



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, October 22, 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.***
If there is insufficient time for completion of workshop topics at this time, remaining items may be carried forward under Item 17
 - A. School Board Administrative Matters and Reports
 - B. Budget FY18/19 Resolution Regarding Reversion and Revenue Actual Over/Under Budget Funds
 - C. City and Schools Revenue Sharing Formula
 - D. School Calendar: Review Survey Results on Pre-Labor Day Start
2. ***Closed Meeting*** (as needed)
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***
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 [School Board Bylaw 1-48](#) requirements for Decorum and Order.



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, October 22, 2019

School Administration Building #6, Municipal Center

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9. Approval of Minutes: October 8, 2019 School Board Regular Meeting

10. Adoption of the Agenda

11. Consent Agenda

All items under the Consent Agenda are enacted on by one motion. During Item 10 – 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. Religious Exemption(s)
- B. Field Trip Report 2018-19
- C. Policy Review Committee Recommendations
 - 1. Policy 3-5 Budget/Generally
 - 2. Policy 3-6 Budget: Preparation and Approval
 - 3. Policy 3-7 Budget: Capital Expenditures
 - 4. Policy 3-8 Small, Women-Owned, Service-Disabled Veterans and Minority-Owned Business Participation in School Division Procurements
 - 5. Policy 3-9 Budget Administration
- D. Virginia School Boards Association (VSBA) Tidewater Region Vice-Chair Nomination

12. Action

- A. Personnel Report **Updated 10/24/2019**
- B. Policy Review Committee Recommended Bylaw 1-19 Duties of Chair/Vice Chair*

13. Information

- A. Student Response Teams (SRT): Implementation Evaluation Report
- B. State and Federal Accountability: Status of Our Schools for 2019-20
- C. School Calendar Recommendation on Pre/Post Labor Day Start **Action taken under Item 19**
- D. School Start Times Follow-Up **Action taken under Item 19**
- E. Budget FY18/19 Resolution Regarding Reversion and Revenue Actual Over/Under Budget Funds **Action taken under Item 19**
- F. Interim Financial Statements – September 2019
- G. Policy Review Committee (PRC) Recommendations*
 - 1. Bylaw 1-5 Legal Counsel
 - 2. Bylaw 1-28 Committees, Organizations and Boards – School Board Member Assignments
 - 3. Policy 2-7 Superintendent: Appointment/Term of Office/Compensation
 - 4. Policy 2-10 Superintendent: Vacancy in Office/Fines/Suspension/Separation



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, October 22, 2019

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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 School Board Discussion of FOIA Dispute Response Added 10/18/2019 (Action taken under Item 19)*

18. *Closed Meeting* (as needed)

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

13C: Approval of Post Labor Day Start

13D: Requested Stakeholder Survey on two options

13E: Budget FY19 Reversion Resolution Approved

17: Approval of Responses to FOIA Dispute

20. *Adjournment*



Subject: Budget Resolution Regarding FY 2018/19 Reversion and Revenue Actual Over/Under Budgeted Funds **Item Number:** 1B

Section: Workshop **Date:** October 22, 2019

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

Prepared by: Farrell E. Hanzaker, Chief Financial Officer

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

Recommendation:

It is recommended that the School Board approve the Budget Resolution regarding FY 2018/19 Reversion and Revenue Actual Over Budget Funds.

Background Summary:

- Reversion funds equal the unspent fund balance after netting Revenue Sharing Formula funds Actual Over or Under Budget
- The net estimated funding available for re-appropriation is \$26,079,152
- Based on early projections, a possible revenue funding shortfall for FY 2019/20 in the amount of \$5,800,000. should be re-appropriated to the School Reserve Special Revenue fund and the remaining funds available should be re-appropriated for the purposes indicated in the attached Resolution
- See the attached Resolution for the specific detailed recommendations for the \$26,079,152
- The attached Budget Resolution, once approved by the School Board, will be sent to the City Council for approval

Source:

Unaudited Financial Statements for FY 2018/19 and the city staff communication of year-end true-up numbers.

Budget Impact:

\$26,079,152 to be re-appropriated as indicated in the attached Budget Resolution regarding FY 2018/19 Reversion and Revenue Over/Under Actual Funds.



Subject: City and Schools Revenue Sharing Formula **Item Number:** 1C

Section: Workshop **Date:** October 22, 2019

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

Prepared by: Farrell E. Hanzaker, Chief Financial Officer

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

Recommendation:

- It is recommended that the School Board have public input at a future meeting
- It is recommended that the School Board approve the recommendation of the joint City and Schools staffs regarding the proposed revised City/School Revenue Sharing Policy that was presented in a joint briefing on October 8, 2019. The revised formula reflects the following:
 - Use same General Fund revenues as current formula
 - Redirect all General Fund dedications with these exceptions
 - 2.5 cent real estate tax that's in a lock box for Storm Water needs
 - EDIP – cigarette tax that is directed to Economic and Tourism CIP
 - Outdoor Initiative- real estate taxes directed to Parks and Recreation CIP
 - Subtract dedications from General Fund Revenues
 - Calculate percentage that Schools FY 2019-20 local funding amount is of General Fund revenue net of dedications
 - Schools receive 46.75% of General Fund Tax revenues going forward

Background Summary:

- School funding formula began in FY 1998 and 7 largest revenue sources were shared 53.13% schools and 46.87% City
- Original formula continued through FY 2012 and was then eliminated
- In FY 2014 a new formula was established using the “Standards of Quality” as a benchmark for calculating the revenue to be shared and formula required the City to provide 100% of the State required local match – in addition to the local match, the City also provided 34.11% of non-dedicated local tax revenue as a discretionary match and any revenue dedicated specifically for School purposes also would be added to this non-discretionary amount (example 1.25 cents of the real estate tax for full-day kindergarten) – also 6 additional streams of revenue was added to the original 7 streams which provided for the Schools to share in more diverse streams of revenues
- Note – The Power Point presentation presented at a joint briefing of the City Council and School Board on 10-8-19 has a wealth of information and regarding the history, the methodology, the guiding principles, historical data, etc. Re: City and Schools Revenue Sharing Formula

Source:

City/Schools Revenue Sharing Policy Adopted 10/23/2012

City and Schools Revenue Sharing Formula Power Point Presentation dated 10/8/19

Budget Impact:

Less complex and more understandable formula that assist in providing more predictable future local revenues.



Subject: School Calendar: Review Survey Results on Pre-Labor Day Start **Item Number:** 1D

Section: Workshop **Date:** October 22, 2019

Senior Staff: _____

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

Natalie Allen, Chief Communications Community Engagement Officer

Presenter(s): Donald E. Robertson, Jr., Ph.D, Chief of Schools

Natalie Allen, Chief Communications Community Engagement Officer

Recommendation:

We will be presenting information from the community survey regarding the school calendar Pre-Labor Day start time.

Background Summary:

Source:



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

Section: Approval of Minutes **Date:** October 22, 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 October 8, 2019 regular meeting as presented.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



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Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES

Tuesday, October 8, 2019

School Administration Building #6, Municipal Center
2512 George Mason Dr.
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Joint City Council / School Board Review of the Revenue Sharing Formula: School Board members joined City Council members at 2:00 p.m. in Bldg. 19 at the Municipal Center for a presentation regarding the City/Schools Revenue Sharing Formula. Farrell E. Hanzaker, Chief Financial Officer, and Jonathan Hobbs with the Virginia Beach Department of Budget and Management Services, presented an overview of school funding, history of the school funding formula, review of state versus local funding in the school operating budget and change in the city contribution to schools over the years, and reported status of the current funding formula extended for another year after expiring June 30, 2018. Guiding principles were explained for the process of revising to a new, simplified formula that removes Standards of Quality (SOQ) components and shares a specific percentage of revenue sources.

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. Rye who was absent from the meeting.
 - A. School Board Administrative Matters and Reports:** While circulating an RSVP request for the Virginia School Boards Association (VSBA) Annual Conference in November, Chairwoman Anderson reviewed workshop topics suggesting the final item be taken up after the formal meeting if time does not permit at least one hour for discussion in the afternoon. There was no objection. School Board members reported on recent school visits and events they attended, and commended the division for graduation and dropout rates recently released by the Virginia Department of Education. This portion of the workshop concluded at 4:04 p.m.
 - B. School Start Times Follow Up:** Daniel F. Keever, Senior Executive Director of High Schools, recapped research related to the influences of later school start times for adolescents, reviewed survey results on option preferences, and reiterated the November 2018 School Board resolution that directed the development of options that allow adolescent students



to start school later. Other survey results were reported in the area of the readiness of families for a fall 2020 implementation and start time tier order preferences. Guiding goals used in the development of a proposal were reviewed, and administration's recommendation was introduced as an elementary-middle-high tiered model as outlined below with associated strengths and challenges identified:

Elementary A Schools: 7:30 a.m. – 2:00 p.m.

Elementary B Schools:..... 8:00 a.m. – 2:30 p.m.

Middle Schools:..... 8:40 a.m. – 3:10 p.m.

High Schools:..... 9:20 a.m. – 4:10 p.m.

Strengths:	Challenges:
<ul style="list-style-type: none">- Revised schedule would match medical research for students' sleep patterns- Most elementary students picked up after 7 a.m.- Most adolescent students would have start times of 8:30 a.m. or later- Middle school students would have an earlier release time	<ul style="list-style-type: none">- Need for approximately 80 additional driver hours per day (\$325,000)- All high schools would require field lighting<ul style="list-style-type: none">▪ \$2.8 million already allocated in Capital Improvement Program (CIP) for high school field lights▪ \$2.5 million in one-time costs to finish high school field lights- Transportation for middle school athletics/elementary tutoring may be impacted

John "Jack" Freeman, Chief Operations Officer, presented a review of the timeline and facts associated with the SY2019-20 transportation analysis after implementation of the upgraded routing software resulting in transportation efficiency improvements with a net effect of 12 fewer buses and drivers. Considerations were outlined as follows:

- Optimized A and B elementary school designations
- 15-20 minute early drop-off at some middle schools (same as high schools)
- Local daycare businesses and Parks and Recreation programs may need to modify operating hours
- All Renaissance Academy programs will be on a proposed A schedule. High school, alternative and special needs programs currently on early schedule. Middle school program to move to early schedule

Next steps called for the recommendation to move forward to be presented as Information at the School Board's October 22 meeting for action to be taken in November for implementation in the fall 2020. This portion of the workshop concluded at 4:44 p.m.

- C. Human Resources Staffing Update: John A. Mirra, Chief Human Resources Officer, and Bernard P. Platt, Director of Employment Services, presented an update on staffing challenges opening with information on supply and demand describing a teacher shortage. Some of the division's current recruitment strategies were reviewed, and strategies under consideration with associated cost scenarios were introduced as follows:



- early commitment/signing incentives for specific, hard to fill positions
- example incentives for staff at a hypothetical difficult-to-staff schools
- restore tuition reimbursement at \$850 to \$1,000 per employee
- continue to support staff who are seeking endorsements in difficult-to-fill endorsement areas
- offer classes required to satisfy provisional license citations
- adjust the middle school schedule
- consider 4x4 block for high school
- advocate for legislation to
 - shorten the waiting period for retirees to re-enter the workforce and continue to collect their retirement under the Critical Shortages provision
 - continue to expand alternative routes to licensure

This portion of the workshop concluded at 5:18 p.m.

D. School Board Discussion on FOIA Dispute: Taken up under Item 17

2. ***Closed Meeting:*** None

3. ***School Board Recess:*** The School Board recessed at 5:18 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. Rye who Chairwoman Anderson announced was out of town.

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

6. ***Student, Employee and Public Awards and Recognition***

A. Virginia Association for the Gifted: The School Board recognized the following Virginia Association for the Gifted honorees:

1. Parent of the Year: Sandy Beale-Berry, parent at Old Donation School and Kempsville High School
2. Region II Teacher of the Year: Vivian Barber, sixth grade teacher at Old Donation School
3. Leader of the Year: Robin Schumaker, Gifted Education Coordinator

7. ***Superintendent's Report:*** News shared in Superintendent Spence's report was related to recognition of on-time graduation rates at 93.9% and decrease in the dropout to 3%; notice of a pre/post Labor Day school start survey underway; announcement of the upcoming Navigating the Journey event, Beach Girls Rock! seminar, and Beach Bags food drive; and notice of School Board member recipients of Virginia School Boards Association (VSBA) Academy Award certificates and pins for their participation in the association's meetings, conferences and training in boardmanship skills.

8. ***Hearing of Citizens and Delegations on Agenda Items:*** None



9. **Approval of Minutes:** September 24, 2019 School Board Regular Meeting: Ms. Riggs made a motion, seconded by Ms. Weems, that the School Board approve the minutes of their September 24, 2019 Regular Meeting as presented. The motion was approved (ayes 9, nays 0; 1 abstention – Edwards who was absent from the September 24 meeting).
10. **Adoption of the Agenda:** Vice Chair Melnyk made a motion, seconded by Ms. Holtz, that the School Board adopt the meeting agenda as published. 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, Vice Chair Melnyk made a motion, seconded by Ms. Riggs, that the School Board approve the Consent Agenda. The motion passed (ayes 10, nays 0); and the following items were approved as part of the Consent Agenda:
- A. Resolutions:
1. Disability Awareness resolution as follows:

DISABILITY HISTORY AND AWARENESS MONTH, OCTOBER 2019

WHEREAS, Americans with Disability Act of 1990 was founded on four principles: inclusion, full participation, economic self-sufficiency and equality of opportunity for all people with disabilities; and

WHEREAS, the Virginia General Assembly has designated the month of October as Disability History and Awareness Month to increase public awareness and respect for persons with disabilities; to inform the public concerning their many contributions to society; and to emphasize the abilities and rights of persons with disabilities rather than their exceptionalities; and

WHEREAS, public schools, institutions of higher education, the business community, civic organizations and other interested entities are encouraged to promote Disability History and Awareness Month in the Commonwealth of Virginia; and

WHEREAS, the Virginia Department of Education's 2018-2019 Virginia State Quality Profile reported the Virginia public school divisions served 170,750 students with disabilities under the Individuals with Disabilities Education Act and Virginia Beach City Public Schools reported the division served 8,114 students with disabilities under the Individuals with Disabilities Education Act; and

WHEREAS, Virginia Beach City Public Schools believes in having the highest expectations for students with disabilities and believes that students with disabilities make significant academic and social progress when educated, as appropriate, in general education environments; and

WHEREAS, it is necessary to increase public awareness, knowledge, and understanding of disabilities, the rights of persons with disabilities, and to foster a culture of mutual respect and equal opportunities for all in our schools, businesses, and communities.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of October 2019 as Disability History and Awareness 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 during Disability History and Awareness Month; and be it

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

2. Filipino American Heritage resolution as follows:

**RESOLUTION FOR FILIPINO AMERICAN HISTORY MONTH
October 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, Filipino Americans are an integral part of that diversity; and

WHEREAS, it is imperative for the good of our nation that schools continue to build awareness and understanding of the contributions made by Filipino Americans; and

WHEREAS, through the study of these contributions, all students may find role models whose participation, commitment and achievement embodies 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 the month of October 2019, as Filipino American History Month, whose theme is "Pinay Visionaries: Celebrating Filipina American Women"; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and participate in various school activities during Filipino American History Month; and be it

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

3. Bullying Prevention resolution as follows:

**RESOLUTION FOR BULLYING PREVENTION MONTH
October 2019**

WHEREAS, school bullying has become an increasingly significant problem in the United States and Virginia; and

WHEREAS, bullying can take many forms, including verbal, physical, and most recently in cyberspace, and can happen in many places on and off school grounds; and

WHEREAS, it is important for Virginia Beach parents, students, school counselors, teachers, and school administrators to be aware of bullying and to encourage discussion of the problem as a school community; and

WHEREAS, the School Board of the City of Virginia Beach has developed a policy on anti-bullying to encourage positive behaviors and to eliminate bullying behaviors; and

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

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the month October 2019, as Bullying Prevention Month in the Virginia Beach City Public Schools, and be it

FURTHER RESOLVED: That the issue of bullying and its prevention be discussed in Virginia Beach City Public Schools classrooms during this time, and be it

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

- B. Recommendations proposed in response to the LEAD Aspiring Administrators Program comprehensive evaluation conducted during 2018-19 focused on the operation of the program as it relates to preparing the aspiring administrators to be appointed to an assistant principal position or into other leadership roles within the division; participant characteristics; progress toward meeting program goals and objectives including



examination of participants' professional activities and roles following their exit from the program; participant and supervisor perceptions; and cost resulting in the following recommendations:

Recommendation #1: Continue the Aspiring Administrators Program with the following recommendation. (*Responsible Group: Department of School Leadership and Office of Professional Growth and Innovation*)

Recommendation #2: Review and adjust course content and program components as needed based on survey results to meet participants' and the division's needs. (*Responsible Group: Department of School Leadership and Office of Professional Growth and Innovation*)

12. Action:

- A. Personnel Report/Administrative Appointments: Vice Chair Melnyk made a motion, seconded by Mr. Edwards, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated October 8, 2019 along with two administrative appointments as recommended by the Superintendent. The motion passed (ayes 10, nays 0). Superintendent Spence then introduced the following approved administrative appointments:
- Joey H. Phillips, Ph.D., current Employee Relations Specialist in the Department of Human Resources, as the new Director of the Adult Learning Center with an effective date to be determined; and
 - Michael Mungin, current Transportation Area Supervisor with the Office of Transportation and Fleet Management Services in the Department of School Division Services, as the new Coordinator of Transportation in the Office of Transportation and Fleet Management Services in the Department of School Division Services effective October 9, 2019.

13. Information:

- A. Compass to 2025 Preliminary Strategic Framework: Lisa A. Banicky, Ph.D., Executive Director of Planning, Innovation and Accountability, presented the draft strategic framework intended to guide the work of the school division through 2025. A brief recap of the strategic planning process and timeline was provided along with a brief overview of the six student-centered for student success goals of 1) educational excellence; 2) student well-being; 3) student ownership of learning; 4) an exemplary, diversified workforce; 5) mutually supportive partnerships; and 6) organizational effectiveness and efficiency. Next steps included gathering public comment through various means before returning to the School Board as an information item for action to be taken at the November 26, 2019 meeting followed by the development of a communication plan for roll out, and collaboratively finalize indicators.
- B. Policy Review Committee Recommendations: School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, presented an overview of the following Policy Review



Committee (PRC) recommendations regarding review, amendment and repeal of certain policies reviewed by the committee at their September 12, 2019 meeting:

1. Bylaw 1-19/ Duties of Chair/Vice Chair: Updated to include new language outlining the School Board Chair's responsibilities regarding the receipt and acknowledgment of communications from the general public on behalf of the entire School Board. Citing concern for the School Board Chair speaking on her behalf, Ms. Manning suggested the language be changed for the School Board Chair to acknowledge receipt of the correspondence and thank the constituent. Following brief discussion, there was consensus to return the Bylaw for further review and consideration by the Policy Review Committee at their next meeting scheduled for October 11.
2. Policy 3-5 Budget/Generally: Several short policies concerning the budget were combined into this policy merging language from Policy 3-7/Budget: Capital Expenditures and Policy 3-9/Budget Administration.
3. Policy 3-6 Budget: Preparation and Approval: Statutory language concerning required public hearings was added, the School Board approval process was clarified, and statutory language in the legal reference section was removed.
4. Policy 3-7/ Budget: Capital Expenditures: Policy recommended for repeal due to language being merged into Policy 3-5 Policy Budget: Generally, Under Section D.
5. Policy 3-8/ Small, Women-Owned, Service-Disabled Veterans and Minority-Owned Business Participation in School Division Procurements: Policy reviewed for legal sufficiency and minor scrivener changes were made.
6. Policy 3-9/Budget Administration: Policy recommended for repeal due to budget administration language being merged into Policy 3-5 Policy Budget: Generally, under Section C.

- C. Virginia School Boards Association (VSBA) Tidewater Region Vice Chair Nomination: Chairwoman Anderson presented a proposal to nominate School Board Member Sharon R. Felton to the Virginia School Boards Association (VSBA) Tidewater Region Nominating Committee for consideration in the selection of a vice chair for the VSBA Tidewater Region. Ms. Felton spoke to the nomination by sharing her experiences, qualifications and assurances.

14. **Standing Committee Reports**: Ms. Weems reported on the meeting of the Community Advisory Committee for Gifted Education she attended in place of Ms. Rye and Ms. Hughes, primary and alternate, respectively, who were unable to attend. Topics included identification, delivery of services, and screening, in addition to community members signing up for schools.

As the School Board-appointed liaison to Sister Cities, Ms. Riggs reported she was up for re-election as treasurer, advised of efforts to ensure applications are available at middle and high schools for the selection of the next youth ambassador, and announced upcoming events.



Ms. Felton reported on the WHRO Educational Advisory Committee (EAC) meeting she attended where new K-12 deeper learning classes were presented.

Chairwoman Anderson reported on the meeting of the General Advisory Council for Technical and Career Education where topics included the June 2020 STEM Trifecta event, long-range goals regarding internships and mentorships for high school students, and opportunities for teachers to obtain endorsements in other areas in the field of technology.

Although not a committee report, Mr. Edwards thanked City Council for the opportunity to have a robust discussion regarding the schools funding formula at the joint presentation held early in the afternoon.

15. **Conclusion of Formal Meeting:** The formal meeting concluded at 6:46 p.m.
16. **Hearing of Citizens and Delegations on Non-Agenda Items:** The School Board heard comments from Dr. Mike Strunc, James Blando, and Dr. Kelli England advocating for later school start times for adolescents; Reid Greenmun regarding the role of the Superintendent; Michele Riley regarding the role of the Superintendent, committee appointments and school start times; Dawn Euman advocating of an increase in employee compensation; and Phillip Dukes with concerns regarding the special education process as it relates to his son and denied appeal for an out of zone placement.

The School Board recessed at 7:10 p.m. and reconvened in the einstein.lab in workshop format at 7:19 p.m.

17. **Workshop:**

- 1D. **School Board Discussion on FOIA Dispute:** School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, provided a brief overview of a letter from Attorney Kevin Martingayle, retained by School Board members Hughes, Manning and Weems, regarding alleged violations of the Virginia Freedom of Information Act (FOIA) as it relates to the August 13, 2019 closed meeting for Personnel Matters. She reviewed five points and three requests referred to in the letter, and explained details of the conversation that took place in the August 13, 2019 closed meeting could not be discussed without School Board approval due to attorney/client privilege. After obtaining unanimous consensus from School Board members in attendance to proceed with discussion in order to rectify the situation outlined in the letter, Ms. Lannetti went on to explain that Superintendent Spence had submitted concerns regarding work environment issues to the School Board Chair, and, in order to discuss in a closed setting at his request, the matter was referred to as a grievance hearing under the Personnel Matters exemption allowed for by VA Code §22.1-3711, paragraph A, with majority School Board members voting in the affirmative to proceed as such. Ms. Hughes, Ms. Manning and Ms. Weems asserted that discussion of the matter in a closed session violated numerous aspects of the Virginia Freedom of Information Act (FOIA). Additionally, they stated the School Board went off topic during the closed meeting when accusations made against individual School Board members, as defined in the Superintendent's concerns, were discussed. The School Board engaged in lengthy dialogue to develop a response that addresses the four



requests outlined in the dispute. Drafted responses included: proposing adjustments in policy that set forth the Superintendent's rights related to concerns or issues regarding conditions of employment; School Board agreement to endeavor to refrain from discussing accusations of wrong doing in a closed session to the extent such may be deemed inappropriate; modifying Bylaw 1-5 to require Legal Counsel provide prepared resolutions to all School Board members; and direct School Board members to not infringe upon free speech or free expression rights of other School Board members, and strive to be vigilant, alert and responsive to their social media pages/sites. At the conclusion of the workshop, all School Board members were in agreement to allow Ms. Lannetti to draft language for School Board consideration based upon discussions during the workshop, although Ms. Manning wanted to review the response in writing in order to discuss with her attorney. Ms. Lannetti agreed to send the language to the School Board by the end of the week.

The workshop concluded at 10:06 p.m.

18. **Closed Meeting:** None
19. **Vote on Remaining Action Items:** None
20. **Adjournment:** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 10:06 p.m.

