § 22 1-89, as amended. Management of funds.

Code of Virginia § 22 1-91, as amended. Limitation on expenditures; penalty.

Related Links

School Board [Policy 3-39](#)

School Board [Policy 3-89](#)

Adopted by School Board: April 21, 1998

Amended by School Board: February 19, 200

Amended by School Board: September 16, 2014
Amended by School Board: May 16, 2017

Amended by School Board: 2019

PERSONNEL

Resignation and job abandonment

Resignation is the voluntary decision of an employee to cease employment with the School Division. To ensure the orderly administration of School Division business and the delivery of educational services, employees should resign in accordance with this Policy and applicable law or regulation. Quitting and job abandonment will be considered voluntary resignation.

While resignations should be submitted in writing, nothing in this Policy prevents the Superintendent or designee from accepting a resignation made verbally.

A. Licensed Personnel Employees resignation

1. Licensed ~~employees~~persons requesting release from a contract with the School Board shall submit their ~~written~~ resignations to the Superintendent or designee at least two (2) weeks before the intended date of termination, unless waived by the Superintendent, or designee. ~~The employee may request an exit interview.~~

2. The School Board authorizes the Superintendent or designee to accept resignations of licensed employees and to inform the licensed employee of the approved date of resignation in accordance with this Policy. Once the resignation is accepted by the Superintendent or designee and one calendar week from the date of receipt of the request for resignation has passed, any change in the date of the resignation must be approved by the Superintendent or designee. If the School Board has already approved the resignation, the Superintendent or designee, at his/her sole discretion, may recommend that the School Board amend the date of resignation and the School Board must vote to amend the date of resignation.

2. Teachers who have submitted requests for resignation may, within one calendar week, withdraw such request to resign upon written notice to the Superintendent or designee. Upon expiration of the one-week period, if the teacher has not withdrawn the request for resignation, then the Superintendent or designee shall notify the School Board whether the resignation will be accepted or rejected. The Superintendent or designee may notify the School Board regarding the acceptance of a resignation through the Personnel Report or by direct communication with the School Board. If the Superintendent or designee rejects the teacher's request for resignation, the Superintendent or designee will directly notify the School Board regarding the reason for rejection of the request for resignation.

3. The School Board, within two calendar weeks of such notice may reverse the decision of the Superintendent or designee regarding whether to accept or reject the resignation. At its sole discretion, the School Board may hold a hearing with the Superintendent or designee and the teacher for the purposes of receiving additional information regarding the request for resignation. The School Board will set the terms for such hearing and provide the teacher with seven calendar days' notice of such hearing.

4. A release from contract between July 1 and the beginning of the school year may be denied until a satisfactory replacement has been secured. The employee shall be informed that breaking a contract without School Board approval may result in a request to the Virginia Board of Education for appropriate disciplinary action which may include revocation of the ~~employee~~person's teaching license.

Resignations are not officially approved until presented to and accepted by the School Board.

B. Classified Personnel Non-Licensed cEmployees - resignation

~~Classified~~ Non-Licensed employees voluntarily terminating their employment ~~shall~~ should submit notice of their intentions at least two (2) weeks prior to their final workday. Employees giving advance notice or resigning with the Superintendent's or designee's approval shall have their resignations accepted without prejudice. ~~Failure to comply with this Policy may result in a recommendation that the employee be ineligible for reemployment at a future date.~~

Once accepted, a resignation may not be rescinded by the non-licensed employee without the approval of the Superintendent or designee.

C. Non-licensed employees - Resignation without nNotice

The Superintendent or designee is authorized to accept a resignation from any employee when such resignation is given less than two weeks prior to the date of resignation. However, in accordance with this Policy, failure to provide notice may result in a recommendation that the employee be ineligible for reemployment.

When a resignation is accepted with less than two weeks prior notice, the employee's separation date may be the date the resignation was accepted. In addition, a resignation accepted under these conditions may not be rescinded, and all rights and privileges provided to employees will terminate as of the date and time that the resignation was accepted.