Respectfully submitted:

Dianne P. Alexander, Clerk of the School Board

Approved:

Beverly M. Anderson, School Board Chair



Subject: Religious Exemptions

Item Number: 11A

Section: Consent Agenda

Date: October 22, 2019

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

Prepared by: Denise White, Student Conduct/Services Coordinator

Presenter(s): Michael B. McGee, Director, Office of Student Leadership

Recommendation:

That the School Board approve Religious Exemption Case Nos. RE-19-11, RE-19-12 and RE-19-13.

Background Summary:

Administration finds documentation meets the threshold requirements stipulated in Virginia Code.

Virginia Code §22.1-254.B.1 states the following:

“B. A school board shall excuse from attendance at school:

1. Any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, “bona fide religious training or belief” does not include essentially political, sociological or philosophical views or a merely personal moral code”

Virginia Code § 22.1-254.D.1 states the following:

“D. A school board may excuse from attendance at school:

1. On recommendation of the principal and the division superintendent and with the written consent of the parent or guardian, any pupil who the school board determines, in accordance with regulations of the Board of Education, cannot benefit from education at such school”

Source:

Virginia Code §22.1-254.B.1 and §22.1-254.D.1
School Board Policy 5-12, Legal Withdrawal

Budget Impact:

None



Subject: 2018-2019 Field Trip Report **Item Number:** 11B

Section: Consent **Date:** October 22, 2019

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

Prepared by: David L. Pace, Executive Director, Office of Transportation and Fleet Management Services

Presenter(s): David L. Pace, Executive Director, Office of Transportation and Fleet Management Services

Recommendation:

Acceptance of the 2018 – 2019 field trip report

Background Summary:

School Board Policy 6-56 requires the superintendent to submit an annual field trip report to the School Board for their information

Source:

School Board Policy 6-56

Budget Impact:

Field trip expenses on school buses totaled \$458,366.00 in salaries and \$281,382.00 in operational costs.

VIRGINIA BEACH CITY PUBLIC SCHOOLS

2018-2019 FIELD TRIP REPORT

School Board Policy 6-56 and Regulation 6-56.1 govern field trips for Virginia Beach students. School division administrative guidelines are in place and include procedures for the approval of all field trips. The division superintendent, or his designee must approve all trips out-of-the area or requiring an overnight stay.

During the 2018-2019 school year, instructional field trip transportation costs were paid from each school's field trip allocation account. This allocation is computed at \$1.75 per student. Schools were responsible for the transportation costs when commercial carriers were used. Field trips were restricted to the South Hampton Roads area due to budget constraints.

For the purposes of collecting and reporting the data in this report, all school-sponsored trips have been categorized as field trips. This includes instructional, athletic, forensic, club, competitions, participation, etc. This method of data collection supports the state mandate and reporting requirement to separate the two major categories of transportation for students: transportation of students to and from school, and transportation of students for other school-related activities. This report does not include data on the use of VBCPS buses for special trips paid for by other city agencies.

FIELD TRIP SUMMARY: 2018-2019 (2017-2018 figures in parenthesis for comparison)

CATEGORY	Field Trips Transported By VBCPS Buses	Miles Traveled	Total Salaries Paid To Drivers
Instructional	2,190 (2,204)	56,940 (43,983)	\$ 126,942 (\$ 154,333)
Athletic/Clubs	3,713 (3,431)	58,994 (56,476)	136,131 (\$ 134,036)
Tattoo, Air Show, Va. Symphony, All City	431 (405)	9,180 (8,560)	\$28,735 (\$24,986)
After School Tutoring/Swim Program	1,319 (1,035)	9,493 (9,418)	\$ 29,183 (\$ 18,667)
Community Based Instruction/Work Experience	3,590 (5,562)	62,161 (74,927)	\$ 137,375 (\$ 155,979)
TOTAL	10,812 (12,232)	187,588 (194,804)	\$ 458,366 (\$ 454,884)

- Figures have been rounded as appropriate. Data does not include scheduled activity runs.

NARRATIVE SUMMARY

ELEMENTARY SCHOOLS

- Approximately 60 percent of the elementary trips using VBCPS buses were for tutoring programs and after-school extracurricular activities. There are no regular activity runs for elementary schools.
- The most common destinations for elementary school instructional field trips included the following:
 - Chrysler Hall, Sandler Center, Wells Theater
 - Local Farms and Dairies
 - Virginia Marine Science Museum
 - Norfolk Zoo
 - Portsmouth Children's Museum
 - Calz Pizza
 - Kellam High
 - Plaza Middle School Planetarium
 - Equi-Kids

MIDDLE SCHOOLS

- Approximately 50 percent of all middle school trips using VBCPS buses were for athletic activities.
- The most common destinations for middle school instructional field trips included the following:
 - Back Bay, Long Creek, Local Waterways
 - Harrison Opera House, Chrysler Hall
 - Wells Theater
 - Norfolk Botanical Gardens
 - Busch Gardens
 - ROPES Course
 - First Landing State Park
 - Plaza Middle School Planetarium

HIGH SCHOOLS

- Approximately 40 percent of all high school trips using VBCPS buses were for athletic activities.
- The most common destination for high school instructional field trips included the following:
 - Chrysler Hall
 - Local College & Universities
 - Local Military Installations
 - Courts and Jail - Court Docent Programs
 - Back Bay and Local Waterways
 - First Landing State Park
 - Triple R Ranch

SPECIAL EDUCATION

- Special education field trips support student individualized education programs for community-based instruction and work transition experiences. The most common destinations are local business firms.



Subject: Policy Review Committee Recommendations Item Number: 11C1-5

Section: Consent Date: October 22, 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 its September 12, 2019 meeting and presented for consent to the School Board October 22, 2019.

Background Summary:

Policy 3-5 Budget/Generally

The PRC determined that several short policies concerning the budget should be combined into one Policy. Policy 3-5 was updated to include language merged from Policy 3-7/Budget: Capital Expenditures and Policy 3-9/Budget Administration.

Policy 3-6 Budget: Preparation and Approval

Added statutory language concerning required public hearings, clarified the School Board approval process and removed statutory language in the Legal Reference section.

Policy 3-7/ Budget: Capital Expenditures

Repeal of Policy proposed due to capital expenditures language being merged into Policy 3-5 Policy Budget: Generally, Under Section D

Policy 3-8/ Small, Women-Owned, Service-Disabled Veterans and Minority-Owned Business Participation in School Division Procurements

Policy reviewed for legal sufficiency and minor Scrivener changes made.

Policy 3-9/Budget Administration

Repeal of Policy proposed due to budget administration language being merged in to Policy 3-5 Policy Budget: Generally, under Section C.

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of September 12, 2019
School Board Meeting of October 8, 2019

Budget Impact: None.

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Budget/Generally

A. Budget Defined

The Code of Virginia requires each superintendent to prepare a budget reflective of the needs of the school division.

The school budget is a ~~communications written~~ document that provides information required for making policy and budgetary decisions, which presents the board's plan for the allocation of the available financial resources into an explicit expenditure plan to sustain and improve the educational function of this school division.

It is the responsibility of the School Board to balance the needs of the School Division against the available resources. The budget will be based upon the educational needs and financial ability of the division, as cooperatively identified by the Superintendent and staff, the community, and the School Board, and the community.

The budget shall be a guide for discretionary spending aligned with the strategic plan to achieve the objectives adopted by the School Board.

B. Contents

The budget ~~shall presents~~ a complete financial and organizational picture of the School Division, which details projected revenue and expenditures and outlines proposed changes compared to budgets from prior fiscal years. In addition, the budget document provides a wealth of information about the School Division in the appendix-section, such as salary scales, staffing standards and guidelines, key operating measures, and revenue sharing agreement, plan for each fiscal year. It shall be organized in accordance with state statutes and guidelines set up by the Virginia Board of Education.

C. Budget Administration

The budget shall be considered a controlled spending plan for the fiscal year. The Superintendent is authorized to make commitments in accordance with the policies of the School Board and the laws of the Commonwealth of Virginia.

D. Budget: Capital Expenditures

Except in emergencies or for reasons of economy, the purchase of major pieces of equipment such as school buses should be scheduled to reflect the replacement cycle of such equipment.

Legal References:

Code of Virginia §22.1-89, as amended. Management of funds.

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

Code of Virginia §15.2-2503, as amended. Time for preparation and approval of budgets; content.

Adopted by School Board: February 16, 1993

Amended by School Board: October 22, 2019

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lannan

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Budget: Preparation and Approval

A. Preparation

On or before March ~~first-1~~ of each year the ~~S~~superintendent shall present to the ~~School B~~board an operating budget (Superintendent's Estimate of Needs) which contains a complete financial plan for the operation of the public schools for the ensuing fiscal year. The budget ~~is~~ ~~hall be~~ organized in accordance with state law and guidelines set forth by the Virginia Board of Education and ~~shall~~ contains both a line-item and ~~program-categorical~~ expenditure format.

B. Public Hearings

~~Before final approval of the budget for submission to the City Council, the School Board shall hold at least one public hearing to receive the views of citizens within the School Division. Public notice will be given at least ten days prior to any hearing by publication in a newspaper of general circulation within the School Division. The passage of the budget by the City Council shall be conclusive evidence of compliance with the requirements for a public hearing. Opportunity shall be provided for the public to be heard regarding their educational priorities both before and after the formulation of the superintendent's budget.~~

~~C.~~ **C. School Board Approval**

~~The School Board is required to present submit its annual proposed operating budget -to the City Council on, or before, April 1. On or before April 1 the board shall act to approve (with or without revision) the superintendent's budget and shall forward it to the governing body, together with a request resolution requesting for approval of the budget and the required appropriations. Included with the budget shall be a budget message summary from the school School board Board containing a description of the important features of the budget plan, an explanation of all salient changes significant variances in estimated receipts revenues and recommended expenditures, as compared with the current and preceding fiscal year and a summary of the proposed budget showing these comparisons.~~

D. Final School Board Action

~~If the appropriating body provides either less funds or more funds than the School Board requested, the School Board Following action by the governing body on the total budget, the school School board Board shall give gives final approval to the budget within the framework of the funds available.~~

Legal Reference

Code of Virginia, § 15.21-159.92502, as amended. Notification by state officials and agencies.

Code of Virginia, § 15.21-1602503, as amended. Time for preparation and approval of budget; contents.

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

~~A.— It shall be the duty of each division superintendent to prepare, with the approval of the school board, and submit to the governing body or bodies appropriating funds for the school division, by the date specified in § 15.1-160, the estimate of the amount of money deemed to be needed during the next fiscal year for the support of the public schools of the school division. The estimate shall set up the amount of money deemed to be needed for each major classification prescribed by the Board of Education and such other headings or items as may be necessary.~~

~~Upon preparing the estimate of the amount of money deemed to be needed during the next fiscal year for the support of the public schools of the school division, each division superintendent shall also prepare and distribute, within a reasonable time as prescribed by the Board of Education, notification of the estimated average per pupil cost for public education in the school division for the coming school year to each parent, guardian, or other person having control or charge of a child enrolled in the relevant school division, in accordance with the budget estimates provided to the local governing body or bodies. Such notification shall also include actual per pupil state and local education expenditures for the previous school year. The notice may also include federal funds expended for public education in the school division.~~

~~The notice shall be printed on a form prescribed by the Board of Education and shall be distributed separately or with any other materials being currently transmitted to the parents, guardians or other persons having control or charge of students. To promote uniformity and allow for comparisons, the Board of Education shall develop a one-page form for this notice and distribute such form to the school superintendents for duplication and distribution.~~

~~B.— Before any school board gives final approval to its budget for submission to the governing body, the school board shall hold at least one public hearing to receive the views of citizens within the school division. A school board shall cause public notice to be given at least ten days prior to any hearing by publication in a newspaper having a general circulation within the school division. The passage of the budget by the local government shall be conclusive evidence of compliance with the requirements of this section. (1994)~~

Code of Virginia, § 22.1-93, as amended. Approval of annual budget for school purposes.

Code of Virginia, § 22.1-94, as amended. Appropriations by county, city or town governing body for public schools.

Code of Virginia, § 22.1-95, as amended. Duty to levy school tax.

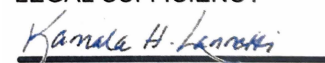
Code of Virginia, § 22.1-97, as amended. Calculation and reporting of required local expenditures; ~~P~~procedure if ~~locality~~county, city or town fails to appropriate sufficient educational funds.

8VAC20-210-10, as amended. Virginia State Board of Education Regulations, "Classification of ~~e~~Expenditures." (1993)

Adopted by School Board: October 21, 1969
Amended by School Board: November 21, 1978
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: February 16, 1993

Amended by School Board: October 22, 2019

APPROVED AS TO
LEGAL SUFFICIENCY



~~BUSINESS AND NONINSTRUCTIONAL OPERATIONS~~

Budget: Capital Expenditures

~~Except in emergencies or for reasons of economy, the purchase of major pieces of equipment such as school buses shall be scheduled so that annual budgetary appropriations for capital purposes either will be of similar size or will show a continuous trend without severe fluctuations.~~

Editor's Note

~~For capital improvement program see School Board Policy 3-12.~~

Related Links

School Board **Policy 3-12**

Adopted by School Board: February 16, 1993

Repealed by School Board: October 22, 2019

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennett

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Small, Women-Owned, Service Disabled Veterans and Minority-Owned Business Participation in School Division Procurements

A. Generally

The School Board is committed to the participation of small, women-owned, service disabled veterans and minority-owned businesses in its procurement activities. All schools and departments are responsible and accountable for ensuring open and equal opportunity for all interested vendors and individuals when conducting School Board business.

B. Purpose

The intent of this policy is to enhance awareness of small, women-owned, service disabled veterans and minority-owned businesses in School Division procurements and to provide maximum practicable opportunities to such businesses.

C. Definitions

1. *Small Business*: means a business, independently owned or operated by one or more individuals who are U.S. citizens or legal resident aliens, and together with affiliates, has 250 or fewer employees, or average annual gross receipts of \$10 million or less averaged over the previous three years. One or more of the individual owners shall control both the management and daily business operations of the small business.
2. *Women-owned Business*: means a business that is at least fifty-one (51) percent owned by one or more women who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership, or limited liability company or other entity, at least fifty-one (51) percent of the equity ownership interest is owned by one or more women who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more women.
3. *Service disabled veteran*: means a veteran who (i) served on active duty in the United States military ground, naval, or air service, (ii) was discharged or released under conditions other than dishonorable, and (iii) has a service-connected disability rating fixed by the United States Department of Veterans Affairs.
4. *Service disabled veteran business*: means a business that is at least fifty-one (51) percent owned by one or more service disabled veterans or, in the case of a corporation, partnership, or limited liability company or other entity, at least fifty-one (51) percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more individuals who are service disabled veterans and both the management and daily business operations are controlled by one or more individuals who are service disabled veterans.
5. *Minority-owned Business*: means a business concern that is at least fifty-one (51) percent owned by one or more minority individuals who are U.S. citizens or legal

resident aliens, or in the case of a corporation, partnership, or limited liability company or other entity, at least fifty-one (51) percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more minority individuals.

D. Responsibility and Authority

1. The Department of Budget and Finance: Office of Purchasing will:
 - a. Be responsible for reporting on the amount of business done with small, women-owned, service disabled veterans and minority-owned businesses through central purchasing on an annual basis.
 - b. Create an awareness of the benefits of working with small, women-owned, service disabled veterans and minority-owned businesses through outreach, marketing, education and training.
 - c. Promulgate procedures for inclusion of small, women-owned, service disabled veterans and minority-owned businesses in the School Division's purchasing activities that are consistent with competitive practices and departmental delegated authority.
 - d. Focus on continued identification of potential small, women-owned, service disabled veterans and minority-owned businesses.
2. The Department of School Division Services: Office of Facilities Services, ~~Planning, and Construction~~, will:
 - a. Be responsible for reporting on the amount of business done with small, women-owned, service disabled veterans and minority-owned businesses through the Capital Improvement Program.
 - b. Create an awareness of the benefits of working with small, women-owned, service disabled veterans and minority-owned businesses through outreach, marketing, education and training.
 - c. Promulgate procedures for inclusion of small, women-owned, service disabled veterans and minority-owned businesses in the School Division's purchasing activities that are consistent with competitive practices and departmental delegated authority.
 - d. Focus on continued identification of potential small, women-owned, service disabled veterans and minority-owned businesses.

Legal Reference

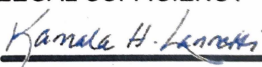
Code of Virginia, § 2.2-4300, et seq., as amended. Virginia Public Procurement Act.

Adopted by School Board: February 9, 2010

Scrivener's Amendments: August 12, 2013

Amended by School Board: October 22, 2019

APPROVED AS TO
LEGAL SUFFICIENCY



~~BUSINESS AND NONINSTRUCTIONAL OPERATIONS~~

Budget Administration

~~The budget shall be considered as a controlled spending plan for the fiscal year. The superintendent is authorized to make commitments in accordance with the policies of the board and the laws of the State of Virginia. The same procedure shall be followed with respect to expenditures provided for by special board action.~~

Legal Reference

~~Code of Va., § 22.1-89. Management of funds.~~

~~Code of Va., § 22.1-90. Annual report of expenditures.~~

~~Code of Va., § 22.1-91. Limitation on expenditures; penalty.~~

Adopted by School Board: February 16, 1993

Repealed by School Board: October 22, 2019

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larratti



Subject: VSBA Tidewater Region Vice-Chair Nomination **Item Number:** 11D

Section: Consent **Date:** October 22, 2019

Senior Staff: N/A

Prepared by: Dianne P. Alexander, Secretary/Clerk of the School Board

Presenter(s): Beverly M. Anderson, School Board Chair

Recommendation:

That the School Board approve the nomination of their colleague, Sharon R. Felton, to the Virginia School Boards Association (VSBA) Tidewater Region Nominating Committee for consideration in the selection of a Vice- Chair for the VSBA Tidewater Region.

Background Summary:

Virginia School Boards Association (VSBA) Bylaw Article XII explains regions are geographic divisions of the Association designated by the VSBA Board of Directors for convenience in administering the work of the Association and will be governed by the Bylaws of the Association. Regional officers are elected by the members in the Regions biennially at the fall regional meetings of the Association. No regional officer shall be elected to serve more than one two-year term in the same office.

Nominations require approval by the majority of the School Board at a duly scheduled public School Board meeting and requires the candidate's signature signifying a willingness to serve with the understanding of the duties as outlined below.

- A. Represents all school boards in her/his respective region.
- B. The Vice-Chair shall perform such other duties as from time to time may be assigned by the Chair.
- C. Promotes activities and services of the Association to the regional membership.
- D. Encourages VSBA membership on the part of all regional school boards.
- E. Assists the Chair in handling all arrangements for hosting the VSBA Regional Spring Network Forum including location, social hour, menu, student art displays, registration and collection of funds.
- F. Appoints a 3-5 member jury to judge the student art.
- G. In the absence of the Chair, presides at the regional meetings.
- H. Official spokesperson as needed for the region.
- I. Participates in hosting a regional networking session during the VSBA Legislative Conference and Conference on Education.
- J. Participates in hosting a regional webinar meeting quarterly.

Source:

VSBA Communication of May 3, 2019 from the VSBA President regarding the process for the nomination and election of VSBA Regional Officers

Budget Impact:



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

Section: Action **Date:** October 22, 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 October 22, 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
October 22, 2019
2019-2020

Scale	Class	Location	Effective	Employee Name	Position/Reason	College of William and Mary, VA	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Arrowhead	10/3/2019	Diana Timbang	Physical Education Assistant	Robert Morris College, IL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	10/10/2019	Mai B McNulty	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	10/3/2019	Ruth N Mulero	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	10/3/2019	Jasmine N Pendleton	Kindergarten Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Malibu	10/3/2019	Maria Lourdes L Barrios	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	10/3/2019	Maranda B Jones	Clinic Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	10/15/2019	Yadir G Johnson	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	10/3/2019	Collette E Benko	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	10/10/2019	Barbara B Cobb	Cafeteria Assistant, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	10/10/2019	Tyrek L Boone	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	10/10/2019	Nancy A Finney	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Bayside	10/3/2019	Andrea H Williams	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	10/7/2019	Kimberly S Webster	Security Assistant, .400	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	10/15/2019	Marlette S Seenandan	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Human Resources	10/1/2019	Cara R Argus	Data Management Analyst	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Consolidated Benefits	10/14/2019	Dana Arneson	Benefits Specialist II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	10/4/2019	Richard D White	Procurement Specialist I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	10/7/2019	Maria S Austria	Cook, 7.0 Hours	St Paul University, PH	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	10/7/2019	Lauren M Woodard	Supervising Cafeteria Manager	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	10/4/2019	Darrin A Yarbrough	Building Manager	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	10/7/2019	James E Gordon Jr	HVAC Craftsman III	Not Applicable	Colonial Webb Contractors, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	10/9/2019	Renae L Durant	Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	9/13/2019	Christopher E Moss	Positive Behavioral Interventions and Supports Coach	Radford University, VA	Charlotte-Mecklenburg Schools, NC
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	10/10/2019	Kiana B Uchendu	General Assistant	Washington State University, WA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	10/15/2019	Dawn D Rochowiak	General Assistant	Not Applicable	Spencer-Owen Community Schools, IN
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/2/2019	Dawn M Gothers	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/9/2019	Taniesha L Ames	Bus Driver, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/10/2019	Joseph N Fauber	Fleet Technician II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bettie F. Williams	10/3/2019	Margaret K Edwards	Physical Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Birdneck	10/16/2019	Amberjean M Gallagher	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Brookwood	9/23/2019	Aida P Ortega	Cafeteria Assistant, 5.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Centerville	10/10/2019	Patricia A Hammond	Cafeteria Assistant, 4.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	King's Grant	9/27/2019	James P Morris	School Office Associate II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Newtown	6/30/2019	Wendy R Knight	Cafeteria Assistant, 6.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	10/9/2019	Lavina V Campbell	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Princess Anne	10/18/2019	Kelli M Droz	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Rosemont	10/7/2019	Veronica B Mandato	Physical Education Assistant, .500 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Trantwood	9/25/2019	Christine N Woody	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kellam	9/30/2019	Winthrop J Bailey-Canon	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Teaching and Learning	10/8/2019	Lula P Hayes	Administrative Office Associate I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Food Services	8/30/2019	Valerie Dandridge	Assistant Cafeteria Manager (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	10/11/2019	Joseph E Benbenek	HVAC Craftsman II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	10/22/2019	Rayshon J Williams	Electrical Craftsman 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	Stacey L Ray	Bus Assistant, 5.5 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/23/2019	Cornelia K Webb	Bus Driver, 5.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/9/2019	Kristen Morell	Bus Driver, 7.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/11/2019	Melissa Kidd	Bus Driver, 7.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/11/2019	Melissa Rischitelli	Bus Driver, 5.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/15/2019	Aaliyah R Person	Bus Assistant, 5.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Fairfield	10/31/2019	Mary L Sanders	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Holland	12/31/2019	Daisy Burkett	Cafeteria Manager I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Linkhorn Park	12/31/2019	Dale R Holt	Principal	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Windsor Woods	12/31/2019	Marcia G Clothier	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Kellam	12/31/2019	Beatriz M Howard	Custodian II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Renaissance Academy	12/31/2019	Ezell Girley	Custodian II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Renaissance Academy	12/31/2019	Vicky J Jefferson	Custodian II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Tallwood	10/9/2019	Vera M Dozier	School Administrative Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Custodial Services	9/30/2019	Wanda D Chavis-Slade	Custodian III	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	10/25/2019	Michael Marino	Bus Driver, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	12/13/2019	Linda J King	Bus Driver - Special Ed, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	12/20/2019	Linda V Reynolds	Bus Driver - Special Ed	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Linkhorn Park	10/1/2019	Marguerite C Alley	Music/Instrumental Teacher, .400	College of William and Mary, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	10/10/2019	Tara Donahue	Second Grade Teacher	Virginia Wesleyan University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Princess Anne	10/9/2019	Caitlin L Smith	Kindergarten Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	10/1/2019	Mary F McEntee	Literacy Teacher	Norfolk State University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	10/10/2019	Brittney M Purchas	Literacy Teacher	Regent University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	10/4/2019	Heather L Floyd	Eighth Grade Teacher, .500	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	10/1/2019	Sandra D Copeland	Graduation Coach, .400	Norfolk State University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	10/10/2019	Theresa P Sands-Dawling	Graduation Coach, .600	Troy State University, AL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	10/7/2019	Courtney S Stowe	Science Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Indian Lakes	10/15/2019	Christy Swanger	First Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Indian Lakes	10/18/2019	Jessica E Reynolds	Art Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Newtown	10/3/2019	Tyrese T Person	Second Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Princess Anne	9/30/2019	Renee H Manalo	Kindergarten Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside Sixth Grade Campus	10/4/2019	Kathleen Lockwood	Sixth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Princess Anne	10/18/2019	Jocelyn T Wing	Special Education Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	First Colonial	10/7/2019	Kelly M Sanders	Mathematics Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	10/24/2019	Terese R Toth	Program Compliance Support Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Arrowhead	10/31/2019	Heather R Curry	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Cox	12/31/2019	David R Pugh	Instructional Technology Specialist	Not Applicable	Not Applicable



Subject: Policy Review Committee Recommendations Item Number: 12B

Section: Action Date: October 22, 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 its October 11, 2019 meeting and presented for Action to the School Board October 22, 2019. Supporting documentation will be provided to the School Board under separate cover prior to the meeting. **Supporting documentation added 10/21/2019.**

Background Summary:

Bylaw 1-19/ Duties of Chair/Vice Chair

Update to bylaw to include new language outlining the School Board Chairs responsibilities regarding the receipt and acknowledgment of communications from the general public on behalf of the entire board. The PRC amended Section 7 to substitute "acknowledge" for "on behalf of" when referring to the Chair's role in responding to communication.

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of October 11, 2019

Budget Impact: None.

SCHOOL BOARD BYLAWS

Duties of Chair/Vice Chair

A. Chair

The duties of the Chair shall be:

1. To preside at all meetings of the School Board;
2. To oversee all School Board Members' appointments to committees and outside organizations and bring such appointments to the School Board for approval;
3. To serve as an ex-officio member of all committees, and to sign the records of the School Board;
4. To preserve order at all times and to endeavor to conduct all business before the School Board with propriety and dispatch;
5. To meet with another School Board Member on a rotating basis and the Superintendent or designee to plan the School Board Meeting Agenda. All requests for Agenda items shall be made through the Chair or the School Board Member assigned to Agenda planning;
6. To sign or approve required documents, use of funds or provisions of services on behalf of the Superintendent or designate another School Board Member to do so;
~~and~~
7. To acknowledge communications to the entire School Board. When acknowledging on behalf of the entire School Board, the Chair will limit responses to acknowledgement of receipt of the communication, reference to other persons or entities who will respond to the communication, reference to where data can be found or when matters will be addressed by the School Board or the Superintendent, and other pertinent factual information. When acknowledging on behalf of the entire School Board, the Chair will not include personal opinions or personal comments; and
- ~~7.8.~~ To perform such other duties as may be prescribed by law or by action of the School Board.

B. Vice Chair

The Vice Chair shall preside or act in the absence, unavailability or inability to act of the Chair.

The Vice Chair shall act as Chair upon the death, resignation, or other vacancy in the office of Chair. Upon the death, resignation, or other vacancy in the office of Chair, the Vice Chair shall call an election for the office of Vice Chair to be held within fifteen (15) calendar days after such vacancy in office occurs.

The Vice Chair shall also perform such other duties prescribed by law or by action of the School Board.

Legal Reference

Charter of the City of Virginia Beach, Virginia § 16.07, as amended, Selection, responsibilities, and duties of the chairman and vice-chairman.

Code of Virginia § 22.1-76, as amended. Chairman; clerk; Vice Chairman; deputy clerk; terms; compensation and bonds of clerk and deputy clerk; officers ineligible to serve as clerk and deputy clerk; approval of division superintendent's designee.

Adopted by School Board: July 21, 1992

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

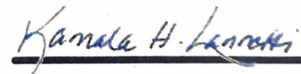
Amended by School Board: December 2, 2008

Reviewed by School Board: August 2, 2016

Amended by School Board: March 12, 2019

Amended by School Board: October 22, 2019

APPROVED AS TO
LEGAL SUFFICIENCY





Subject: Student Response Teams (SRT): Implementation Evaluation Report **Item Number:** 13A

Section: Information **Date:** October 22, 2019

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

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

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

Recommendation:

The Student Response Teams (SRT) process was identified as a strategy for fostering high academic achievement under the school division's strategic framework, *Compass to 2020*, and became a strategic action item for schools during the 2016-2017 school year. The SRT process involves developing and monitoring interventions for students in need to promote improvement in students' behavior, attendance, or academic performance. The implementation evaluation during 2018-2019 focused on the operation of the process, characteristics of the students involved in the SRT process, progress made toward meeting program goals and objectives, stakeholders' perceptions, and additional cost.

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 Student Response Teams was recommended for an implementation evaluation.

Source:

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

Budget Impact:



Student Response Teams (SRT): *Implementation Evaluation Report*

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

October 2019



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

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Introduction

Background

The Student Response Teams (SRT) initiative was identified as a strategy for fostering high academic achievement under the school division's strategic framework, *Compass to 2020*, and became a strategic action item for schools during the 2016-2017 school year. The SRT initiative grew from earlier work on the Student Support Team (SST) initiative and refined and streamlined previous SST processes. The SST initiative was first developed by the Office of Programs for Exceptional Children in 2007 and later supported the division's work under *Compass to 2015*. The purpose of the current SRT initiative was broadened to involve "assisting students in being successful in the general education classroom." The SRT process involves developing, implementing, and monitoring interventions for students in need of support to promote improvement in students' behavior, attendance, or academic performance. The initiative involves staff collaboration as well as using data to make decisions to provide a multi-tiered system of supports. The adjustments from SST to SRT were made to support *Compass to 2020* Goal 1: High Academic Expectations, emphasizing the need for all students to be challenged and supported and Goal 3: Social-Emotional Development, emphasizing the need to refine the focus of support teams to include behavior. The Responding to Student Needs (RSN): School Guide to the Student Response Team Process manual was revised by the Office of Student Support Services in 2017 to guide schools' implementation of SRT.

The School Board approved the SRT initiative for an evaluation readiness report on September 6, 2017. During the 2017-2018 school year, the evaluation plan was developed, including the goals and objectives that would be assessed. The recommendation from the evaluation readiness report was that SRT undergo an implementation evaluation in 2018-2019, followed by an outcome evaluation in 2019-2020. The recommendations were presented to the School Board on August 28, 2018 and were approved on September 11, 2018. This implementation evaluation focused on the extent to which components of the SRT process were implemented with fidelity throughout the division in relation to the RSN SRT school guide published by the Office of Student Support Services. In addition, baseline student outcome data were analyzed.

Purpose

This implementation evaluation provides the School Board, Superintendent, and program managers with information about the consistency and fidelity of implementation of SRT across the division. Because this initiative operates with local resources, evaluation of the program throughout the implementation period is required by Policy 6-26, and it was recommended by the VBCPS Office of Research and Evaluation (ORE) that the program undergo an implementation evaluation during the 2018-2019 school year. This evaluation focused on the operation of the program, characteristics of students referred and served, progress toward meeting established goals and objectives, stakeholder perceptions, and the additional cost of SRT to the school division.

Program Goals and Objectives

Goals and objectives for this evaluation were developed through the evaluation readiness process and in collaboration with the director of student support services. The goals focused on the implementation in the areas of 1) SRTs collaborating to meet students' needs, 2) monitoring and reviewing of data, 3) implementation of strategies and interventions, and 4) staff professional learning. Student outcome goals were also developed as part of the evaluation readiness process. The specific goals and objectives will be outlined in the section of the report where progress toward meeting the goals and objectives is discussed.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation utilized a mixed-methods design to collect quantitative and qualitative information about the initiative's operation.

Multiple instruments and data sources were used throughout 2018-2019. Quantitative data for 2018-2019 were gathered through the VBCPS data warehouse and from closed-ended survey questions. Qualitative data were collected through document reviews, interviews, and open-ended survey questions. The Office of Research and Evaluation program evaluators employed the following data collection methods:

- Administered surveys to staff, parents of all students referred to SRT in quarters 1 and 2, and students referred to SRT in quarters 1 and 2 in grades 5 through 12.
- Communicated with the director of student support services regarding program components.
- Gathered and analyzed data from the VBCPS data warehouse related to student demographics and student progress (e.g., enrollment, academic performance, discipline, attendance).
- Collected cost information from the Office of Student Support Services.

Surveys

The Office of Research and Evaluation invited staff, parents, and students to complete a survey regarding their perceptions of the SRT process. For this evaluation, the evaluators used the following survey instruments:

- **Staff** - Staff received an email invitation in March 2019 with a link to participate in the online survey. Of 5,620 staff members who were invited to take the survey, 2,177 staff members (39%) completed the survey. Staff were asked to indicate their job category, including administrator, classroom teacher, other teacher, school counselor or professional instructional staff, or other (e.g., attendance officer, school nurse). There were 136 administrators, 1,398 classroom teachers, 268 other teachers, 235 professional instructional staff, and 61 other staff who completed the survey. To allow for efficient examination of survey results by position, the teacher groups were combined and instructional professional staff and other staff were combined. In total, there were 136 administrators, 1,666 teachers, and 296 other staff who responded to the survey (see Table 1). Response rates were approximated by school level for administrators and teachers. Response rates for administrators were 64 percent at the elementary school level, 54 percent at the middle school level, and 51 percent at the high school level. Response rates for teachers were 33 percent at the elementary school level, 44 percent at the middle school level, and 31 percent at the high school level. Response rates by school level were not approximated for other staff due to inability to obtain school level for all staff in other positions who were invited to participate in the survey.

Table 1: Number of Staff Survey Respondents by School Level

School Level	Administrator	Teacher	Other Staff	Total
Elementary	71	756	149	976
Middle	29	476	74	579
High	36	434	73	543
Total	136	1,666	296	2,098

Note: There were 79 staff who did not indicate their job category.

Staff were asked whether they were involved with the SRT during 2018-2019 in some capacity. Unless otherwise noted, survey questions were provided only to staff who indicated they were involved with SRT.

- **Parents and students** - Parents of students who had been referred to SRT during the first two quarters of the 2018-2019 school year received an email invitation in March 2019 with a link to participate in the online survey. Parents were asked to provide their child in grades 5 through 12 who had been referred to SRT with the student portion of the survey, which was accessible through the same survey link. The student survey included a survey item about whether a student or parent (with or without the input of the student) was completing the survey. Any responses to the student survey items that were completed by parents without the input of a student were not included in any further analyses (n = 12). Parents without valid email addresses received a parent and student survey through the postal mail (n = 120). Overall, of the 1,391 parents who were invited to take the survey, 152 parents completed the survey (11%). Of the 1,184 students who were referred to SRT during the first two quarters of the 2018-2019 school year, 33 students (3%) completed the survey.

Survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Responses to open-ended questions were analyzed for common themes.

SRT Data Logs

Student Response Team data logs were submitted by each school to the Office of Student Support Services in the Department of Teaching and Learning as part of the SRT implementation process. The data logs contained student referral information, including student identification information, referral reason and source, date and result of initial meeting, and intervention selected. Schools submitted data logs after each quarter, and the director of student support services reviewed schools' data logs for compliance. The director of student support services contacted the Department of School Leadership each quarter regarding the percentage of schools that submitted data logs and the number of meetings held at each school. Overall, of 83 schools, 82 posted data logs for the final quarter. One elementary school communicated to the director that no new meetings were held during the fourth quarter. In addition, one elementary school indicated in the data log that there were no SRT referrals for the 2018-2019 school year. There were multiple issues with the data logs that needed to be addressed prior to data analysis, which are listed below.

- Individual school data logs were loaded into individual school folders on the VBCPS intranet. For analysis, each file was downloaded by evaluation staff and all files were compiled into a single file. Due to file names not being uniformly labeled, it was at times difficult to determine the most recent data log. Evaluation staff identified the most recent files by the date uploaded. In addition, folder contents were not uniform across schools. For example, some schools had individual folders for each school year, whereas other schools had every quarter data log for every school year within one folder, and other schools had kept only the most recent data log file.
- Schools were expected to update their logs each quarter with new referrals and meeting information in addition to data from previous quarters within the school year. Therefore, quarter four logs were expected to include all students referred to SRT throughout the year. Of the 83 schools with data logs during 2018-2019, five schools had at least one student from a previous quarter's data log that was not included in the quarter four data log. One additional school had several students in a previous data log file that were not in the quarter four data log. All of these students' referral and meeting dates were from the 2017-2018 school year; therefore, these students were not included.

- There were several instances in which student information data were missing or did not match one another. Several steps were taken to ensure the integrity of the student identification data. If students' student permanent identification number, student state testing ID, or first and last name were missing or did not match, students' information from the VBCPS data warehouse was examined further. There were 19 referrals with missing student identification numbers, 10 referrals with inconsistent information (e.g., identification number and name did not match), and 15 referrals with a student identification number that matched another students' identification number in the file. Evaluation staff attempted to correct these students' identification numbers based on the other information provided (e.g., name, grade, date of birth) in the file. There were 12 referrals whose student records were unable to be found due to limited or incorrect information; therefore, they were not included in any further analyses. Additionally, 145 referrals had a first or last name in the data log that did not match the name in the student's record. The majority of these were due to small errors, such as a missing hyphen or the name misspelled. All records were examined to ensure that the records were correctly matched.
- Blank uniform data log files were provided to schools to fill in required referral information. Beginning in the 2018-2019 school year, information regarding referral reason, referral source, and current SRT status were limited to categories in a drop-down menu. Five schools did not use the uniform file that was limited to these selections and did not enter the information in these sections based on these categories. For the data logs that did not obtain the consistent categorical information, data for referral source and referral reason were coded by ORE staff. These five schools did not include the position title (e.g. teacher, school counselor) for the referral source, and instead included the name of the individual. These schools' websites were reviewed to obtain the referral source's position title; however, there were 58 referrals with a referral source that were unable to be coded. In addition, 28 referrals did not contain a referral reason and the reason could not be determined.
- Within the data logs, schools were expected to provide information regarding the status of each referral. There were 1,574 referrals that had information within the status column. The ORE staff attempted to code missing status information when possible based on information provided within other columns, such as within the description of the meetings (e.g., exited status was coded if it was noted that no further intervention was needed). There were 161 additional referrals that were able to be coded based on additional information, which left 287 referrals without a current SRT status.
- The blank uniform data logs also had cells for referral, initial meeting, and follow up meeting dates that were limited to entering a date. As noted, 287 referrals did not contain a current SRT status and 1,065 did not contain an exit date. Referral, initial meeting, and exit dates were further examined to ensure that the date was within the school year. If referral and initial meeting dates were prior to the first day of school, the ORE staff examined the dates in comparison to the other dates in the record. If the year appeared to have been entered incorrectly (i.e., inconsistent with other dates in the record), the year was updated. If the date appeared to be a date from a previous school year, the date was coded as having been referred on the first day of the 2018-2019 school year.

Several of these issues were encountered when obtaining the list of students to survey following the second quarter. These issues were communicated to the director of student support services. Reminders to use the uniform data log file and to complete all information were sent to the schools.

When initially planning the student outcome data analysis, the evaluation plan included an analysis of data after the student exited from the SRT process. Because 53 percent of data log records did not include an SRT exit date for a student, this plan was not feasible. Therefore, when student outcome data were analyzed, students' data from 30 school days prior to the initial SRT meeting date were compared to students' data from 30 school days following the initial SRT meeting date. Compiling data from 30 days prior to and following the

initial meeting data were determined to be the optimal timeframe because six weeks (i.e., 30 school days) is offered as a recommendation for the maximum amount of time used to determine whether a chosen intervention has been successful, according to the RSN school guide. Although this is a suggested timeframe for interventions and strategies prior to referral, it was determined to be a helpful guide for determining success of interventions implemented by the SRT as well. In addition, the initial meeting was chosen as the date to use because intervention plans are selected during this meeting and interventions should begin implementation soon after.

Evaluation Questions

Evaluation questions for this report were created by the evaluators with feedback from the director of student support services. The evaluation questions established for the implementation evaluation follow.

1. What are the operational components of SRT?

- a. To what extent are staff members familiar with SRT and understand the purpose of SRT?
- b. What is the selection process for SRT members and who is most often included?
- c. What are the responsibilities of the SRT lead administrator and the SRT members?
- d. What processes occur before referral to SRT?
- e. How are criteria set for identifying and referring students to SRT?
- f. What does the SRT process involve once the child is referred, including types of meetings held by the SRT?
- g. How are interventions/strategies chosen?
- h. How do schools track and monitor students who are referred to the SRT?
- i. What professional learning opportunities are provided for SRT lead administrators and team members at the division and school levels?

2. What are the characteristics of the students referred to and served by SRT?

- a. How many students are referred to SRT? How many students are served by SRT?
- b. What is the average amount of time students take to go through the SRT process?
- c. What are the demographic characteristics (e.g., grade, gender, ethnicity, socioeconomic status, special education, gifted status) for students who are referred and served by the SRT process?

3. What progress has been made toward meeting the goals and objectives of SRT?

4. What were the stakeholders' perceptions of SRT (i.e., principals, assistant principals, teachers, SRT members, students, and parents)?

5. What is the additional cost of SRT to the school division?

Evaluation Results and Discussion

Operational Components

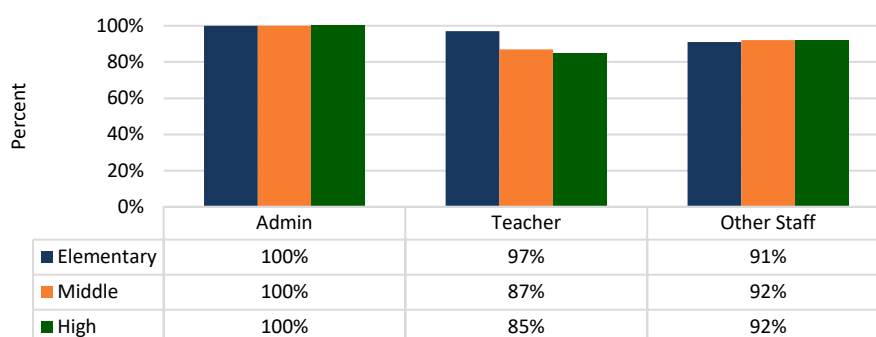
The first evaluation question focused on the operational components of SRT, which included information about staff familiarity with SRT, the SRT member selection process, responsibilities of SRT members and SRT lead administrators, the referral and intervention processes involved in SRT, and professional learning opportunities for staff.

Staff Familiarity and Involvement With SRT Process

All staff who responded to the survey were asked to indicate the extent to which they were familiar with the SRT process and whether they understood the purpose of SRT. At each level, all administrators and at least 91 percent of other staff indicated they were familiar with SRT (see Figure 1). For teachers, the agreement

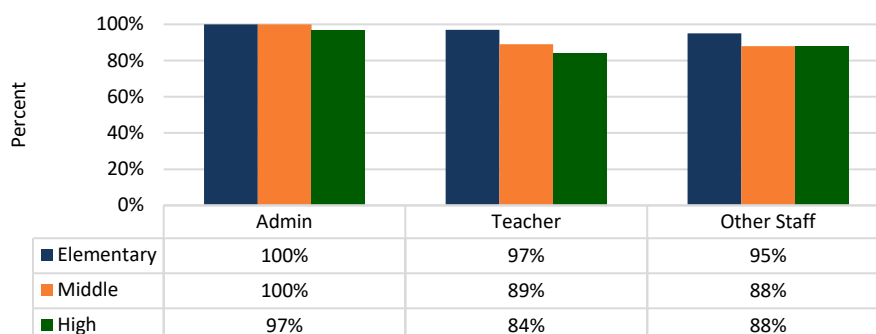
percentage for familiarity with SRT was highest at the elementary school level (97%), followed by middle (87%) and high (85%) school levels.

Figure 1: Staff Agreement Regarding Familiarity With SRT

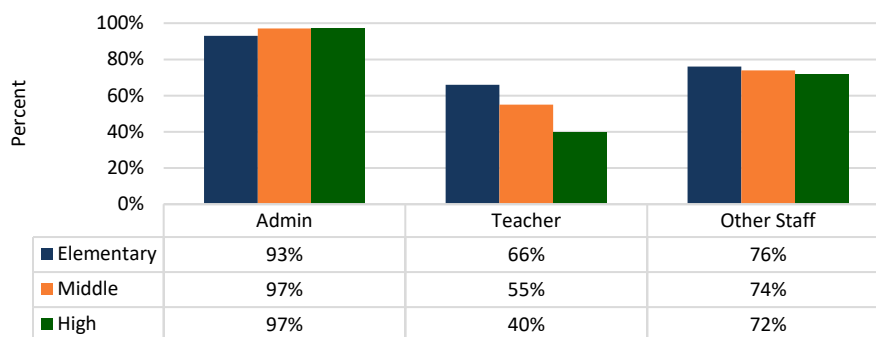


A similar pattern was found for understanding the purpose of SRT, with most administrators at all levels agreeing (see Figure 2). Almost all elementary teachers (97%) and other staff (95%) indicated they understood the purpose of SRT, whereas percentages were slightly lower at the secondary levels with 88 percent of other staff agreeing at both middle and high schools and 89 and 84 percent of teachers agreeing at middle and high schools, respectively. However, all agreement percentages were high at 84 percent or above.

Figure 2: Staff Agreement Regarding Understanding Purpose of SRT



Staff were also asked about whether they had any involvement with SRT during the 2018-2019 school year. Involvement was defined as serving as a lead administrator or SRT member as well as referring students to the SRT, collaborating with the SRT, or assisting with implementing interventions. At least 93 percent of administrators and 72 percent of other staff at each level indicated they were involved with SRT in some way (see Figure 3). In addition, 66 percent of elementary school teachers, 55 percent of middle school teachers, and 40 percent of high school teachers indicated they were involved with SRT.

Figure 3: Percentage of Staff Who Indicated Involvement With SRT

Staff were also asked to specify the type of involvement they had with the SRT during the 2018-2019 school year (see Table 2). Of all staff who responded to the survey, administrators were more likely to refer students to the SRT at the elementary and middle school levels, followed by teachers at the elementary school level and other staff at the middle school level. At the high school level, administrators and other staff were relatively equally likely to refer students to the SRT. Of all staff who responded to the survey, administrators at each level were more likely to indicate they collaborated with the SRT. Elementary teachers were relatively more likely to indicate they implemented interventions (36%) compared to administrators and other staff. At the secondary level, teachers were less likely to indicate they implemented interventions (30% middle school, 16% high school) compared to administrators and other staff.

Table 2: Percentages of Staff Who Indicated Specific Types of Involvement With SRT

School Level	Administrator	Teacher	Other Staff
Referred students to SRT			
Elementary	55.7%	45.3%	18.1%
Middle	75.9%	23.5%	37.0%
High	51.4%	17.6%	53.5%
Collaborated with SRT			
Elementary	65.7%	26.1%	51.4%
Middle	79.3%	36.3%	54.8%
High	62.9%	20.7%	52.1%
Implemented intervention			
Elementary	30.0%	35.6%	31.3%
Middle	44.8%	29.5%	39.7%
High	48.6%	16.4%	43.7%

Not surprisingly, agreement percentages regarding SRT familiarity and understanding the purpose of SRT varied slightly based on whether staff indicated they had been involved with SRT. As shown in Table 3, at least 97 percent of staff who were involved with SRT indicated agreement on both items. Of the staff who were not involved with SRT, 82 percent agreed that they were familiar with SRT and 84 percent agreed that they understood the purpose of SRT.