D. Job abandonment

The Superintendent or designee is authorized to make a determination of job abandonment. An employee will be determined to have abandoned his/her job if:

1. Without prior communication to the employee's supervisor or the Human Resources Department, the employee fails to report to his/her work assignment for three consecutive work days/nights. In such cases, the employee's supervisor or the Human Resources Department will make a reasonable attempt to contact the employee regarding the reasons for the unauthorized absences. Employees who are unable to communicate the reasons why they did not to report to work may present such evidence within a reasonable period as a mitigating circumstance against a determination of job abandonment.
2. The employee fails to return to work after an authorized leave period has expired or fails to respond to School Division communications regarding an estimated return-to-work status.
3. The employee indicates, through action, that he/she does not intend to continue employment with the School Division. Actions demonstrating such intent may include, but are not limited to, verbally expressing the intention not to return, expressing in written or electronic format the intention not to return to work, walking off the worksite without authorization, or turning in issued School Division property.

E. Disclosure of Employment-Related Information

If the employee was subject to a pending recommendation for dismissal or other disciplinary action at the time of resignation or job abandonment, then facts exist and are known at the time of a resignation which, but for the employee's resignation, would have subjected the employee to another type of termination or disciplinary action, the employee's record should reflect that information cause to terminate, to pursue termination of, or to pursue discipline of the employee existed at the time of the employee's resignation. Any records which support the reasons for termination or discipline will be included in the employee's file along with the resignation. The Superintendent or his designee may, in accordance with applicable policy and/or law, disclose accurate information concerning the employee's professional conduct, job performance, or reason for separation and whether the employee is eligible for rehire.

Editor's Note

For confidentiality of personnel files and disclosure of information, see School Board [Policy 4-15](#).

Legal Reference

Code of Virginia § 8.01-46.1, as amended. Disclosure of employment-related information; presumptions; causes of action; definitions.

Code of Virginia § 22.1-304, as amended. Reemployment of teacher who has not achieved continuing contract status; effect of continuing contract; resignation of teacher; reduction in number of teachers.

8VAC20-440-130, as amended. ~~Purpose of Uniform Hiring Process.~~

8VAC20-440-140, as amended. ~~Phase One of the Three Phase Employment Process.~~

8VAC20-440-150, as amended. ~~Phase Two of the Three Phase Employment Process.~~

8VAC20-440-160, as amended. ~~Phase Three of the Three Phase Employment Process.~~

Related Links

School Board [Policy 4-15](#)

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

Adopted by School Board: April 17, 2001

Amended by School Board: October 4, 2016

[Amended by School Board: 2019](#)

STUDENTS

Formulation of Student Rules and Regulations

All suggestions for policies, regulations and rules concerning student rights should be submitted to the Superintendent for consideration. Upon receipt of a suggestion, the Superintendent or designee will refer the suggestion to the appropriate school administrators for review and consideration. The Superintendent or designee will forward any such suggestions, with recommendations from school administrators, to the School Board's Policy Review Committee for consideration. School administrators through the superintendent may submit suggested rules and regulations related to students' rights and responsibilities to the board for its consideration. Further comments regarding the formulations of policies, regulations and rules concerning student rights will be considered by the School Board through the School Board agenda process.

An up-to-date ~~S~~school ~~B~~board policies and ~~S~~chool ~~D~~ivision regulations manual shall will be cataloged, maintained on the School Board's website and made available upon request in printed form for Virginia citizens who do not have online access each media center. The Superintendent or designee is authorized to impose reasonable charges for providing copies.

Rules and regulations regarding students' rights and responsibilities shall be included in student, staff and parent handbooks.

~~Students and parents shall be given the opportunity to participate in formulating suggested rules and regulations.~~

Legal reference

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

Adopted by the School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: 2019

INSTRUCTION

Evaluation of New and Existing Programs

A. Purpose

The School Division will employ a systematic approach to program evaluation for the purpose of maintaining relevant, high quality programs. It is expected that results from program evaluations will be used for continuous improvement. For the purposes of this Policy, programs are defined as all educational programs and initiatives that impact students or staff that are currently in operation or being planned for implementation that operate with local resources. This Policy does not apply to programs and initiatives that are funded solely through external grant funds with evaluations completed by external evaluators or funded solely through school-based funds and managed by the school.

B. Evaluation of New Programs

All new programs will be evaluated for a minimum of two years. The year-one evaluation will focus on the implementation of the program, while the year-two evaluation will focus on program outcomes, progress made toward meeting the program's goals and objectives, and program effectiveness. Programs that have been designed to take more than two years to fully implement will also be evaluated during the year in which the program reaches full implementation. This full-implementation evaluation will focus on the accomplishment of the program's goals and objectives and program effectiveness.