Table 3: Staff Agreement Regarding Familiarity by Involvement With SRT

Staff Agreement	SRT Involvement	No SRT Involvement
Familiar with SRT	97.6%	81.6%
Understood purpose	97.1%	84.0%

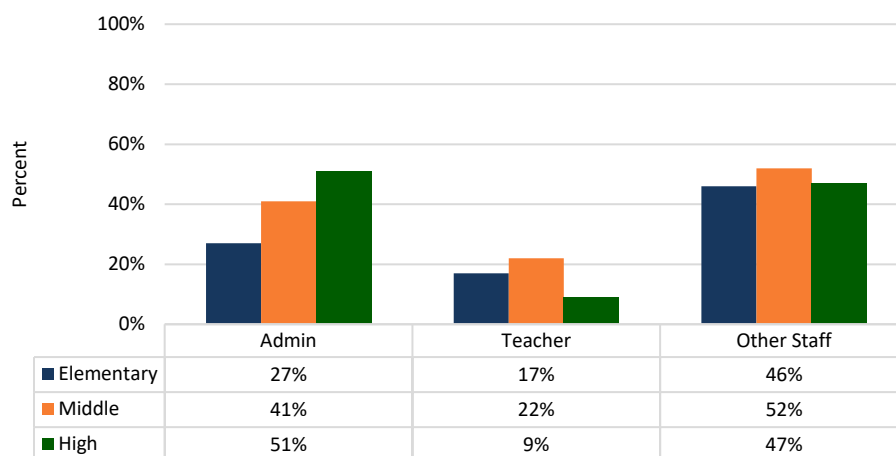
SRT Member Selection Process

A major component of the SRT process is collaboration amongst staff who represent multiple roles (e.g., teacher, school social worker, school nurse, reading specialist). The composition of the team for any

given student should depend on the needs of that student. The RSN SRT school guide provides recommendations on team compositions based on students' areas of concern (i.e., academic, behavioral, attendance concerns). For example, for attendance concerns, it is recommended that the SRT include the administrator, teacher, parent/guardian, student, school social worker, school counselor, and school nurse.¹ However, the team composition is at the discretion of the school's SRT lead administrator, who leads the SRT at each school site. Since the 2017-2018 school year, it was advised that the SRT lead administrator be an assistant principal.² It is also recommended that parents/guardians and the referred students be involved with the SRT.

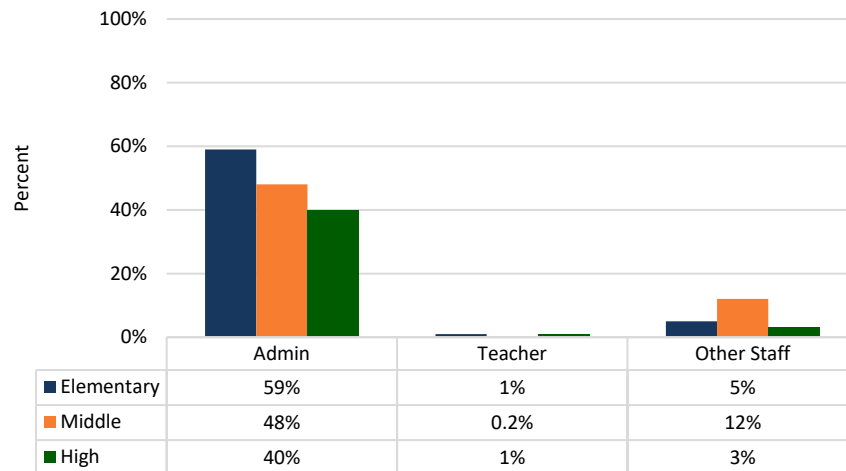
To gather information about which staff members were involved with the SRT, staff were asked on the survey whether they were involved with SRT as an SRT member at any point during 2018-2019. Of all staff who responded to the survey, between 27 and 51 percent of administrators and between 9 and 22 percent of teachers indicated they were involved in SRT as an SRT member, depending on level (see Figure 4). For all levels, approximately half of other staff (e.g., school counselor, social worker, nurse) indicated they were involved in the SRT as an SRT member.

Figure 4: Percentage of Staff Who Indicated Involvement With SRT as SRT Member



Consistent with the guideline that an assistant principal should serve as a school's SRT lead administrator, staff most often indicated that their school's SRT lead administrator was an assistant principal (72%). The remaining staff indicated their school's SRT lead administrator was a school counselor (13%), teacher (6%), or had another role (6%). The final 4 percent of respondents indicated they were not aware of their administrator's role although they indicated knowing who their SRT lead administrator was. Staff were also asked to indicate if they were involved with SRT during 2018-2019 as their school's lead administrator. Of all building administrators who responded to the survey, which included both principals and assistant principals, between 40 and 59 percent indicated they were an SRT lead administrator, depending on level (see Figure 5). Consistent with the RSN school guide recommendations, low percentages of teachers and other staff reported that they were their school's SRT lead administrator.

Figure 5: Percentage of Staff Who Indicated Involvement With SRT as SRT Administrator



The staff who indicated involvement in the SRT process as a lead administrator or an SRT member also received an open-ended question about the selection process for SRT members and who was most often included as SRT members. Several respondents commented that team members varied based on student need and referral reason or that team members included all staff who worked with the student. Several respondents also noted that their school administrator selected the members or that they were unaware of any selection process. Many respondents listed several of the same position titles that were often involved as members of SRT, including administrators, school counselors, teachers, specialists, and parents.

SRT Administrator and SRT Member Responsibilities

SRT Administrators

According to the RSN SRT school guide, SRT lead administrators' responsibilities included reviewing each student referral to the SRT, determining the appropriate members of the SRT depending upon the referral concern, scheduling the initial SRT meeting, and beginning to consider interventions to address the area of concern.³ Additionally, SRT lead administrators were responsible for documenting the initial and follow-up meetings on the forms provided in the RSN school guide as well as inviting parents to meetings. The SRT lead administrators were also expected to provide coaching and support to teachers as needed.⁴

SRT Members

Responsibilities of SRT members included meeting as a group to discuss student strengths and weaknesses and analyze all data and previously attempted interventions.⁵ SRT members were expected to select and develop plans for appropriate interventions and/or accommodations, including assigning staff to implement the strategies and monitor progress. When needed, SRT members were expected to take part in follow-up meetings to continue to address students' needs.

As shown in Table 4, at least 82 percent of administrators and teachers at each level and other staff at the elementary level who were involved with SRT agreed that SRT members understood their responsibilities and role in the SRT process. In addition, 70 and 76 percent of other staff at the middle and high school levels agreed.

Table 4: Staff Agreement Regarding SRT Members Understanding Their Responsibilities and Role

School Level	Administrator	Teacher	Other Staff
Elementary	98.3%	93.8%	85.7%
Middle	100%	88.7%	69.6%
High	82.1%	89.3%	75.6%

Staff who were involved with SRT were asked specifically about a central responsibility of SRT members, which is working collaboratively to address students' needs. At least 87 percent of staff agreed that SRT members worked collaboratively to address students' needs (see Table 5).

Table 5: Staff Agreement Regarding SRT Members Working Collaboratively to Address Students' Needs

School Level	Administrator	Teacher	Other Staff
Elementary	96.7%	89.8%	91.8%
Middle	96.2%	91.8%	87.0%
High	92.9%	88.7%	92.5%

Processes Prior to SRT Referral

Prior to referring students to the SRT, if a staff member has a concern regarding student performance, the staff member should gather data, use the data collected to work with other staff to develop strategies to support the student, implement the strategy for four to six weeks, and continuously monitor student progress.⁶ This process ensures that interventions have been attempted prior to an SRT referral. According to the RSN school guide, students should only be referred when they continue to show they are not meeting standards as documented by progress monitoring.

The school guide provides a preassessment form to guide staff members toward the appropriate steps prior to referring students. This preassessment offers suggestions for specific individuals to consult depending on the type of concern (e.g., consulting with the school counselor and school nurse for attendance concerns). Parents should also be contacted when staff members initially have a concern regarding student performance.

Staff were asked their perceptions regarding the processes that occur prior to referring students. Overall, 85 percent of staff agreed that staff members collaborate, 87 percent agreed that staff members collect and analyze data, and 81 percent of staff members agreed that strategies are implemented to address students' needs prior to referring students to SRT.

Identifying and Referring Students to SRT

According to the RSN school guide, students should be referred to the SRT if they demonstrate a behavior or skill deficit that interferes with the student's academic progress.⁷ If there is a concern for a student, a student may be referred to SRT by any of the following individuals: teacher, group of teachers/team, parent/guardian, counselor, specialist, administrator, district support staff, or outside agency. Additionally, students should only be referred once the prereferral steps have been taken (i.e., four to six weeks of interventions have not been successful). To refer students to the SRT, a referral form should be completed. This form includes details such as the reason for referral, the specific challenges being observed, areas of strength and concern, and previous interventions that have been attempted.

According to schools' SRT data logs, referrals at the elementary level were most often made by teachers (68%), whereas middle school referrals were most often made by school counselors (51%), and high school referrals were most often made by administrators (44%) or school counselors (32%). Additional data showed that approximately 14 percent of elementary school referrals were by administrators, 10 percent were by parents, and 1 percent was by school counselors. At the secondary levels, approximately 9 percent of middle school and high school referrals were by teachers. Additionally, 3 percent of middle school referrals and 5 percent of high

school referrals were made by parents. A somewhat higher percentage of referrals at the high school level were made by social workers (8%) compared to referrals made by social workers at the elementary (3%) and middle (2%) school levels. Across all levels, less than 3 percent of referrals were made by specialists, SRTs/data teams, or other positions.

The RSN school guide provides general information regarding processes for determining which students may need support through SRT, such as using a universal screening tool to identify students in need and considering that between 15 and 20 percent of students may require this level of support. However, there are no specific divisionwide guidelines regarding how to identify the students for referral to the SRT. Instructional staff who indicated involvement in the SRT process in the role of an SRT administrator or SRT member on the survey were asked an open-ended question about how criteria are set for identifying and referring students to the SRT. In response, a common theme was that students were identified and referred to the SRT based on data suggesting that there was a need (e.g., not meeting benchmarks academically, excessive absences, or behavioral referrals) or general statements suggesting that there were concerns in the areas of academics, behavior, and attendance. Another common theme included previous interventions having been attempted. Several respondents commented that the SRT administrator makes the decision regarding who to refer to SRT. Additional comments noted that there was not established criteria.

Of the staff who were involved with SRT, at least 86 percent of elementary and middle school administrators and elementary teachers agreed that staff consistently used an established method for referring students to SRT (see Table 6). Lower percentages of each staff group at the high school level indicated that staff consistently used an established method for referring students to SRT.

Table 6: Staff Agreement Regarding Staff Consistently Using an Established Method for How to Refer to SRT

School Level	Administrator	Teacher	Other Staff
Elementary	89.8%	86.1%	71.3%
Middle	96.2%	78.2%	61.0%
High	66.7%	75.6%	58.5%

Staff were also asked about specific details related to the referral process, including whether the process was clear and whether forms could be completed in a reasonable amount of time. Overall, highest agreement percentages were found for elementary administrators and teachers, with at least 79 percent agreement, and lowest agreement percentages were found for high school staff and other staff at secondary levels (see Table 7).

Table 7: Staff Perceptions Regarding SRT Referral Process

School Level	The referral process is clear.			Forms can be completed in a reasonable amount of time.		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	88.3%	81.3%	69.5%	81.7%	79.3%	77.9%
Middle	84.6%	70.3%	65.9%	73.1%	75.9%	56.1%
High	65.5%	64.6%	61.0%	51.7%	78.6%	61.0%

SRT Processes After Referral

After the SRT lead administrator determines the appropriate SRT members, an initial meeting with the members is held. During the initial meeting, the SRT members collaborate to review the data and select appropriate interventions. Following the initial meeting, the assigned staff members should deliver the intervention and monitor the effectiveness of the plan. Follow-up meetings are held as needed to review the progress of the plan and student data to determine whether adjustments to the plan are needed, whether students require more support, or if students no longer need support. According to the SRT data log files submitted by schools, there were 1,981 referrals with an initial meeting date. The initial meeting date was

used as the starting point of when students began receiving services as part of the SRT process. Additional information was provided about follow-up meetings for 1,134 referrals. This information either included the date of the follow-up meeting(s) or the frequency with which to follow up (e.g., weekly or as needed). The majority of the student records submitted by schools as part of the data log did not indicate when students exited from the SRT process (53%).

Intervention/Strategy Planning

According to the RSN school guide, appropriate interventions and strategies are chosen and planned as a team.⁸ To facilitate this planning, SRT lead administrators may invite staff members with expertise in a referral concern area as “intervention consultants.” In addition, according to the director of student support services, to assist SRTs with choosing appropriate interventions, each school SRT lead administrator was provided a copy of the Prereferral Intervention Manual (PRIM) in 2018-2019, which is a published book that provides research-based interventions across the areas of academics, attendance, and behavior.⁹ The book is organized by student area of concern and by grade level to facilitate selecting appropriate interventions. It was expected that SRT lead administrators and SRT members would reference the PRIM prior to and/or during meetings to plan appropriate interventions based on students’ needs.

Instructional staff who indicated involvement in the SRT process in the role of an administrator or SRT member were asked an open-ended question about how interventions and strategies were chosen to address students’ needs. A common theme in response was that the interventions and strategies varied based on the student and the area of concern. Also, many respondents commented that the interventions and strategies were discussed and selected collaboratively by the team.

SRT Student Monitoring

It is expected that when interventions are being implemented, individualized progress monitoring for each student occurs regularly. The RSN school guide suggests that data should be collected at least weekly to determine the effectiveness of interventions.¹⁰ The goal of progress monitoring is to gauge whether students are improving or not making adequate progress. The school guide provides an intervention program monitoring form that facilitates progress monitoring by documenting each date the intervention was implemented, data that were collected, and the outcome. Overall, 77 percent of staff involved with SRT who were surveyed agreed that data were collected at least weekly when monitoring students’ progress. Higher percentages of staff agreed that measurable goals and outcomes were monitored using data that were individualized (85%) and that goals were aligned with the intervention being implemented (89%).

On a broader scale, throughout the SRT process, SRT lead administrators are responsible for completing necessary SRT forms that document students’ progress. For initial meetings, SRT lead administrators document the area of concern, overview of data, and detailed intervention information. At follow-up meetings, SRT lead administrators document each individual concern as well as the SMART goals, progress, and decision regarding next steps for each concern.

Lead administrators were also required to document more general SRT-related information within their school’s SRT data logs, including student identification information, the referral reason and source, date and result of initial meeting, and intervention selected. The SRT data logs were reviewed by the director of the office of student support services, but individual progress monitoring and initial and follow-up meeting forms were reviewed and kept at the school level.

Professional Learning for SRT Lead Administrators and Members

According to the director of student support services, during the 2017-2018 school year, professional learning opportunities related to the SRT process were provided in-person to assistant principals. During the 2018-2019 school year, staff received professional learning in October 2018 as a refresher course provided through Schoology.¹¹ The refresher course included a video recording narrated by the director of student support services with PowerPoint slides. The content included an overview of SRT processes and purpose as well as the initiative's goals and objectives. In addition, general information was provided regarding supports and strategies for academics, attendance, and behavior (e.g., well-planned, differentiation, and data monitoring). The Schoology course was advertised as being open throughout a two-week period, which allowed school staff to select a convenient time to complete the training. Staff were encouraged to involve all appropriate staff.

If school administrators were new to the administrative position during 2018-2019 and/or were unfamiliar with the SRT process, the director of student support services offered to provide individual in-person support to learn about the SRT process. According to the director of student support services, this was provided to two schools in 2018-2019.

In response to an open-ended question about the professional learning opportunities that were provided at their school, several staff indicated they had not or were not sure whether they received training related to SRT. Other respondents detailed having received professional learning through a variety of methods, including training at the beginning of the school year, during a departmental or faculty meeting, or during after school meetings. The most commonly identified content of the professional learning was an overview of the SRT process.

Staff who were involved as members or lead administrators were asked about whether the professional learning they received related to various SRT components. At least 83 percent of SRT lead administrators and SRT members indicated they received professional learning regarding the purpose of SRT, when and how to refer students, how to select and implement interventions, and monitoring data (see Table 8). As shown in Table 9, at least 84 percent of SRT lead administrators and SRT members indicated they received professional learning on interventions in the areas of academics and behavior. Although 95 percent of lead administrators indicated they received professional learning for attendance interventions, 74 percent of SRT members indicated they received this type of professional learning.

Table 8: Percentage of Staff Who Received Professional Learning Regarding SRT

SRT Role	Purpose of SRT	When to refer	How to refer	How to select interventions	How to implement interventions	Monitor data
SRT Administrator	98.8%	98.8%	100%	98.8%	97.7%	96.5%
SRT Members	86.3%	85.8%	85.8%	83.0%	83.0%	83.2%

Table 9: Percentage of Staff Who Received Professional Learning Regarding Interventions

SRT Role	Interventions for academics	Interventions for attendance	Interventions for behavior
SRT Administrator	96.5%	95.3%	95.3%
SRT Members	83.7%	74.4%	85.3%

Student Characteristics

The second evaluation question addressed the characteristics of students who were referred and served by the SRT during the 2018-2019 school year. Students referred to SRT were defined as all students included in the data logs,¹² whereas students served by SRT were defined as those for whom an intervention was

implemented. Further, students served by SRT do not include students who were only referred to another service (e.g., special education committee, 504, English as a Second Language, homeschooling) without any indication that an intervention was implemented and/or monitored by the SRT (i.e., information regarding an intervention was provided in the log).

Students Referred and Served

During the 2018-2019 school year, 2,008 students were referred to the SRT at their respective schools across the division. One elementary school indicated that there were no referrals to SRT throughout the 2018-2019 school year. There were 14 students who were referred twice (four were referred at two separate schools, ten students were referred twice at the same school). Two of the 14 students were in elementary school, 2 were in middle school, and 10 were in high school. Therefore, there were 2,022 referrals to SRT during the 2018-2019 school year. This was an increase in the total number of referrals in comparison to the previous two school years (2017-2018: 1,949 referrals; 2016-2017: 1,443 referrals).

As shown in Table 10, in 2018-2019, there were more elementary students referred to SRT than at the other two levels. The number of students referred in elementary school and middle school increased from 2017-2018, whereas the number of students referred in high school decreased from 747 in 2017-2018.

A total of 1,827 students were served by the SRT at their school after being referred. All students who were referred to the SRT more than once (i.e., 14 students with two instances) were also served by the SRT as a result of each referral instance. Of the students who were referred to the SRT, between 90 and 92 percent of students were also served by the SRT, depending upon school level (see Table 10).

Table 10: Number and Percentage of Students Referred and Served by SRT

Number/Percent	Referred Students			Served Students		
	ES	MS	HS	ES	MS	HS
Number of Students	1,027	399	582	925	365	537
Percent of Total Students Referred/Served	51.1%	19.9%	29.0%	50.6%	20.0%	29.4%
Percent of Total Population	3.1%	2.4%	2.8%	2.8%	2.2%	2.5%

Note: Cumulative enrollment numbers were used to calculate the percentages of total population.

Referral reasons were categorized as being due to academics, attendance, behavior, social-emotional needs, and other. There were 28 referrals that did not have a referral reason. Attempts were made to determine the referral reason based on other information in the data log; however, due to limited additional details, the reasons for these referrals were not able to be determined. Within any given referral, students may have had more than one referral reason (e.g., referred for both academic and attendance concerns); therefore, the categories are not mutually exclusive. Overall, 94 percent of students had one referral reason, 5 percent had two referral reasons, and less than one percent had three referral reasons. No students had more than three referral reasons for one referral.

As shown in Table 11, at the elementary level, the majority of referrals were for academic reasons (62%). The remaining elementary SRT referrals were for behavioral (20%), attendance (13%), social-emotional (5%), or other reasons (1%). At the middle school level, approximately one-third of referrals were due to each of the following reasons: academic (35%), attendance (35%), and behavioral (31%). Approximately 5 percent of middle school referrals were for social-emotional concerns. At the high school level, nearly half of referrals were due to academic reasons (46%) and half were due to attendance (52%) reasons. Approximately 5 percent of high school referrals were due to behavioral concerns and 3 percent were due to social-emotional concerns.

Similar percentages were found when focusing exclusively on the referrals that resulted in students receiving services through SRT.

Table 11: Reasons for SRT Referrals by School Level

	Type of Referrals Overall			Type of Referrals Resulting in Services		
Number/Percent	ES (N = 1,029)	MS (N = 401)	HS (N = 592)	ES (N = 927)	MS (N = 367)	HS (N = 547)
Academic	642 (62.4%)	139 (34.7%)	273 (46.1%)	588 (63.4%)	118 (32.2%)	255 (46.6%)
Attendance	135 (13.1%)	141 (35.2%)	306 (51.7%)	126 (13.6%)	135 (36.8%)	281 (51.4%)
Behavioral	206 (20.0%)	125 (31.2%)	28 (4.7%)	193 (20.8%)	118 (32.2%)	28 (5.1%)
Social-Emotional	50 (4.9%)	18 (4.5%)	15 (2.5%)	49 (5.3%)	17 (4.6%)	14 (2.6%)
Other	10 (1.0%)	1 (0.2%)	10 (1.7%)	8 (0.9%)	1 (0.3%)	10 (1.8%)
Unknown	24 (2.3%)	1 (0.2%)	3 (0.5%)	0 (0.0%)	0 (0.0%)	2 (0.4%)

Within the data logs, schools were expected to provide information regarding the current status of each referral. As shown in Table 12, at each level, the majority of students' referrals indicated that the student was either continuing SRT or that the student exited SRT. In addition, at the elementary level, approximately 30 percent of referrals were referred to another service (i.e., Special Education Committee, 504, and English as a Second Language Program). At the middle school level, approximately 24 percent of referrals were not identified, and 23 percent were referred to another service. At the high school level, 11 percent of referrals were referred to another service and 8 percent were not identified. Similar percentages were found when focusing exclusively on the referrals that resulted in students receiving services through SRT.

Table 12: Status of SRT Referrals by School Level

	Status for Referrals Overall			Status for Referrals Resulting in Services		
Status	ES (N = 1,029)	MS (N = 401)	HS (N = 592)	ES (N = 927)	MS (N = 367)	HS (N = 547)
Continuing SRT	29.4%	33.2%	26.9%	32.6%	36.2%	28.9%
Exited	26.7%	20.2%	54.1%	28.3%	21.5%	54.5%
Referred to another service	30.2%	22.6%	10.7%	26.9%	18.1%	7.9%
Referred to 504	5.1%	4.5%	3.7%	4.4%	3.5%	3.3%
Referred to SEC	24.9%	5.5%	2.4%	22.5%	5.4%	2.0%
Referred to ESL	0.2%	8.2%	1.7%	0.0%	4.9%	0.2%
Referred to RA	0.0%	3.2%	1.4%	0.0%	3.5%	1.5%
Referred to other	0.0%	1.2%	1.5%	0.0%	0.8%	0.9%
Unclear	13.7%	23.9%	8.4%	12.2%	24.0%	8.8%

Length of Time in SRT Process

Across all levels, there were 76 referrals that did not include a referral date, 41 referrals that did not have an initial meeting date, and 1,065 referrals that did not have an exit date. Of the referrals that had referral dates, most were submitted to the SRT during the second and third quarters (see Table 13). Initial meetings were also most often held during the second and third quarters. Across all levels, 47 percent of referrals had an exit date from SRT. Approximately 64 percent of referrals at the high school level had an exit date, whereas only 26 percent of referrals at the middle school level had an exit date.

Table 13: Timeframe for SRT Referrals and Initial Meeting Dates

Time	Dates for Referrals Overall			Dates for Referrals Resulting in Services		
	ES	MS	HS	ES	MS	HS
Referral Date	(N = 974)	(N = 386)	(N = 586)	(N = 897)	(N = 353)	(N = 543)
Q1	20.2%	24.9%	24.4%	19.5%	21.8%	23.4%
Q2	38.2%	40.4%	48.1%	38.5%	41.4%	49.4%
Q3	33.1%	28.2%	22.2%	33.9%	29.7%	21.9%
Q4	8.5%	6.5%	5.3%	8.1%	7.1%	5.3%
Initial Meeting Date	(N = 998)	(N = 393)	(N = 590)	(N = 923)	(N = 361)	(N = 546)
Q1	14.1%	22.4%	22.7%	14.2%	19.4%	21.6%
Q2	35.0%	33.6%	43.2%	34.2%	34.1%	44.9%
Q3	34.7%	33.1%	25.6%	35.6%	34.9%	25.6%
Q4	16.2%	10.9%	8.5%	15.9%	11.6%	7.9%
Exit Date Present	46.0%	25.9%	64.2%	46.5%	27.2%	65.3%

For the referrals that included both referral and initial meeting dates, the average number of school days between the referral and initial meeting dates was nine days for elementary school, six days for middle school, and five days for high school. The majority of referrals had subsequent initial meetings within 10 school days (76% for elementary, 84% for middle, 87% for high). Between 97 and 98 percent of students, depending on school level, had 30 school days or less (i.e., 6 weeks) between their referral and initial meeting date.