In accordance with School Board Regulation 6-24.2, as amended, a formal written report will be provided to the School Board. Each evaluation will include a recommendation to continue the program without modifications, continue the program with modifications, expand the program, or discontinue/phase out the program. If a new program is recommended for continuation without modifications following its final evaluation, the program will not be eligible again for evaluation until after one annual evaluation cycle has passed. After that period, the program will be classified as an existing program and will be evaluated in accordance with section C of this Policy. ~~Beginning September 1, 2007, a~~All new program proposals shall include a sunset provision in accordance with School Board Regulation 6-24.2. Program evaluations for these programs shall adhere to established timelines.

C. Evaluation of Existing Programs

Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually. The composition of this committee will be determined by the Superintendent and may include representatives from the ~~Office~~Department of Planning,

Innovation, and Accountability, the Department of Teaching and Learning, the Department of School Leadership, the [Office of Professional Growth and Innovation](#) [Center for Teacher Leadership](#), appropriate school-based personnel, and/or community members.

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

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

D. Program Status Assessment

Once the existing programs are recommended by the Program Evaluation Committee and approved by the Superintendent, the [Office](#) [Department](#) of Planning, Innovation, and Accountability will conduct an assessment of each program to determine the recommended course of action for the program. This assessment will investigate the extent to which the program's goals, objectives, activities, and outcomes are connected, plausible, well defined, and measurable. Based on the outcome of this assessment, the program will be scheduled for an Evaluation Readiness Report or a Comprehensive Evaluation as described below:

† 1. Evaluation Readiness Report. For those programs scheduled for an Evaluation Readiness Report, the [Office](#) [Department](#) of Planning, Innovation, and Accountability will assist program staff in defining measurable goals and objectives, as well as linkages with activities and outcomes. An Evaluation Readiness Report focusing on the outcomes of this process and baseline data (if available) will be presented to the Superintendent and School Board with a recommendation regarding future evaluation plans for the program. If appropriate based on the evaluation readiness process, the program will be scheduled for a Comprehensive Evaluation.

2. Comprehensive Evaluation. For those programs scheduled for a Comprehensive Evaluation, the [Office](#) [Department](#) of Planning, Innovation,

and Accountability will complete an evaluation focused on the implementation of the program, outcomes of the program, and program effectiveness. Upon completion of the evaluation, a formal report with findings and recommendations will be provided to the Superintendent and School Board and will include a recommendation to: a) continue the program without modifications; b) continue the program with modifications; c) expand the program; or d) discontinue/phase out the program. Programs that are continued with modifications may require additional program evaluations to monitor the implementation of any School Board approved modifications. If a program is continued without modifications, the program will not be eligible again for evaluation until after one annual evaluation cycle has passed. After that period, the Program Evaluation Committee may include the program in the list of possible programs to be evaluated that will be approved by the Superintendent and School Board.

E. In addition, all existing programs that receive a comprehensive evaluation may be subject to the inclusion of a sunset provision at the discretion of the Superintendent and/or the School Board. If a sunset provision is applied to an existing program, future program evaluations shall adhere to established timelines.

Legal Reference

~~School Board Regulation 6-24.2, New Program Proposal Development and Approval Process, as amended.~~

Related Links

School Board [**Regulation 6-24.2**](#) [**New Program Proposal Development and Approval Process, as amended.**](#)

Adopted by School Board: September 5, 2007

Amended by School Board: February 5, 2008

Amended by School Board: June 2, 2009

Scrivener's Amendments: September 28, 2011

Scrivener's Amendments: January 8, 2014

Amended by School Board: September 16, 2014

[**Amended by School Board: 2019**](#)

~~Membership in Educational Associations: Southern Association of Colleges and Schools 7-66~~

School Board of the City of Virginia Beach
Policy 7-66

~~COMMUNITY RELATIONS~~

~~Membership in Educational Associations: Southern Association of Colleges and Schools~~

~~The schools shall maintain the standards for accreditation established by the Southern Association of Colleges and Schools and retain membership, for high schools, in the organization. Membership fees shall be paid from funds included in the School Division's annual operating budget.~~

~~Adopted by School Board: October 20, 1992~~

~~Amended by School Board: May 9, 2006~~

~~Serivener's Amendments: May 23, 2014~~

~~Repealed by School Board: 2019~~