The time students spent in the SRT process was also calculated and was operationally defined as beginning at the initial meeting date and ending at the exit date. Students who did not have an exit date were not included in this analysis (see Table 13 for percentages of students with exit date). The average number of school days students spent in the SRT process was 36 days at the elementary school level, 43 days at the middle school level, and 64 days at the high school level. As a note, 6 percent of elementary, 5 percent of middle, and 48 percent of high school referrals with exit dates were listed as the last day of school or a later date in June 2019.

Demographic Characteristics

The demographic characteristics of students who were referred to SRT and served by SRT are shown in Table 14. The majority of students at each level were male, and the majority of students at elementary and middle schools were economically disadvantaged. Nearly half of the students at the high school level were economically disadvantaged. Additional analyses showed that in comparison to the division at the elementary and middle school levels, students who were referred to and served by the SRT were more likely to be male and less likely to be female. Additionally, in comparison to the division at all levels, students who were referred to and served by the SRT were more likely to be economically disadvantaged. In comparison to the division at the elementary and middle school levels, students referred to and served by the SRT were more likely to be African American. Caucasian students and students identified as gifted and have military-connected families were less likely to have been referred to SRT in comparison to the division at all levels, and they were also less likely to have been served by SRT, with the exception of Caucasian high school students. Students identified as an English learner were also more likely to be served by SRT compared to the division at the middle school level.

Table 14: Demographic Characteristics of Students by School Level

Demographics	Referred Students			Served Students		
	ES (N = 1,027)	MS (N = 399)	HS (N = 582)	ES (N = 925)	MS (N = 365)	HS (N = 537)
Female	38.3%*	39.3%*	44.3%	38.4%*	40.5%*	45.1%
Male	61.7%**	60.7%**	55.7%	61.6%**	59.5%**	54.9%
African American	37.7%**	35.6%**	29.7%	36.8%**	36.7%**	29.1%
American Indian	0.2%	0.5%	0.2%	0.2%	0.5%	0.2%
Caucasian	38.3%*	37.3%*	44.0%*	38.6%*	37.0%*	45.8%
Hispanic	13.9%	14.0%	14.9%	14.4%	13.2%	14.3%
Asian	1.3%	2.8%	4.0%	1.3%	2.2%	3.2%
Native Hawaiian/Pacific Islander	0.2%	0.0%	0.3%	0.2%	0.0%	0.4%
Multiracial	8.5%	9.8%	6.9%	8.5%	10.4%	7.1%
Economically Disadvantaged	61.1%**	61.4%**	48.3%**	61.2%**	61.9%**	48.6%**
Identified Special Education	15.2%	10.5%	8.2%	13.6%	10.4%	8.2%
Identified English Learner	2.9%	6.3%	2.7%	2.9%	6.6%**	1.9%
Identified Gifted	4.1%*	7.5%*	7.6%*	4.1%*	7.4%*	8.0%*
Military Connected	19.8%*	14.0%*	9.1%*	19.4%*	13.2%*	9.3%*

Note: *More than 5 percent **below** the percentage at the division level. **More than 5 percent **above** the percentage at the division level.

Progress Toward Meeting Goals and Objectives

The fourth evaluation question focused on progress made toward meeting the program's goals and objectives.

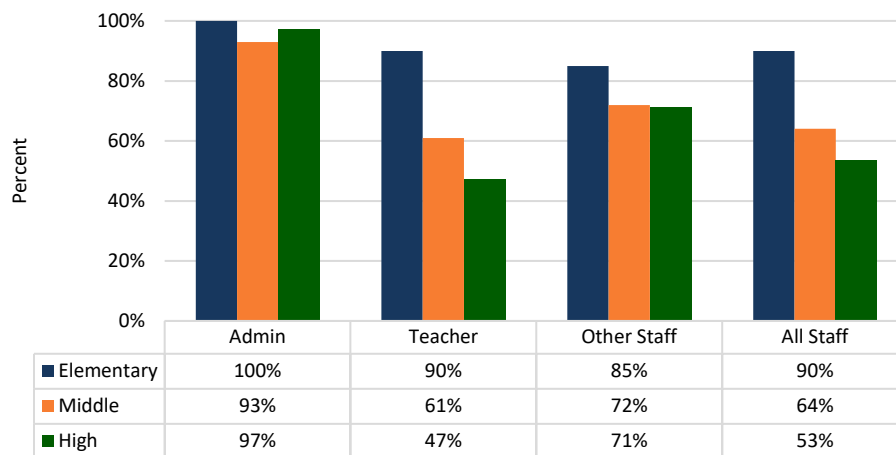
Implementation Goals and Objectives

Goal 1: Multidisciplinary SRTs, led by an SRT administrator, will collaborate during the SRT process to meet students' needs.

Objective 1: Teachers, staff, and administrators will be able to identify the SRT administrator as measured by teacher, staff, and administrator survey responses.

Of all staff who responded to the survey, most administrators at each school level indicated they knew who served as the SRT lead administrator at their school (see Figure 6). At the elementary school level, 90 percent of teachers and 85 percent of other staff indicated they knew who served as their SRT lead administrator. Agreement percentages were lower at the secondary levels with 61 and 47 percent agreement percentages for middle and high school teachers, respectively. Other staff agreement regarding knowing who served as the SRT lead administrator was 72 and 71 percent for middle and high schools respectively.

Figure 6: Staff Agreement Regarding Knowing Their School's SRT Administrator



Not surprisingly, higher percentages of staff who were involved in SRT reported knowing who served as the SRT lead administrator compared to those who were not involved in SRT (see Table 15). For those who were involved in SRT, agreement percentages for teachers and other staff were 83 and 89 percent, respectively, whereas, approximately half of those who were not involved with SRT indicated knowing their SRT lead administrator.

Table 15: Staff Agreement Regarding Knowing Their School's SRT Administrator by SRT Involvement

School Level	Of Those Who Were Involved	Of Those Who Were Not Involved
Administrators	97.6%	n/a ¹³
Teachers	82.6%	55.1%
Other Staff	89.3%	45.9%

Objective 2: Staff will collaborate to discuss strategies to address concerns prior to referring a student to the SRT as measured by teacher, staff, and administrator survey responses.

At least 86 percent of all administrators and elementary and middle school teachers agreed that staff collaborated to address concerns prior to referring a student to the SRT (see Table 16). Between 76 and 79 percent of high school teachers and other staff at all levels agreed that staff collaborated before referring a student to SRT.

Table 16: Staff Agreement Regarding Staff Collaboration Prior to SRT Referral

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	95.0%	87.0%	78.6%	86.4%
Middle	100%	87.9%	75.6%	86.8%
High	85.7%	77.4%	78.6%	78.7%

Objective 3: SRT members will vary based on the needs of the students and will represent multiple disciplines (e.g., teacher, school social worker, therapist, reading specialist, etc.) as measured by teacher, staff, and administrator survey responses.

At least 85 percent of administrators, teachers, and other staff at all levels agreed that members on the SRTs varied based on student needs and that members represent multiple disciplines (see Table 17).

Table 17: Staff Perceptions Regarding SRT Composition

School Level	Vary based on student needs.				Represent multiple disciplines.			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	98.3%	87.7%	90.5%	89.2%	96.7%	94.0%	89.8%	93.6%
Middle	100%	89.4%	88.6%	90.2%	96.2%	95.6%	89.1%	94.7%
High	96.6%	90.2%	85.4%	90.1%	93.1%	94.7%	90.2%	93.7%

Objective 4: All SRT members will provide input to develop interventions as measured by teacher, staff, and administrator survey responses.

As shown in Table 18, at least 89 percent of administrators and teachers at all levels and other staff at the elementary and high school levels agreed that all SRT members provided input to develop interventions; 78 percent of other staff at the middle school level agreed that SRT members provided input to develop interventions.

Table 18: SRT Agreement Regarding SRT Members Providing Input for Interventions

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	96.6%	89.6%	88.7%	90.1%
Middle	96.2%	93.9%	78.3%	91.7%
High	96.6%	90.1%	90.0%	91.0%

Objective 5: Students will be considered and included throughout the SRT process as measured by student, parent, teacher, staff, and administrator survey responses.

Although the number of students who responded to the survey was small (n = 33), there were perception differences found by school level regarding SRT. The majority of high school students indicated that they were involved throughout the SRT process (60%) and that their needs were considered (63%), while half indicated that they attended SRT meetings (50%). Few fifth-grade (0% - 11%) and middle (13% - 33%) school students indicated that they were involved with the SRT process, their needs were considered, and that they attended meetings. The majority of elementary students indicated that they did not know whether they were involved throughout the process or whether their needs were considered (see Figures 7 through 9).

Figure 7: Student Responses to Involvement With SRT

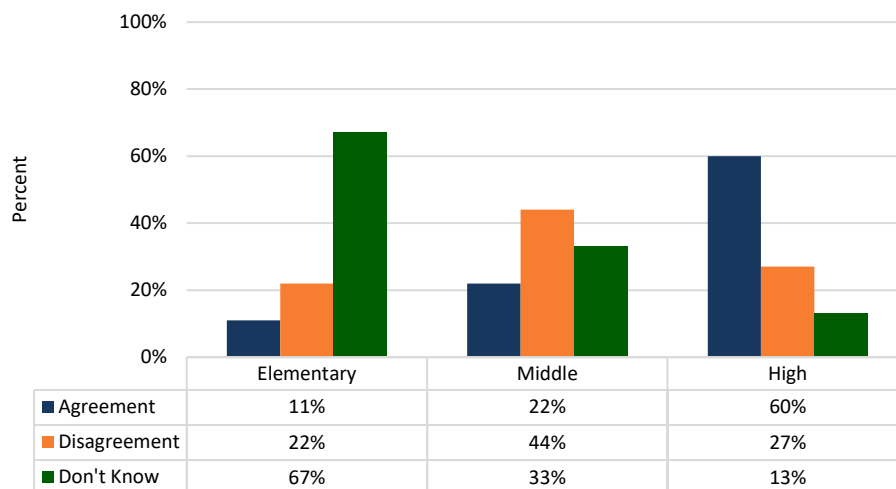


Figure 8: Student Responses to Needs Being Considered

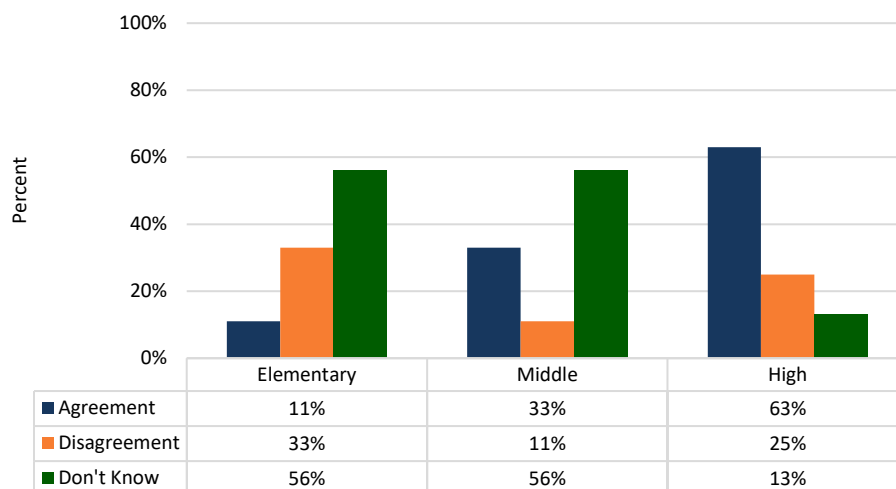
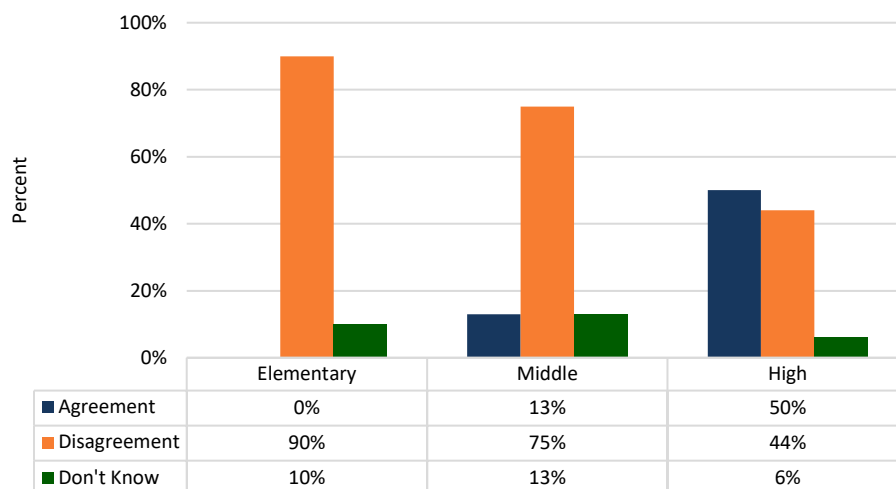


Figure 9: Student Responses to Having Attended Any SRT Meetings



As shown in Table 19, from 73 to 84 percent of parents indicated that their child's needs were considered through the SRT process depending on school level, with the highest agreement percentage at elementary school and the lowest agreement percentage at middle schools. In regard to their child being involved throughout the SRT process, 77 percent of high school parents agreed, whereas 66 percent of elementary and 57 percent of middle school parents agreed.

Table 19: Parent Perceptions Regarding Student Involvement With SRT

School Level	My child's needs were considered.	My child was involved.
Elementary	83.7%	65.9%
Middle	72.8%	57.1%
High	76.9%	76.9%

Overall, staff agreement regarding students being considered and involved throughout the process was higher than student and parent agreement. As shown in Table 20, at least 88 percent of high school staff, at least 80 percent of middle school staff, and at least 77 percent of elementary staff indicated that students were considered and involved.

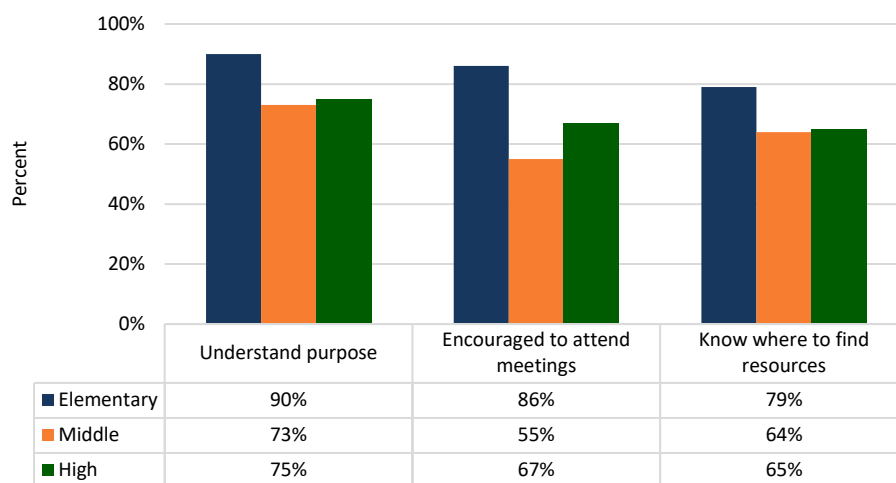
Table 20: Staff Agreement Regarding Students Being Considered and Involved

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	86.4%	79.3%	77.4%	79.7%
Middle	92.3%	80.3%	84.8%	82.0%
High	100%	87.5%	90.2%	89.6%

Objective 6: *Parents of students involved with the SRT process will understand the purpose of the SRT; be encouraged to attend all meetings; and indicate that they know where to find resources to address various areas of concern as measured by parent, teacher, staff, and administrator survey responses.*

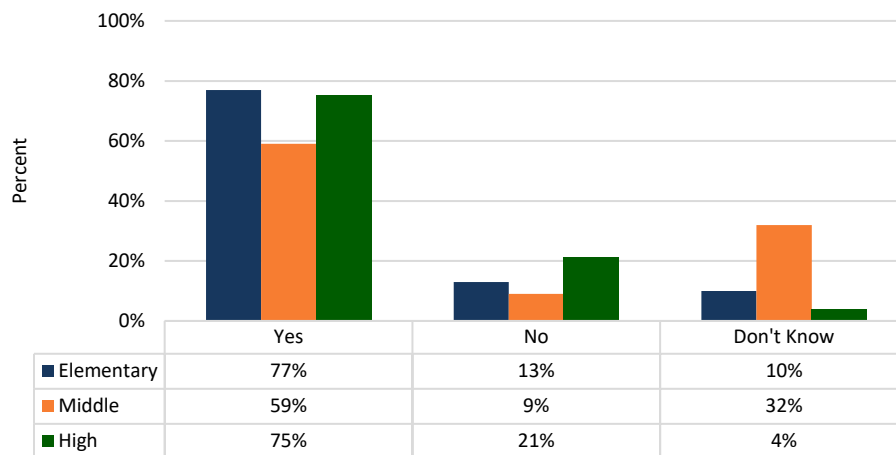
At the elementary school level, at least 79 percent of parents agreed that they understood the purpose of SRT, were encouraged to attend meetings, and knew where to find resources (see Figure 10). From 73 to 75 percent of secondary parents agreed that they understood the purpose. Lower percentages of secondary parents agreed that they were encouraged to attend meetings (55% to 67%) and that they knew where to find resources (64% to 65%).

Figure 10: Parent Agreement Regarding Involvement With SRT



Additionally, approximately three-fourths of parents at the elementary and high school levels indicated that they received information that their child was referred to SRT; 59 percent of middle school parents indicated that they had, and 32 percent of middle school parents did not know whether they received this information (see Figure 11).

Figure 11: Parent Responses to Whether They Received Information That Their Child Was Referred to SRT



Of the parents who indicated they received information that their child was referred to SRT, the majority at each level indicated that their child was referred to SRT for academic concerns (57% to 71%), followed by behavior and then attendance.

As shown in Table 21, at least 82 percent of staff indicated that parents understood the purpose of SRT, and at least 93 percent of staff indicated that parents were encouraged to attend SRT meetings. Lower percentages of staff agreed that parents knew where to find resources (67% to 84%) (see Table 22).

Table 21: Staff Agreement Regarding Parent Involvement With SRT

School Level	Parents understand the purpose.				Parents are encouraged to attend meetings.			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	98.3%	88.3%	88.4%	89.3%	100%	97.1%	97.9%	97.5%
Middle	96.2%	86.4%	82.2%	86.6%	100%	97.4%	97.8%	97.7%
High	85.7%	85.4%	90.0%	86.3%	96.4%	92.7%	97.6%	94.1%

Table 22: Staff Agreement Regarding Parents Knowing Where to Find Resources

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	83.1%	76.5%	75.5%	77.0%
Middle	76.9%	73.1%	84.1%	75.1%
High	66.7%	78.0%	67.5%	74.7%

Goal 2: Data will be monitored and reviewed throughout the SRT process.

Objective 1: Teachers will collect and analyze data on areas of concern prior to referring a student to the SRT as measured by teacher, staff, and administrator survey responses.

At least 89 percent of elementary and middle school administrators and teachers agreed that teachers collected and analyzed data prior to referring students to SRT, and approximately 82 percent of high school administrators and teachers agreed (see Table 23). Lower agreement percentages were found for other staff, with between 66 and 75 percent agreement depending on level.

Table 23: Staff Agreement Regarding Collecting and Analyzing Data Prior to SRT Referral

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	96.7%	92.4%	74.5%	90.0%
Middle	88.5%	90.8%	68.9%	87.5%
High	82.1%	82.3%	65.9%	79.4%

Objective 2: Students will be referred to the SRT when data show that concerns have not been resolved following classroom interventions as measured by teacher, staff, and administrator survey responses.

As shown in Table 24, at least 80 percent of staff agreed that students were referred to SRT when data showed concerns were not resolved following classroom interventions across all school levels for administrators, teachers, and other staff with the exception of other staff at the high school level (64%).

Table 24: Staff Agreement Regarding Students Referred When Concerns Not Resolved After Classroom Interventions

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	95.0%	94.1%	80.8%	92.1%
Middle	92.3%	90.3%	80.0%	89.0%
High	82.8%	84.7%	64.3%	80.8%

Objective 3: Measurable goals and outcomes will be monitored using data that are individualized for each student and aligned with the intervention as measured by teacher, staff, and administrator survey responses.

As shown in Table 25, at least 81 percent of staff at the elementary and middle school levels agreed that measurable goals and outcomes were monitored using data that were individualized for each student, whereas between 72 and 78 percent of high school staff agreed. At least 80 percent of all staff at all levels agreed that goals and outcomes were aligned with interventions for students during the SRT process.

Table 25: Staff Perceptions Regarding Goals and Outcomes

School Level	Measurable goals and outcomes are monitored using data that are individualized.				Goals and outcomes are aligned with intervention(s).			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	96.6%	91.5%	81.3%	90.4%	100%	92.4%	80.2%	91.3%
Middle	84.6%	80.9%	83.7%	81.7%	96.2%	85.5%	97.6%	88.2%
High	77.8%	77.9%	71.8%	76.8%	85.2%	87.6%	82.5%	86.3%

Objective 4: Data will be collected at least weekly when monitoring students' progress after the implementation of a strategy or intervention as measured by teacher, staff, and administrator survey responses.

Administrator and teacher agreement regarding data being collected at least weekly when monitoring students' progress varied widely based on the school level. The agreement percentages for elementary administrators and teachers were 91 and 87 percent respectively, whereas agreement was 73 and 70 percent at the middle school level (see Table 26). High school agreement was lowest at 59 percent for administrators and 65 percent for teachers. A similar pattern was found for other staff with agreement highest at 76 percent for elementary, followed by 65 and 60 percent for middle and high schools.

Table 26: Staff Agreement Regarding Weekly Data Collection

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	91.4%	87.2%	76.1%	86.0%
Middle	73.1%	70.3%	65.0%	69.8%
High	59.3%	65.3%	59.5%	63.5%

Objective 5: SRTs will use referral information and pre- and post-referral monitoring data to make decisions regarding appropriate interventions and adjustments to interventions (including adding Tier 3 level supports) as measured by teacher, staff, and administrator survey responses.

Staff were asked to select which types of information were used to make decisions regarding selecting appropriate interventions as well as making needed adjustments to interventions. At least 93 percent of all staff at all levels indicated that referral information was used to make decisions related to interventions (see Table 27).

Table 27: Staff Agreement Regarding Using Referral Information for Decision Making

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	100%	96.0%	93.2%	96.0%
Middle	100%	97.6%	95.5%	97.5%
High	92.9%	94.7%	100%	95.5%

The percentages of staff who selected using pre- and post-referral monitoring data to make decisions regarding interventions were lower and depended on school level and position (see Table 28). At least 71 percent of elementary and middle school administrators and teachers indicated that preferral monitoring data were used to inform intervention planning and 74 percent of elementary administrators and teachers indicated that postreferral monitoring data were used. The percentages of staff who indicated preferral and postreferral monitoring data were used were lowest at the high school level.

Table 28: Staff Agreement Regarding Using Data for Decision Making

School Level	Prereferral Monitoring Data				Postreferral Monitoring Data			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	89.7%	81.5%	65.9%	79.9%	89.7%	74.2%	69.3%	75.0%
Middle	84.6%	70.6%	68.2%	71.5%	69.2%	63.5%	52.3%	62.3%
High	64.3%	68.9%	64.1%	67.3%	60.7%	54.5%	51.3%	54.8%

Objective 6: Each school will consistently use established indicators for when to refer students to the SRT and an established method for monitoring the progress of interventions as measured by teacher, staff, and administrator survey responses.

As shown in Table 29, at least 77 percent of elementary and middle school administrators and teachers agreed that staff consistently used established indicators for when to refer students to SRT. Lower percentages of high school staff and other staff at all levels agreed that staff consistently used indicators for referring students.

Table 29: Staff Agreement Regarding Consistent Use of Indicators for When to Refer

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	83.3%	79.9%	60.0%	77.2%
Middle	92.3%	76.7%	69.8%	77.0%
High	69.0%	68.2%	52.5%	65.5%

Goal 3: Specific strategies and interventions related to the area of concern (e.g., academic, behavioral, attendance) will be implemented as part of the SRT process.

Objective 1: Teachers will implement a strategy or intervention for 4-6 weeks in the classroom prior to referring a student to the SRT as measured by teacher, staff, and administrator survey responses.

As shown in Table 30, at least 84 percent of elementary and middle school administrators and teachers agreed that teachers implemented strategies to address students' needs prior to referring students to SRT. At the high

school level, 75 percent of administrators and 72 percent of teachers agreed. Other staff agreement was highest at the middle school level (76%), whereas 63 percent of other staff at the elementary and high school levels agreed.

Table 30: Staff Agreement Regarding Use of Interventions Prior to SRT Referral

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	85.0%	88.3%	63.3%	84.0%
Middle	88.5%	84.4%	75.6%	83.4%
High	75.0%	72.4%	62.5%	71.0%

Objective 2: *The SRT will develop individualized, research-based intervention plans for each student during the initial SRT meeting as measured by teacher, staff, and administrator survey responses.*

Table 31 shows staff agreement levels regarding intervention plans. All staff agreement percentages were at least 88 percent regarding individualized intervention plans being developed during the initial meeting except for high school administrators with 78 percent agreement. Regarding selected intervention plans being research-based, at least 79 percent of administrators and teachers at all levels agreed. For other staff, agreement percentages at the elementary and middle school levels were 77 and 70 percent, whereas 59 percent of other staff at the high school level agreed.

Table 31: Staff Perceptions Regarding Intervention Plans

School Level	Individualized intervention plans are developed during initial meeting.				Intervention plans are research based.			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	96.6%	90.7%	91.1%	91.3%	94.8%	82.4%	77.3%	82.9%
Middle	100%	90.4%	97.7%	92.4%	92.3%	81.6%	70.7%	81.0%
High	77.8%	88.7%	89.7%	87.5%	85.2%	78.6%	59.0%	75.7%

Objective 3: *Interventions utilized by the SRT will be classified as a Tier 2 or a Tier 3 level of support as measured by teacher, staff, and administrator survey responses.*

At least 70 percent of all staff at all levels indicated that the interventions utilized by the SRT were classified as Tier 2 or Tier 3 levels of support. Overall, lower percentages of staff agreed the tiered system was clear (see Table 32).

Table 32: Staff Perceptions Regarding SRT Interventions and Tiered System

School Level	Interventions are Tier 2 or Tier 3.				Tiered system is clear.			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	94.8%	83.8%	77.0%	83.9%	81.0%	71.4%	54.4%	69.7%
Middle	88.5%	77.8%	77.5%	78.8%	65.4%	57.6%	50.0%	57.2%
High	77.8%	82.8%	70.3%	79.8%	63.0%	71.9%	43.6%	65.4%

Goal 4: Professional learning opportunities will provide administrators and teachers with effective support and information to successfully implement the SRT initiative.

Objective 1: *Professional learning will ensure that school staff understand the purpose of the SRT and when and how to refer students as measured by teacher, staff, and administrator survey responses.*

As shown in Table 33, at least 81 percent of staff groups at all levels indicated they received professional learning on the purpose of SRT. Additionally, at least 75 percent of staff at all levels indicated that they received professional learning regarding when and how to refer students to the SRT (see Table 34).

Table 33: Percentage of Staff Who Received Professional Learning on Purpose of SRT

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	100%	92.9%	82.0%	91.9%
Middle	100%	82.6%	81.4%	84.0%
High	85.7%	85.5%	84.6%	85.4%
All Levels	96.4%	88.6%	82.5%	88.5%

Table 34: Percentage of Staff Who Received Professional Learning on When and How to Refer to SRT

School Level	When to refer				How to refer			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	100%	93.4%	75.0%	91.2%	100%	93.8%	75.9%	91.7%
Middle	96.2%	83.9%	81.4%	84.6%	100%	83.9%	81.4%	85.0%
High	82.1%	87.4%	85.0%	86.3%	82.1%	87.4%	77.5%	84.8%
All Levels	94.6%	89.6%	78.9%	88.4%	95.5%	89.9%	77.6%	88.5%

Of those who received professional learning in these areas, at least 78 percent of staff at all levels agreed that the professional learning they received helped them to understand the purpose of SRT and when and how to refer students to SRT (see tables 35 and 36).

Table 35: Staff Agreement That Professional Learning Helped Them Understand Purpose of SRT

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	96.5%	92.6%	93.2%	93.1%
Middle	96.2%	87.8%	88.6%	88.8%
High	79.2%	89.5%	78.8%	86.2%
All Levels	92.5%	90.8%	88.7%	90.7%

Table 36: Staff Agreement That Professional Learning Helped Them in These Areas

School Level	When to refer				How to refer			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	98.2%	89.6%	89.4%	90.5%	98.2%	92.2%	90.9%	92.7%
Middle	96.0%	84.1%	82.9%	85.1%	92.3%	81.4%	88.6%	83.6%
High	82.6%	82.4%	79.4%	81.9%	78.3%	77.6%	80.6%	78.2%
All Levels	94.3%	86.9%	85.2%	87.5%	92.5%	86.8%	87.9%	87.6%

Objective 2: Professional learning will ensure that school staff understand potential interventions and strategies that could be implemented to address areas of concern (e.g., academic, behavioral, attendance) and how to select appropriate interventions as measured by teacher, staff, and administrator survey.

At least 82 percent of administrators and teachers at all levels and other staff at high school indicated they received professional learning on how to select appropriate interventions, while 74 and 79 percent of other staff at the elementary and middle school levels indicated they received professional learning on selecting interventions (see Table 37).

Table 37: Percentage of Staff Who Received Professional Learning on Selecting Interventions

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	98.2%	89.6%	74.2%	88.0%
Middle	96.2%	82.9%	78.6%	83.5%
High	81.5%	86.6%	82.5%	85.2%
All Levels	93.6%	87.2%	77.2%	86.3%

The percentages of staff who agreed they received professional learning on interventions to address specific areas of concern are shown in tables 38 and 39. At all levels, at least 82 percent of administrators and teachers indicated they received professional learning on interventions for academics and behavior, while at least 76 percent of administrators and teachers indicated they received professional learning on attendance interventions. Lower percentages of other staff agreed they received professional learning on interventions for specific areas, but for most groups, the pattern was similar to administrators and teachers with higher percentages indicating they received professional learning related to academic and behavior interventions compared to attendance interventions.

Table 38: Percentage of Staff Who Received Professional Learning on Interventions

School Level	Interventions for academics				Interventions for attendance			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	96.5%	91.9%	70.8%	89.0%	94.7%	79.7%	58.4%	77.9%
Middle	100%	84.1%	71.4%	83.7%	100%	76.4%	76.2%	78.6%
High	81.5%	83.9%	79.5%	82.8%	77.8%	78.6%	73.7%	77.6%
All Levels	93.6%	88.3%	72.9%	86.4%	91.8%	78.6%	66.3%	78.0%

Table 39: Percentage of Staff Who Received Professional Learning on Behavior Interventions

School Level	Interventions for behavior			
	Administrator	Teacher	Other Staff	All Staff
Elementary	94.7%	91.1%	78.7%	89.5%
Middle	100%	84.5%	76.2%	84.7%
High	83.6%	81.5%	82.1%	83.0%
All Levels	92.7%	87.9%	78.8%	87.0%

As shown in Table 40, of those who received professional learning in these areas, from 73 to 86 percent of elementary and middle school staff agreed that the professional learning helped them understand how to select interventions generally, while lower percentages of staff at high school agreed (59% to 74%).

Table 40: Staff Agreement That Professional Learning Helped With Selecting Interventions

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	85.7%	84.4%	86.4%	84.8%
Middle	76.0%	80.6%	72.7%	79.0%
High	59.1%	74.0%	66.7%	70.8%
All Levels	77.7%	81.5%	78.0%	80.6%

The percentages of staff who agreed that the professional learning they received helped them understand academic, attendance, and behavioral interventions are shown in tables 41 and 42. At least 72 percent of staff groups at each level agreed that professional learning helped them understand academic, attendance, and behavioral interventions, with the exception of other staff at the middle school level (59% for attendance interventions and 66% for behavioral interventions).

Table 41: Staff Agreement That Professional Learning Helped With Understanding Interventions

School Level	Interventions for academics				Interventions for attendance			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	90.9%	89.1%	88.9%	89.2%	77.8%	75.8%	78.8%	76.4%
Middle	88.5%	91.7%	76.7%	89.4%	73.1%	80.9%	59.4%	76.8%
High	72.7%	85.8%	77.4%	82.7%	76.2%	74.5%	75.0%	74.8%
All Levels	86.4%	89.2%	83.1%	88.0%	76.2%	76.9%	72.3%	76.2%

Table 42: Staff Agreement That Professional Learning Helped Understanding Behavioral Interventions

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	87.0%	82.9%	88.6%	84.1%
Middle	80.8%	81.1%	65.6%	79.0%
High	72.7%	81.2%	71.9%	78.4%
All Levels	82.4%	82.1%	79.1%	81.7%

As shown in Table 43, at least 75 percent of all elementary staff, secondary teachers, and high school administrators agreed that SRT members could identify tiered supports for students as a result of professional learning. Lower percentages of middle school administrators (68%) and other staff at the secondary levels (61% to 69%) agreed that SRT members could identify tiered supports as a result of professional learning.

Table 43: Staff Agreement That SRT Members Can Identify Tiered Supports for Students as a Result of PL

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	89.1%	85.4%	75.0%	84.6%
Middle	68.0%	80.8%	61.3%	76.4%
High	77.3%	80.5%	68.9%	78.0%
All Levels	81.4%	83.4%	70.0%	81.3%

Note: Staff who responded they did not know were excluded.

Objective 3: Professional learning will provide teachers involved with the SRT process with an understanding of how to implement appropriate strategies or interventions and monitor data to ensure that their students' needs are met as measured by teacher, staff, and administrator survey responses.

At least 82 percent of administrators and teachers at all levels indicated they received professional learning on how to implement interventions and how to monitor data (see Table 44). Slightly lower percentages of other staff indicated they received professional learning on how to implement interventions and monitor data (72% to 81%).

Table 44: Percentage of Staff Who Received Professional Learning on Implementing Interventions or Monitoring Data

School Level	How to implement interventions.				How to monitor data.			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	98.2%	90.2%	74.2%	88.5%	98.2%	90.9%	71.9%	88.7%
Middle	96.2%	82.8%	78.6%	83.4%	96.2%	83.9%	81.0%	84.6%
High	81.5%	85.9%	77.5%	83.7%	81.5%	83.5%	76.9%	82.0%
All Levels	93.6%	87.4%	76.0%	86.2%	93.6%	87.6%	75.3%	86.3%

Of those who received professional learning in these areas, elementary staff were the most likely to agree that professional learning helped them understand how to implement interventions and monitor data (see Table 45). High school staff were less likely than staff at other levels to agree.

Table 45: Staff Agreement that Professional Learning Helped Understanding in These Areas

School Level	How to implement interventions.				How to monitor data.			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	87.5%	85.7%	84.8%	85.8%	92.9%	83.5%	87.5%	85.0%
Middle	76.0%	84.8%	66.7%	81.4%	84.0%	80.2%	70.6%	79.3%
High	54.5%	79.5%	64.5%	73.9%	68.2%	72.4%	66.7%	70.8%
All Levels	77.7%	84.4%	75.4%	82.3%	85.4%	80.7%	78.1%	80.9%

Baseline Data for Student Outcome Goal and Objectives

The current evaluation report focused on the implementation of SRT across the division during 2018-2019. In addition, baseline data were collected and analyzed for the student outcome goal and objectives to provide preliminary results. The following baseline data included student performance data focused on the 30 days prior to and following the initial SRT meeting date as well as perception data.

Goal 1: Students served through the SRT process will demonstrate improvement within the referred area of concern (i.e., academics, behavior, and/or attendance).

Objective 1: *Students referred to the SRT for academics will demonstrate an improvement in academic performance after receiving services as measured by improvement in course grades (i.e., secondary students) or standards-based grades (i.e., elementary students) and by student, parent, teacher, staff, and administrator survey responses.*

Academic data were constrained to the grading periods for the 2018-2019 school year; therefore, academic data were difficult to analyze. To systematically compare academic performance, grades within core content areas were compared for the quarter during which the 30th day prior to the initial meeting date occurred and the quarter during which the 30th day after the initial meeting date occurred. Only students who were referred to SRT for academics and were served by their school's SRT were included in the analyses. There were 18 elementary school students, 12 middle school students, and 10 high school students who were excluded from the analyses due to both the 30 days prior to and after the meeting date occurring in the same quarter and therefore, not having two points of academic data available that met the above requirements (e.g., before and after SRT intervention).

Elementary Student Academic Performance

All standards-based grades within core content areas were compared for the appropriate before and after quarters for elementary students. Only standards that were assessed in both comparative quarters were used (i.e., standards not evaluated during both quarters were not included). Students' quarter grades were enumerated for each standard (i.e., 1 for Advanced Proficiency, 2 for Proficiency, 3 for Developing Proficiency, and 4 for Needs Improvement).

Change in students' grades were examined for all standards within the core content areas to determine whether students showed improvement (e.g., score of 3 in the before quarter and score of 2 in the after quarter) in any of the standards in which they received a grade, and results are shown in Table 46. Overall, 57 percent of elementary students who received SRT support in academics showed improvement in *at least one* of their English standards. Lower percentages were found for improvement in at least one of their standards in math (39%), science (14%), and social studies (22%).

**Table 46: Status of Change in Academic Performance for Elementary Students
Served by SRT for Academic Reasons**

School Level	English	Math	Science	Social Studies
Improved in at least one standard	56.6%	38.6%	14.1%	21.7%
Did not improve in any standard	43.4%	61.4%	85.9%	78.3%

Additional analyses were conducted using paired samples t-tests to examine whether grades in the quarter after the initial SRT meeting were on average better than grades in the quarter prior to the initial SRT meeting. These analyses focused on change in grades for individual standards. Additionally, standards were analyzed by students' grade level due to the number of standards varying by grade level. Please note that due to the grading scale values, lower averages indicate better performance. Overall, elementary students had better grades in the quarter after the initial SRT meeting in comparison to the quarter before the initial meeting in all content areas (see Table 47). On average, in comparison to the grades before the initial meeting, the grades after the initial meeting were closer to proficiency (score of 2) than developing proficiency (score of 3). Across all grade levels and content areas, there were trends of improved average scores with the exception of grade 2 math, grade 4 and 5 science, and grade 3 social studies.

Table 47: Average Academic Performance for Elementary Students

School Level	English		Math		Science		Social Studies	
	Before	After	Before	After	Before	After	Before	After
Kindergarten	2.97	2.86	2.75	2.64	-	-	-	-
Grade 1	2.98	2.89	2.58	2.46	-	-	-	-
Grade 2	2.76	2.70	2.62	2.65	2.10	2.07	2.17	2.14
Grade 3	2.65	2.61	2.73	2.56	2.22	2.13	2.24	2.29
Grade 4	2.66	2.58	2.74	2.66	2.23	2.29	2.38	2.33
Grade 5	2.45	2.44	2.45	2.35	2.00	2.11	2.22	2.11
Total	2.74*	2.68*	2.64*	2.55*	2.16*	2.14*	2.21*	2.19*

Note: Elementary grades were coded as follows: Advanced Proficiency = 1, Proficiency = 2, Developing Proficiency = 3, Needs Improvement = 4. Asterisks denote statistically significant differences across averages, $p < .05$. Statistical analyses were only conducted for the comparisons of total before and after averages.

Secondary Student Academic Performance

Secondary students' quarter course performance was enumerated based on letter grade scores (i.e., 1 for A, 2 for A-, 3 for B+, through 11 for E), and analyses focused exclusively on core courses.¹⁴ Results for English and mathematics are shown in Table 48. At the middle and high school levels, 45 and 38 percent of students, respectively, who received SRT services for academics showed improvement in their English grade in the quarter 30 days after the initial SRT meeting compared to the quarter 30 days before the initial meeting. Approximately 31 percent of students showed a decline in their English grade. The percentages of students who showed improvement in their math course grade was slightly lower than English (37% for middle school and 30% for high school). There were also lower percentages of students who declined in their math course (middle: 22%, high: 25%).

**Table 48: Status of Change in English and Math Performance for Secondary Students
Served by SRT for Academic Reasons**

School Level	English			Math		
	Increase	No Change	Decrease	Increase	No Change	Decrease
Middle	45.1%	24.2%	30.8%	37.2%	40.7%	22.1%
High	38.3%	30.4%	31.3%	30.2%	45.3%	24.5%

Results for science and history are shown in Table 49. More than a third of students at the middle (39%) and high (34%) school levels showed improvement in their science course grade, whereas 31 and 28 percent of

students showed a decline. The lowest percentages of improvement were found in history, with 30 and 21 percent of students showing improvement at the middle and high school levels, respectively. For history, 37 percent of middle and 44 percent of high school students showed a decline in their grade.

Table 49: Status of Change in Science and History Performance for Secondary Students Served by SRT for Academic Reasons

School Level	Science			History		
	Increase	No Change	Decrease	Increase	No Change	Decrease
Middle	38.6%	30.7%	30.7%	30.1%	33.3%	36.6%
High	34.0%	38.4%	27.6%	21.0%	34.6%	44.4%

Additional analyses were conducted using paired samples t-tests to examine whether the average grades in the quarter after the initial meeting were better than the average grades in the quarter prior to the initial meeting. Across all core course areas at the middle and high school levels, the average grade was better during the quarter after the initial SRT meeting compared to the quarter prior to the initial meeting (see Table 50). At the middle school level, there were statistically significant differences between the average grades before and after in the areas of English and math. The average grade prior to the initial meeting was around a 9, which was a D+, whereas the average grade after the initial meeting was approximately an 8.5, which was between a C- and D+. At the high school level, there was a statistically significant difference between the average grade before and after in the area of history. The average grade prior to the initial meeting was around a 9, which was a D+, whereas the average grade after the initial meeting was approximately an 8, which was a C-.

Table 50: Average Academic Performance for Secondary Students

School Level	English		Math		Science		History	
	Before	After	Before	After	Before	After	Before	After
Middle	9.09*	8.54*	9.13*	8.40*	8.86	8.50	8.49	8.14
High	8.28	8.00	9.02	8.99	8.73	8.60	8.94*	8.04*

Note: Secondary grades were coded as follows: A = 1, A- = 2, B+ = 3, B = 4, B- = 5, C+ = 6, C = 7, C- = 8, D+ = 9, D = 10, E = 11. Asterisks denote statistically significant differences across averages, $p < .05$.

Perception Data

Overall, 65 percent of parents and 52 percent of students agreed that the students' academic performance improved after SRT. Additionally, as shown in Table 51, at least 81 percent of administrators and 78 percent of other staff who had been involved with the SRT agreed that improvement was seen in academic performance for students referred to SRT for academics. Teachers were least likely to agree that students' academic performance improved (65% to 70% agreement).

Table 51: Staff Agreement Regarding Student Improvement in Academics

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	93.0%	70.1%	84.0%	74.8%
Middle	92.3%	64.7%	78.4%	69.3%
High	80.8%	65.5%	78.1%	69.7%

Objective 2: *Students referred to the SRT for behavior will demonstrate a decrease in behavior problems after receiving services as measured by a decline in number of discipline referrals and by student, parent, teacher, staff, and administrator survey responses.*

To compare behavior problems, the number of behavioral discipline referrals was divided by days enrolled (i.e., referrals per day) for the 30 school days prior to and after the initial SRT meeting date. This allowed for more precise comparisons that included students who were not enrolled for all 30 school days. Only students who were referred to SRT for behavior reasons and were served by their school's SRT were included in the

analyses. Of all SRT referrals that were for behavioral reasons, there were five SRT referrals that were for students who were not enrolled either prior to or were not enrolled after the initial meeting date; therefore, they were not included in this analysis.

The number of referrals per day for the two spans of time were compared to examine whether there was improved (i.e., decrease in referrals) or worsening (i.e., increase in referrals) behavior. Results are shown in Table 52. At the secondary level, the majority of students showed improvement by having fewer referrals per day after the initial SRT meeting date compared to prior to the SRT meeting. From 22 to 31 percent of secondary students showed an increase in the number of referrals per day. At the elementary level, 34 percent of students had a decrease in referrals after the initial SRT meeting showing improvement and 20 percent had an increase in referrals after the meeting. The highest percentage of elementary students had no change in the number of referrals per day (46%). However, it is important to note that 48 percent of elementary students had no documented discipline referrals during the 30 days prior to the initial meeting date.

Table 52: Status of Change in Behavior Referrals for Students Served by SRT for Behavioral Reasons

School Level	Improvement	No Change	Worsening
Elementary	33.7%	46.8%	19.5%
Middle	53.8%	15.4%	30.8%
High	59.3%	18.5%	22.2%

Note: The following percentages of students had no discipline referrals during the 30 days prior to the initial meeting date: 48% at elementary school, 17% at middle school, 22% at high school.

Paired samples t-tests were conducted to compare the average discipline referrals per day before and after the initial SRT meeting date. At all levels, the average number of discipline referrals per day were lower after the SRT meeting than before the meeting, and the differences were statistically significant. The average number of referrals overall are also provided in the last two columns of Table 53 for additional information.

Table 53: Average Referrals Before and After SRT

School Level	Average Referrals Per Day		Average Number of Referrals Overall	
	30 School Days Before Meeting	30 School Days After Meeting	30 School Days Before Meeting	30 School Days After Meeting
Elementary (N = 190)	.05*	.04*	1.3	1.0
Middle (N = 117)	.08*	.06*	2.3*	1.8*
High (N = 27)	.09*	.06*	2.2	1.8

Note: Asterisks denote statistically significant differences across averages, *p < .05.

Perception data showed that 65 percent of parents and 63 percent of students agreed that the students' behavior improved after SRT. Additionally, Table 54 shows that 73 to 85 percent of administrators who had been involved with the SRT agreed that improvement was seen in behavior for students referred to SRT for behavior, whereas agreement ranged from 63 to 75 percent for other staff. Teachers were least likely to agree that students' behavior improved (59% to 62%), and agreement percentages were also lowest at the middle school level compared to other levels.

Table 54: Staff Agreement Regarding Student Improvement in Behavior

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	84.2%	60.5%	72.8%	65.0%
Middle	73.1%	59.4%	63.2%	61.3%
High	84.6%	61.6%	75.0%	66.8%

Objective 3: *Students referred to the SRT for attendance will demonstrate an increase in attendance after receiving services as measured by a decline in the number of absences (excused and unexcused) and by student, parent, teacher, staff, and administrator survey responses.*

To compare attendance, the number of days attended was divided by days enrolled (i.e., attendance rate) for the 30 school days prior to and after the initial SRT meeting date. This allowed for more precise comparisons that included students who were not enrolled for all 30 school days. Only students who were referred to SRT for attendance reasons and were served by their school's SRT were included in the analyses. Of all SRT referrals that were for attendance reasons, there were 33 SRT referrals that were for students who were not enrolled either prior to or were not enrolled after the initial meeting date; therefore, they were not included in the analyses.

Students' attendance rates were compared to examine whether there was improvement or decline in attendance rates for these two time spans of 30 days before and after the initial meeting date. Results are shown in Table 55. At all levels, the majority of students had higher attendance rates in the days following the initial meeting date compared to prior to the meeting, which suggests improvement in attendance. The highest percentages of students with improved attendance rates were at elementary (84%) and middle school (75%). Slightly more than half of high school students showed improved attendance rates (55%).

Table 55: Status of Change in Attendance for Students Served by SRT for Attendance Reasons

School Level	Improvement	Decline
Elementary	84.1%	15.9%
Middle	74.6%	25.4%
High	55.3%	44.7%

Note: The following percentages of students had 100% attendance rates during the 30 days prior to the initial meeting date: 4% at elementary school, 2% at middle school, and 3% at high school.

Additional paired samples t-tests were conducted to compare the average attendance rates before and after the initial SRT meeting date. As shown in Table 56, at the elementary and middle school levels, the average attendance rates were higher in the period of time following the SRT meeting than before the SRT meeting, and the differences were statistically significant. The attendance rate did not change noticeably at the high school level.

Table 56: Average Attendance Before and After SRT

School Level	Average Attendance Rates		Average Number of Absences	
	30 School Days Before Meeting	30 School Days After Meeting	30 School Days Before Meeting	30 School Days After Meeting
Elementary (N = 126)	78.0%*	87.3%*	6.5*	3.3*
Middle (N = 130)	70.3%*	77.1%*	8.4*	5.9*
High (N = 264)	68.2%	68.5%	8.9*	7.9*

Note: Asterisks denote statistically significant differences across averages, *p < .05.

Perception data showed that 70 percent of parents and 60 percent of students agreed that the students' attendance improved after SRT. Additionally, as shown in Table 57, at the middle school level, 85 percent of administrators and 75 percent of other staff who had been involved with the SRT agreed that improvement was seen in attendance for students referred to SRT for attendance. Teachers were least likely to agree that students' attendance improved (62% to 67% agreement), and agreement percentages were also lowest at the high school level for administrators and teachers compared to other levels.

Table 57: Staff Agreement Regarding Student Improvement in Attendance

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	73.7%	66.7%	68.4%	67.7%
Middle	84.6%	65.7%	75.0%	68.9%
High	65.4%	62.3%	69.7%	64.0%

Objective 4: Students referred to the SRT will learn strategies to be successful in the classroom as measured by the percentage of students who exit the SRT process by the end of the school year; a low percentage of students with multiple SRT referrals; and student, parent, teacher, staff, and administrator survey responses.

Due to low percentages of students with a specified exit date as part of their SRT referral record, the evaluators were unable to accurately determine the percentage of students who exited the SRT process by the end of the school year. The percentages of students who had multiple SRT referrals were 0.2 percent of elementary school students, 0.5 percent of middle school students, and 1.7 percent of high school students.

Overall, 70 percent of parents and 67 percent of students agreed that students learned strategies to be successful in the classroom after SRT. Additionally, as shown in Table 58, at least 89 percent of administrators who had been involved with the SRT agreed that students who were referred to SRT learned strategies to be successful in the classroom. Teacher agreement ranged from 66 to 74 percent and was lower than other staff groups at the elementary and high school levels.

Table 58: Staff Agreement Regarding Students Learning Strategies for Success in Classroom

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	98.2%	74.1%	85.0%	78.4%
Middle	88.5%	68.8%	64.1%	70.0%
High	88.5%	66.2%	72.7%	70.2%

Stakeholder Perceptions

The fifth evaluation question focused on stakeholders' perceptions. Survey results in this section of the report include perceptions of SRT effectiveness and general perceptions of the program as well as satisfaction.

General Perceptions

Stakeholders were asked about their general perceptions of SRT. In particular, staff were asked about SRT meetings leading to an increase in student achievement. Agreement was highest for elementary and middle school administrators with 93 and 89 percent agreement, respectively. In addition, 65 percent of high school administrators agreed. Agreement percentages were also highest at the elementary level for teachers (74%) and other staff (78%), while they were lower at the secondary level (see Table 59).

Table 59: Staff Agreement Regarding SRT Leading to Increases in Student Achievement

School Level	Administrator	Teacher	Other Staff
Elementary	93.0%	74.2%	78.3%
Middle	88.5%	67.6%	67.5%
High	65.4%	67.1%	72.2%

When asked about the impact of SRT on student progress in general, at least 85 percent of administrators and other staff at all levels indicated SRT was either highly or somewhat effective (see Table 60). For teachers, 87 percent of elementary teachers, 82 percent of middle teachers, and 78 percent of high school teachers indicated that SRT was either highly or somewhat effective.

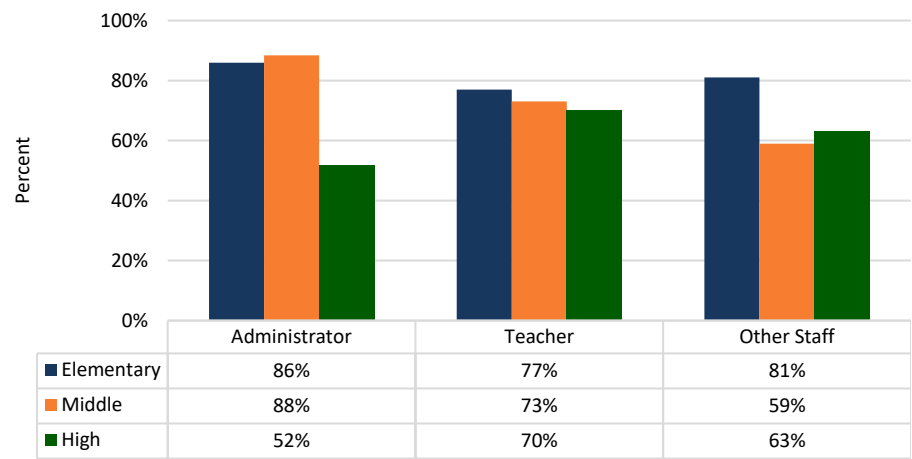
Table 60: Staff Perceptions Regarding SRT Effectiveness

School Level	Administrator			Teacher			Other Staff		
	Highly Effective	Somewhat Effective	Not Effective	Highly Effective	Somewhat Effective	Not Effective	Highly Effective	Somewhat Effective	Not Effective
Elementary	35.1%	64.9%	0.0%	23.6%	63.2%	13.2%	18.8%	71.8%	9.4%
Middle	15.4%	84.6%	0.0%	15.3%	67.0%	17.7%	15.0%	72.5%	12.5%
High	7.4%	77.8%	14.8%	18.1%	59.4%	22.5%	15.8%	73.7%	10.5%

Satisfaction

Overall, 74 percent of parents and 65 percent of students indicated they were satisfied with SRT. As shown in Table 61, staff satisfaction was relatively high at the elementary school level for all staff groups, with 86 percent of administrators, 77 percent of teachers, and 81 percent of other staff indicating they were satisfied. Satisfaction at the middle school level was more variable by position, with 88 percent of administrators, 73 percent of teachers, and 59 percent of other staff indicating they were satisfied. At the high school level, 52 percent of administrators, 70 percent of teachers, and 63 percent of other staff were satisfied.

Figure 12: Staff Satisfaction Percentages



Program Strengths and Areas for Improvement

Open-ended survey items provided the opportunity for participants to comment about the initiative’s benefits and areas for improvement. Several themes emerged from responses about the benefits of the initiative. The most commonly identified strength included collaboration and communication amongst the staff during the SRT process. Other areas of strength focused on aspects related to the referral process, such as the ease and/or timeliness of the process as well as that there is a clear and defined procedure. However, aspects of the referral process also emerged as a theme for improvement. Specifically, staff responded that there needed to be more clear and concise guidelines regarding when to refer students to SRT and that the process needed to be less cumbersome. Another theme that emerged for strengths was related to the targeted interventions and supports that are provided to students, including that individual student needs can be addressed through appropriate strategies. Another theme that emerged regarding areas for improvement included providing more clear and concise guidelines regarding other aspects of the SRT process, including how to collect data and that continuous monitoring is an area that needs improvement. A related area of improvement was providing more professional development to staff regarding the specifics of the SRT process. Additional areas of improvement included initiating the SRT process and/or implementation of strategies earlier, the need for additional resources and support staff, and streamlining the paperwork.

Staff who indicated they were not involved with SRT during 2018-2019 were also provided the opportunity to comment on SRT. Several staff indicated they were unfamiliar with the process or uninvolved. Other themes that emerged were similar to other staff’s comments, such as the need for earlier implementation and clarity regarding the process, including when to refer to SRT, as well as the need for additional professional learning.

Additional Cost

The final evaluation question focused on the additional cost to VBCPS of implementing SRT during 2018-2019. There was little to no additional cost spent on implementing the SRT initiative during the 2018-2019 school year. The activities related to SRT implementation were part of staff members' typical job responsibilities. Additional program costs often are due to professional learning, books and materials, and support staff. However, during 2018-2019, professional learning was provided through Schoology and school staff were able to participate at a time that best fit their schedule. Due to this flexibility, schools were not provided with funding for substitutes to cover teacher time to attend professional learning.¹⁵ In addition, no materials or books were purchased during 2018-2019 for implementation. According to the director of student support services, copies of the Prereferral Intervention Manual (PRIM) book were purchased for each school in 2017-2018. Funding for this purchase was from the school counseling program funds. One copy of the book was purchased for each school to be used by the student response teams. One copy of the book cost \$70, which totaled \$5,810 for all schools.

Summary

The purpose of the SRT initiative is to ensure students are successful in the general education classroom through developing, implementing, and monitoring interventions for students who need support in the areas of academics, attendance, and behavior. The initiative involves staff collaboration as well as using data to make decisions to provide a multi-tiered system of supports.

Members of the SRT are expected to represent multiple disciplines, vary based on needs of the students, and be led by an SRT administrator at each school. Overall, survey responses suggested that SRTs followed these guidelines during 2018-2019. The majority of administrators indicated they were involved with SRT, with staff primarily indicating that assistant principals took the SRT lead administrator role as recommended. In addition, approximately half of staff in roles other than teacher or administrator (e.g., school counselor, social worker, nurse) indicated they were SRT members. Lower percentages of teachers (between 9% and 22%) indicated they were individually involved as a member of an SRT, but slightly higher percentages of teachers (between 16 and 45 percent) indicated they were involved with SRT in other ways, such as through referring students, collaborating with the SRT members, or implementing interventions.

The SRT process involves identifying students who demonstrate a behavior or skill deficit that interferes with their academic progress. Prior to referring students to SRT, teachers are expected to collaborate with other staff members, implement strategies to address concerns, and monitor progress for four to six weeks. At least 81 percent of staff indicated these processes occurred. If progress is not made following these initial strategies, students should be referred to the SRT. At the elementary and middle school levels, relatively high percentages of administrators and teachers indicated there was a consistent method for referring students to SRT and that the referral process was clear (78% to 96%), whereas lower percentages were found for all staff at the high school level (59% to 76%).

After students are referred to SRT, the SRT lead administrator and SRT members collaborate to develop intervention and data monitoring plans. Data are expected to be collected at least weekly after implementing an intervention, and approximately 77 percent of staff agreed that this occurred. SRT-related information is documented within schools' SRT data logs, which includes student identification information, the referral reason and source, date and result of meetings, and intervention selected. These data logs are submitted quarterly to the Department of Teaching and Learning. All schools loaded at least one SRT data log for the 2018-2019 school year, although data logs did not always contain complete information.

Overall, 2,008 students were referred to the SRT at their school across the division. Half of referred students were in elementary, 29 percent were in high, and 20 percent were in middle. Approximately 91 percent of referred students were served by their school's SRT, which involved an intervention or strategy having been implemented. Other students who were referred to the SRT were subsequently referred to other services (e.g., ESL, special education, etc.). The most frequent referral reason varied by school level. The majority of elementary school referrals were for academics (62%), whereas most middle school referrals were split relatively equally between academics, attendance, and behavior, and high school referrals were split between academics and attendance. In comparison to the division, at all levels, students who were referred and served by the SRT were more likely to be African American, more likely to be economically disadvantaged, less likely to be Caucasian, and less likely to be identified as gifted. At the elementary and middle school levels, referred and served students were more likely to be male compared to the division.

Implementation goals and objectives for SRT focused on the composition and collaboration of SRTs, involvement of students and parents, data monitoring and review, selecting and implementing interventions and strategies, and effective professional learning. Overall, there were positive staff perceptions regarding the composition of SRTs, including that members varied appropriately and represented multiple disciplines, as well as that collaboration occurred prior to referring students and when developing interventions during the SRT process (at least 85% agreement across levels regarding these areas). Secondary staff had positive perceptions regarding the involvement of students and parents during the SRT process, with at least 82 percent agreeing that students were considered and involved and parents were invited to meetings. Secondary parents had fewer positive perceptions, particularly at the middle school level, with 57 to 66 percent agreement regarding similar items. At the elementary level, staff and parent perceptions were positive for parent involvement, with at least 86 percent agreement, but there were lower agreement percentages regarding students being considered and involved.

Regarding data use and monitoring, overall relatively high percentages of staff at all levels agreed that students were referred to SRT when data showed that concerns remained after classroom interventions, that goals were monitored using individualized data, and that goals were aligned with interventions (most agreement percentages at least 72%). Perceptions were also positive at the elementary school level with staff agreeing that regular data collection occurred to monitor interventions and there was a consistent use of indicators for when to refer students (agreement percentages at least 76%). Perceptions in these areas were lower at the high school level, with agreement levels from 59 to 65 percent. Additionally, almost all staff indicated that referral information was used to make decisions regarding intervention plans, but there was lower agreement regarding using the pre- and post-referral monitoring data to make decisions.

Elementary and middle school level staff had the most positive perceptions that SRT intervention plans were individualized and research-based. In addition, at least 84 percent of elementary and middle school administrators and teachers agreed that interventions were attempted prior to referring students to SRT. Perceptions that interventions were research-based and that interventions were attempted prior to referral were less positive at the high school level (most agreement percentages ranging from 59% to 79% agreement for staff groups).

Overall, the majority of staff indicated receiving professional learning regarding the purpose of and logistics regarding SRT (e.g., when and how to refer students) as well as regarding specific interventions for areas of concern (e.g., academics, behavior, attendance). Overall, lower percentages of other staff indicated having received professional learning in areas related to interventions than administrators and teachers (between 66% and 79%). Of the staff who received professional learning, most indicated that professional learning helped with understanding each area. Slightly lower agreement percentages were found for high school staff in areas related to interventions, such as understanding selecting interventions (between 59% and 74%

agreement), implementing interventions (between 55% and 80% agreement), and monitoring data (between 67% and 72% agreement).

Although the current evaluation focused on implementation, baseline data for student outcomes were collected and analyzed to provide preliminary results. Performance within students' referral area was examined both before and after implementation of strategies by the SRT. Overall, across the areas of academics, attendance, and behavior, higher percentages of students showed improvement than declines in their performance. Additionally, there were trends showing improvement in average grades as well as improvements in referral and attendance rates after receiving services through the SRT. Staff perceptions regarding the impact of SRT on student outcomes were most positive for academics, but less positive regarding the impact on behavior and attendance. Overall, teachers had the least positive perceptions regarding the impact of SRT on student outcomes compared to administrators and other staff. Elementary staff had the most positive perceptions about the overall effectiveness of SRT and whether SRT leads to increases in student achievement, whereas high school staff had the least positive perceptions. Satisfaction with SRT followed this pattern, with highest overall satisfaction at the elementary school level, with between 77 and 86 percent satisfied, and lowest overall satisfaction at the high school level, with between 52 and 70 percent satisfied.

The recommendations included reviewing the current data log system and determining the feasibility of alternative methods for collecting SRT referral information, improving the consistency of SRT processes and practices at the high school level, and ensuring professional learning opportunities are provided and effective, especially for high schools and non-instructional/professional staff involved with SRT.

Recommendations and Rationale

Recommendation #1: Continue SRT with modifications noted in recommendations 2 through 4. (Responsible Group: Department of Teaching and Learning)

Rationale: The first recommendation is to continue SRT with modifications noted in recommendations below. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. The recommendation to continue SRT with modifications is to enhance efforts related to the data log system, practices and processes at the high school level, and professional learning provided to all staff who are involved in the SRT process. The implementation of SRT during the 2018-2019 school year appeared to be successful in many areas. Across all school-based staff regardless of whether they were involved with SRT during the school year, there was high staff agreement percentages regarding familiarity with SRT and understanding the purpose of SRT. Staff who were involved with the SRT during the 2018-2019 school year had positive perceptions regarding the composition of the team and collaboration of the SRT members. In addition, at least 78 percent of all staff indicated that the impact of SRT on student progress was either highly or somewhat effective.

Recommendation #2: Review the current data log system and investigate the feasibility of alternative methods for collecting SRT data divisionwide to allow for more efficient and effective means of monitoring students' progress and determining the initiative's effectiveness. (Responsible Groups: Department of Teaching and Learning, Department of Technology)

Rationale: The second recommendation is to review the current data log system and determine the feasibility of alternative methods for collecting SRT referral information divisionwide to allow for more efficient and effective means of determining the program's effectiveness. The current SRT data log process involves schools completing the blank uniform document with information related to student identification, referral reason and source, date and result of initial meeting, and intervention(s). These data logs are expected to be submitted each quarter to the Department of Teaching and Learning. Although all schools submitted at least one data log throughout the 2018-2019 school year, the submitted files did not always follow the format requirements from the original file (e.g., cells limited to specific categories) or contain complete information (e.g., current SRT status, SRT exit date). These instances created challenges for efficiency and efficacy of data analysis. For example, data analysis for student outcomes were impacted due to limited information regarding students' current SRT status and few students having an SRT exit date. In addition, SRT referral and meeting forms as well as progress monitoring information are expected to be completed for each student, which are kept separate from the SRT data logs. The process for tracking this information is not currently reviewed or monitored and this information is kept at the individual schools. Agreement percentages that SRT forms could be completed in a reasonable amount of time were overall high at the elementary level but were low at the middle and high school levels, especially for high school administrators (52%) and other staff at the middle (56%) and high (61%) school levels. Additionally, in response to an open-ended survey item regarding areas for improvement, themes emerged that were related to the need for streamlining the referral process and the need for a more efficient and effective method of monitoring student progress.

Recommendation #3: Improve the consistency of SRT processes and practices at the high school level, including involvement of teachers, the process of referring students to SRT, and data monitoring. (Responsible Groups: Department of Teaching and Learning, Department of School Leadership)

Rationale: The third recommendation is to improve the consistency of SRT processes and practices at the high school level, including involvement of teachers, the process of referring students to SRT, and data monitoring. Although high percentages of high school teachers indicated being familiar with SRT and understood the purpose of SRT, there appeared to be limited involvement of teachers in the SRT process at the high school level. Approximately 40 percent of high school teachers indicated they were involved with the SRT process in some way during 2018-2019. Further, 21 percent or fewer indicated involvement with SRT through referring students to the SRT, collaborating with the SRT, or implementing interventions, and 9 percent indicated involvement as an SRT member. In addition, less than half of teachers indicated that they knew who served as their school's SRT lead administrator. These percentages were notably lower than at the elementary or middle school levels. High school staff who were involved in the SRT process also appeared to have low agreement percentages regarding the consistency of SRT processes. For example, 67 percent of administrators, 76 percent of teachers, and 59 percent of other staff agreed that staff consistently used an established method for how to refer students to SRT, and 69 percent of administrators, 68 percent of teachers, and 53 percent of other staff agreed that staff consistently used established indicators for when to refer students to SRT. Also, between 61 and 66 percent agreed that the referral process was clear. Consistency of data-related SRT practices also appeared to be an area of concern, with between 59 and 65 percent of high school staff agreeing that data were collected at least weekly when monitoring students' progress throughout the SRT process. Although at least 93 percent of high school staff agreed that referral information was used for decision making, lower percentages agreed that preferral monitoring data were used (64% to 69%) and that postreferral monitoring data were used (51% to 61%). High school staff also had lower satisfaction with SRT than staff at the other levels, with 52 percent of administrators, 70 percent of teachers, and 63 percent of other staff indicating they were satisfied with the initiative. Examination of the student outcome data showed that there were less positive results for change in student attendance after the SRT process at the high school level than at the other levels, which is especially important to note due to attendance referrals having comprised slightly more than half of the referrals at the high school level.

Recommendation #4: Ensure professional learning opportunities related to interventions and data monitoring as part of the SRT process are provided and are effective, especially for high schools and non-instructional/professional staff who are involved with SRT. (Responsible Groups: Department of Teaching and Learning, Schools)

Rationale: The fourth recommendation is to ensure professional learning opportunities related to interventions and data monitoring as part of the SRT process are provided and effective, especially for high schools and non-instructional/professional staff who are involved with SRT, including school counselors, school improvement specialists, psychologists, school social workers, speech therapists, or instructional specialists who are involved in the SRT process at their school. Professional learning related to interventions and data monitoring is important because SRT members select and implement intervention and data monitoring plans. According to the director of student support services, professional learning during 2018-2019 was offered to schools through a Schoology course as a refresher to the face-to-face professional learning provided to assistant principals in 2017-2018. It was recommended to school administrators that they include appropriate staff members who were involved with the SRT process. The SRT process should involve individuals from multiple roles, including administrators, teachers, and other staff such as school counselors, social workers, and school nurses. Although at least 82 percent of administrators and teachers who were involved with SRT

during 2018-2019 indicated they received professional learning on topics related to selecting and implementing interventions and monitoring data, lower percentages of other staff indicated they received professional learning in these areas. For example, 74 percent of other staff at the elementary school level indicated they received professional learning on selecting interventions and implementing interventions, and 72 percent indicated they received professional learning on monitoring data. In addition, 71 percent of other staff at both the elementary and middle school levels indicated they received professional learning on possible academic interventions. Regarding attendance interventions, 58 percent of other staff at the elementary school level and 74 percent of other staff at the high school level indicated they received professional learning in this area. The impact of the professional learning on the understanding of these topic areas was also rated less positively, especially at the high school level. For example, at the high school level, 59 percent of administrators, 67 percent of other staff, and 74 percent of teachers agreed that professional learning helped with understanding how to select interventions. Similarly, at the high school level, 55 percent of administrators and 65 percent of other staff agreed that professional learning helped with understanding how to implement interventions, and 68 percent of administrators and 67 percent of other staff agreed that professional learning helped with understanding how to monitor data. Perceptions related to the effectiveness of professional learning on specific interventions were also relatively low, especially for other staff at the secondary levels. For example, 59 percent of other staff at the middle school level and 75 percent at the high school level agreed that professional learning helped with understanding possible interventions for attendance, and 66 percent of other staff at the middle school level and 72 percent at the high school level agreed that professional learning helped with understanding possible interventions for behavior. These findings were confirmed by responses to an open-ended survey item regarding areas for improvement where the need for additional professional learning emerged as a theme.

Endnotes

¹ Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).

² Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).

³ Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).

⁴ Source: A. Day, Personal communication, August 28, 2019.

⁵ Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).

⁶ Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).

⁷ Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).

⁸ Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).

⁹ Source: A. Day, Personal communication, August 28, 2019.

¹⁰ Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).

¹¹ Source: A. Day, Personal communication, August 28, 2019.

¹² Twelve students were removed due to inability to match their records.

¹³ Due to most administrators being involved with SRT, this was not examined.

¹⁴ There were several cases where students' course grades were not included in the analyses. Scores for pass/fail courses were excluded from the analyses due to the different grading scale and fewer than 10 students receiving grades in this form. For students who took more than one course in a core area, only one course was analyzed. A student's year-long course was prioritized first, then semester-long courses, followed by credit-recovery courses. Students who took semester-long or credit recovery courses were included in the analysis only if the comparative quarters occurred within the semester (e.g., 30 days before the initial meeting was in quarter 1 and 30 days after the initial meeting was in quarter 2, both occurring during semester one). If students' comparative quarter occurred across two semesters (e.g., 30 days before the initial meeting was in quarter 1 and 30 days after the initial meeting was in quarter 3), they were only included in the analysis if the semester courses were part of a single course (e.g., Algebra I part one in Semester 1 and Algebra I part two in Semester 2). Students in courses that had different content (e.g., Statistics and Trigonometry) were not included due to grading not being comparable ($n = 13$). In addition, students with comparative quarters across two semesters who retook a semester course in Semester 2 that had also been taken in Semester 1 were excluded from the analyses ($n = 38$).

¹⁵ Source: A. Day, Personal communication, August 28, 2019.

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October 2019



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

Student Response Teams (SRT): Implementation Evaluation

The table below indicates the proposed recommendations resulting from the **Student Response Teams (SRT): Implementation Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2019 Program Evaluation	Administration's Recommendations
<u>Information</u> October 22, 2019 <u>Consent</u> November 12, 2019	Student Response Teams (SRT): Implementation Evaluation	<ol style="list-style-type: none">1. Recommendation #1: Continue SRT with modifications noted in recommendations 2 through 4. (<i>Responsible Group: Department of Teaching and Learning</i>)2. Recommendation #2: Review the current data log system and investigate the feasibility of alternative methods for collecting SRT data divisionwide to allow for more efficient and effective means of monitoring students' progress and determining the initiative's effectiveness. (<i>Responsible Groups: Department of Teaching and Learning, Department of Technology</i>)3. Recommendation #3: Improve the consistency of SRT processes and practices at the high school level, including involvement of teachers, the process of referring students to SRT, and data monitoring. (<i>Responsible Groups: Department of Teaching and Learning, Department of School Leadership</i>)4. Recommendation #4: Ensure professional learning opportunities related to interventions and data monitoring as part of the SRT process are provided and are effective, especially for high schools and non-instructional/professional staff who are involved with SRT. (<i>Responsible Groups: Department of Teaching and Learning, Schools</i>)	The administration concurs with the recommendations from the program evaluation.



Subject: State and Federal Accountability: Status of Our Schools for 2019-2020 **Item Number:** 13B

Section: Information **Date:** October 22, 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 state accreditation and federal accountability status of Virginia Beach City Public Schools as well as the Standards of Learning Assessment Passing Rates – Annual Division Assessment Brief based on passing rates.

Background Summary:

Each year public schools in Virginia are awarded an accreditation status based on pre-defined school quality indicators. State accreditation for the 2019-2020 school year is based on the recent changes to the Standards of Accreditation.

Federal accountability, driven by the Every Student Succeeds Act, monitors several indicators. Some schools in Virginia are identified for support and improvement based on outcomes for these indicators.

Source:

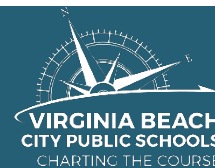
The Virginia Department of Education

Budget Impact:

None

ASSESSMENT BRIEF

PLANNING, INNOVATION, AND ACCOUNTABILITY
OFFICE OF STUDENT ASSESSMENT – October 2019



Standards of Learning Assessment Passing Rates - Annual Division Highlights

Author: Tracy A. LaGatta, Director

Other Contact Person: Lisa A. Banicky, Ph.D., Executive Director

ABSTRACT

This brief highlights Standards of Learning (SOL) assessment passing rates over the past five years. It will review passing rates by test, compare ethnicity groups and other reporting groups, and compare VBCPS passing rates to the Virginia passing rates.

Passing rates for reading and writing across all grade levels either remained the same or slightly decreased.

Overall mathematics scores improved from last year. The largest reporting group improvement in mathematics was for the students with disabilities reporting group. When comparing VBCPS students with students across the state, VBCPS students outperformed the state on 25 of the 29 tests.

Passing rates in Chemistry and VA&US History showed significant decreases from last year.

BACKGROUND

The Standards of Learning for Virginia public schools describe the commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign languages, health and physical education, and driver education. Students participate in state-mandated assessments in the core areas of English, mathematics, history/social science, and science.

In 1995, the first SOLs were approved by the Virginia Board of Education. The first SOL assessments were administered in 1998. In spring 2013, all schools administered all writing and non-writing SOL tests online. In spring 2015, five SOL tests were eliminated by the Virginia Board of Education. These tests included grade 3 science, grade 5 writing, and grades 3, 6, and 7 history.

This report summarizes the division-level passing rates for grades 3-8 and EOC over the past five years. Data are summarized for the division overall combined passing rates for SOL assessments including the alternate and alternative assessments, the Virginia Alternate Assessment Program (VAAP), and the Virginia Grade Level Alternative (VGLA) through 2016-2017. In 2017-2018 the VGLA was eliminated as an assessment option. Adjusted data (including SOL and alternate and alternative assessments) are presented for reporting groups that were monitored under the No Child Left Behind Act of 2001 and are now monitored under the Every Student Succeeds Act and state accreditation in the areas of combined reading, writing, mathematics, history, and science for the past five years. Performance data for ethnicity reporting groups as well as students with disabilities (SWD), students identified as economically disadvantaged (ED), and English learners (EL) are summarized in this brief.

Students enrolled in ninth grade for the first time starting in fall 2018 or later are required to earn fewer verified credits to receive a standard or advanced diploma than students entering ninth grade for the first time prior to fall 2018. In 2018-2019, all students in grades 9-12 were only permitted to take an EOC SOL assessment if the test was required for a verified credit towards graduation or if it was required by ESSA. In 2018-2019 nearly 3,000 fewer high school students participated in EOC assessments with the largest differences being in Chemistry and Virginia and United States (VA&US) History each with approximately 3,000 fewer tests taken.

KEY TOPICS:

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METHODOLOGY

The Virginia Beach City Public Schools (VBCPS) data summarized herein were obtained from the [SOL Test Results posted on the Virginia Department of Education \(VDOE\) website](#). The passing rates used in this brief for all levels are adjusted. Up through 2016-2017 substitute test scores were included, English learners who exited the program were included for up to four years, and certain transfer students who failed the test were not included. Retakers, and alternate and alternative assessment scores are included in all reported years. Because of the changes in passing rate calculations starting in 2017-2018, it would not be appropriate to make a direct comparison of results from 2017-2018 or later with results prior to 2017-2018. For that reason, this brief will not contain such comparisons. The black dotted line represents the year the calculations changed. In each graph, a line does not connect 2017-2018 to the previous year due to the change in calculation. Because new mathematics tests were administered in 2018-2019, it would not be appropriate to make comparisons in mathematics with prior years.

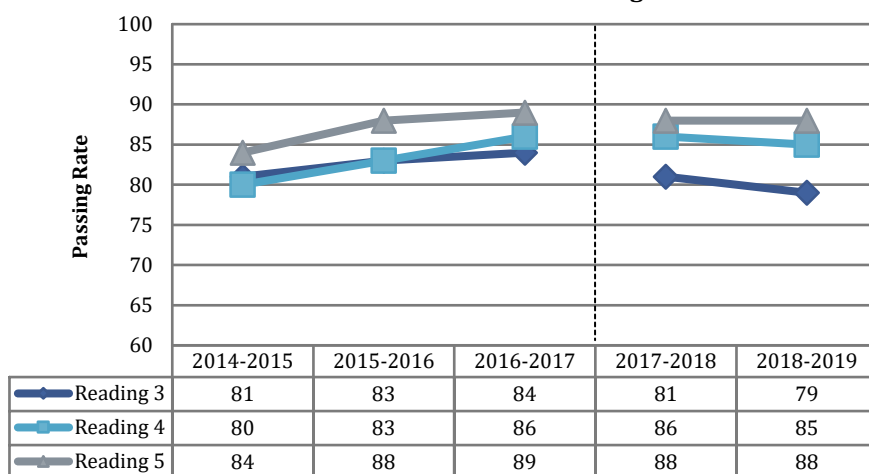
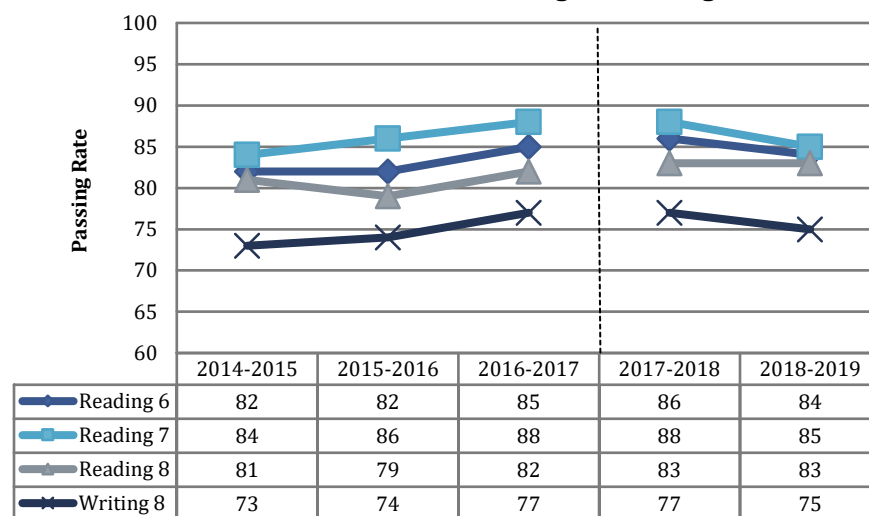
PERCENT PASSING

English: Reading and Writing Passing Rates

English reading SOL tests are administered in grades 3-8 and in grade 11. English writing SOL tests are administered in grades 8 and 11.

As noted in Figure 1, the most recent passing rates in grades 3 through 5 reading range from 79% in grade 3 to 88% in grade 5. When comparing 2017-2018 to 2018-2019, the division-level passing rates decreased in grade 3 (2 percentage points) and in grade 4 (1 percentage point) and remained the same in grade 5. Grade 3 reading showed a lower passing rate than grades 4 and 5 for the past 3 years. The grade 5 reading passing rate was higher than the other elementary school reading passing rates.

As noted in Figure 2, the most recent passing rates in grades 6 through 8 reading ranged from 85% in grade 7 to 83% in grade 8. When comparing 2017-2018 to 2018-2019, the division-level passing rates decreased in grade 6 (2 percentage points) and in grade 7 (3 percentage points) and remained the same in grade 8. Grade 8 writing also showed a 2 percentage-point decrease from last year. Grade 8 writing passing rates were lower than reading passing rates.

**Figure 1: Division-Level Passing Rates
Grades 3-5 Reading****Figure 2: Division-Level Passing Rates
Grades 6-8 Reading and Writing**

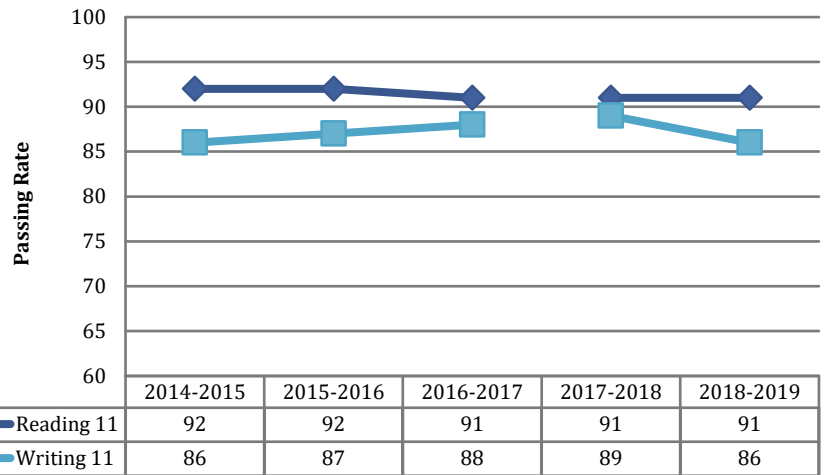
When comparing 2017-2018 to 2018-2019, the division-level passing rates in end-of-course reading remained the same as noted in Figure 3. EOC writing showed a 3 percentage-point decrease from last year. EOC writing scores were lower than EOC reading scores at the high school level.

English: Reading and Writing Reporting Groups

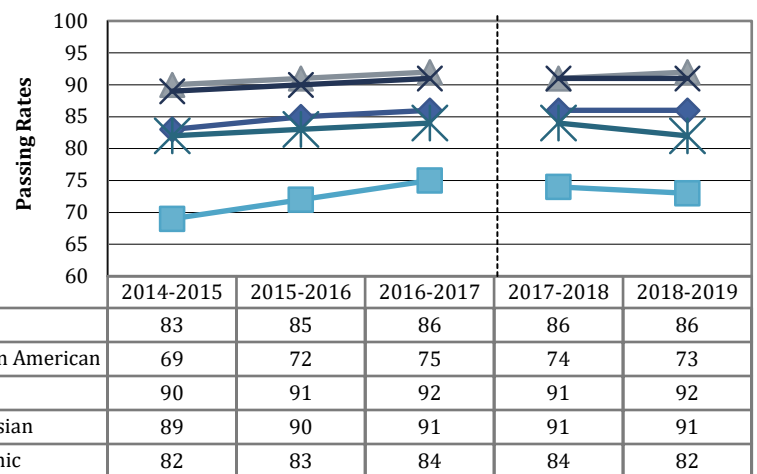
As noted in Figure 4, the 2018-2019 passing rates in reading for ethnicity reporting groups ranged from 73% for the African American reporting group to 92% for the Asian reporting group. The African American reporting group had the lowest passing rate when compared to other ethnicity reporting groups while the Asian and Caucasian reporting groups had the highest passing rates.

As noted in Figure 5, the 2018-2019 passing rates in writing for ethnicity reporting groups ranged from 65% for the African American reporting group to 91% for the Asian reporting group. The African American reporting group had the lowest passing rate when compared to other ethnicity reporting groups while the Asian and Caucasian reporting groups had the highest passing rates.

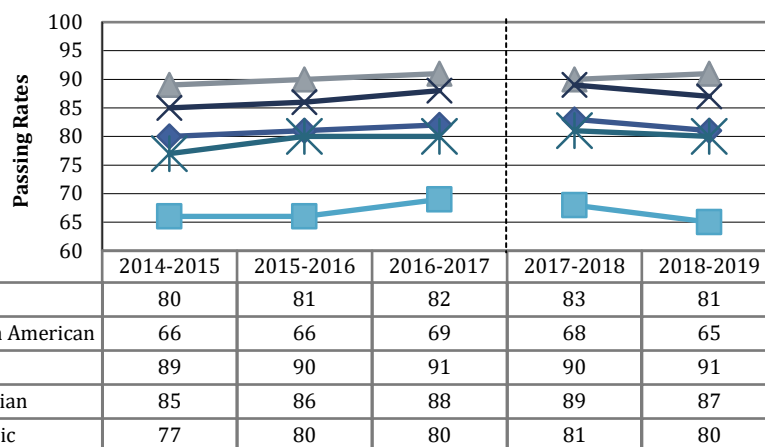
**Figure 3: Division-Level Passing Rates
End-of-Course Reading and Writing**



**Figure 4: All Grade Levels
5-Year Passing Rates by Ethnicity Reporting Groups
Reading**



**Figure 5: All Grade Levels
5-Year Passing Rates by Ethnicity Reporting Groups
Writing**



Mathematics Passing Rates

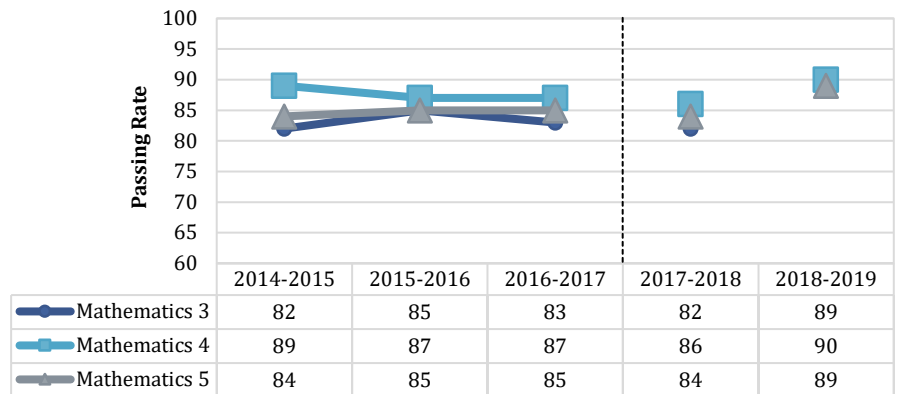
Mathematics tests are administered each year to students in grades 3 through 8 and at high school. End-of-course mathematics assessments are administered to certain middle school students and high school students based on the courses in which they are enrolled. In 2018-2019, a new mathematics test was introduced at all levels. For this reason, it would not be appropriate to make direct comparisons to previous years data. Also, in 2018-2019, high school students enrolled in end-of-course mathematics courses were not permitted to take the associated SOL test unless they needed it for verified credit or to meet the requirements of ESSA (one mathematics test in high school).

The most recent passing rate for grade 4 mathematics was 90% while the grades 3 and 5 passing rates were 89% as noted in Figure 6.

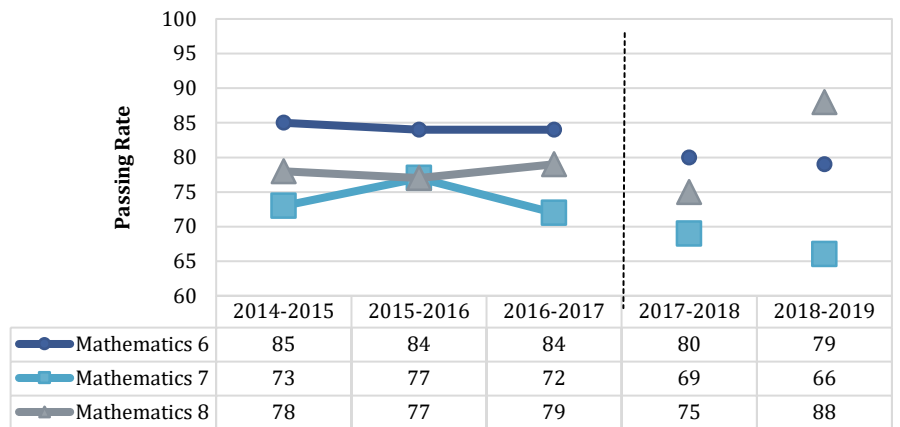
The most recent passing rate for grade 8 mathematics (88%) was higher than the passing rates for grades 6 (79%) and 7 mathematics (66%) as noted in Figure 7. In 2018-2019, students enrolled in grade 7 core mathematics took the grade 7 mathematics SOL test. In years prior, both core and advanced students took the grade 7 mathematics SOL test.

As noted in Figure 8, the most recent passing rate for Algebra I was 94%, the passing rate for Geometry was 87%, and the passing rate for Algebra II was 95%. Geometry had the lowest EOC passing rate.

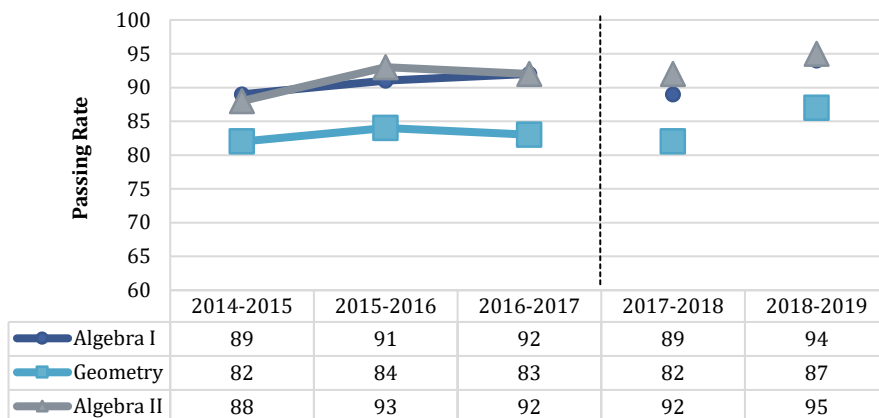
**Figure 6: Division-Level Passing Rates
Grades 3-5 Mathematics**



**Figure 7: Division-Level Passing Rates
Grades 6-8 Mathematics**



**Figure 8: Division-Level Passing Rates
End-of-Course Mathematics**



Mathematics Reporting Groups

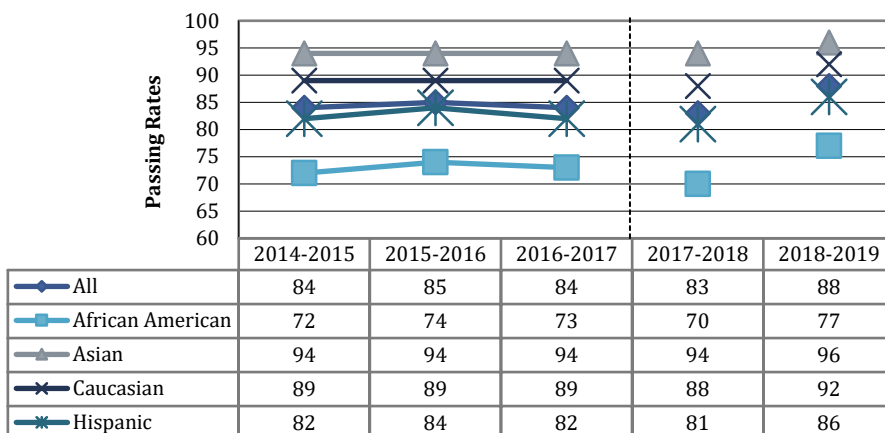
As noted in Figure 9, the 2018-2019 passing rates in mathematics for ethnicity reporting groups ranged from 77% for the African American reporting group to 96% for the Asian reporting group. Although the passing rate for all ethnicity reporting groups showed an increase, the African American reporting group had the lowest passing rate when compared to other ethnicity reporting groups while the Asian and Caucasian reporting groups had the highest passing rates.

As noted in Figure 10, the 2018-2019 mathematics passing rates for the listed reporting groups ranged from 59% for the students with disabilities reporting group to 81% for the economically disadvantaged reporting group. The students with disabilities reporting group had the lowest passing rate when compared to other listed reporting groups. All three passing rates were below the all students group.

History Passing Rates

Students in grade 5 participate in the Virginia Studies SOL test, students in grade 8 participate in the Civics and Economics SOL test, and the other listed assessments are administered in high school. In 2018-2019 high school students enrolled in end-of-course history courses were not permitted to take the associated SOL test unless they needed it for verified credit. In history, passing rates ranged from 71% in VA & US History to 93% in Geography as noted in Figure 11. VA&US History showed a 15 percentage-point decrease from 2017-2018. In 2018-2019, roughly 2,000 students participated in the VA&US History SOL test, almost 3,000 fewer students than the previous year.

**Figure 9: All Grade Levels
5-Year Passing Rates by Ethnicity Reporting Groups
Mathematics**



**Figure 10: All Grade Levels
5-Year Passing Rates by Other Reporting Groups
Mathematics**

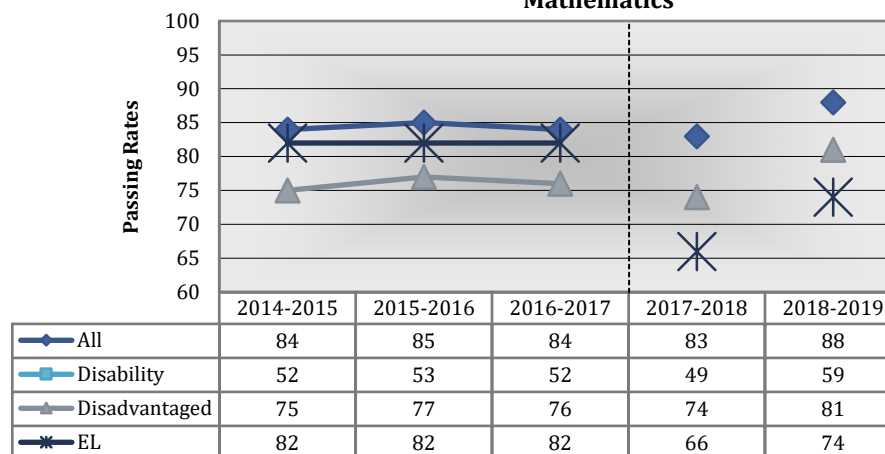
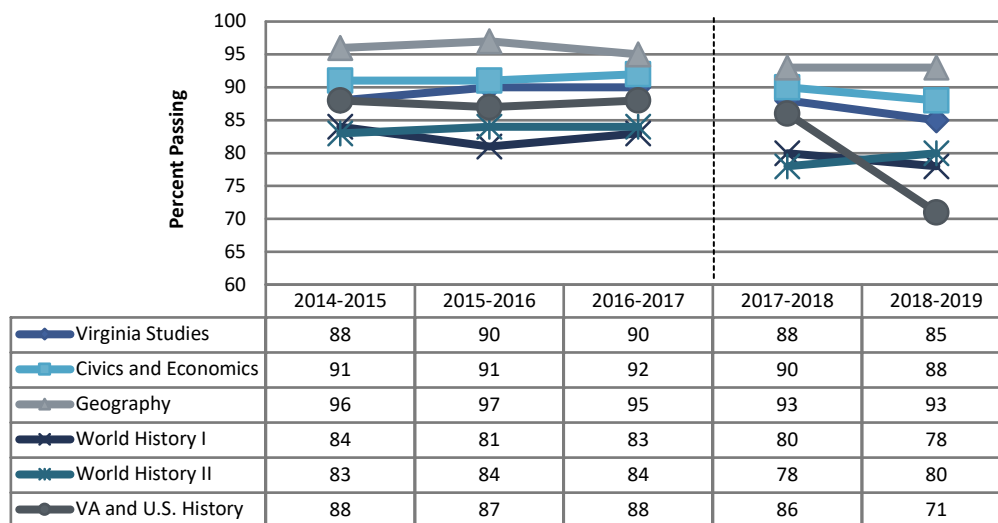


Figure 11: Division-Level Passing Rates for EOC History

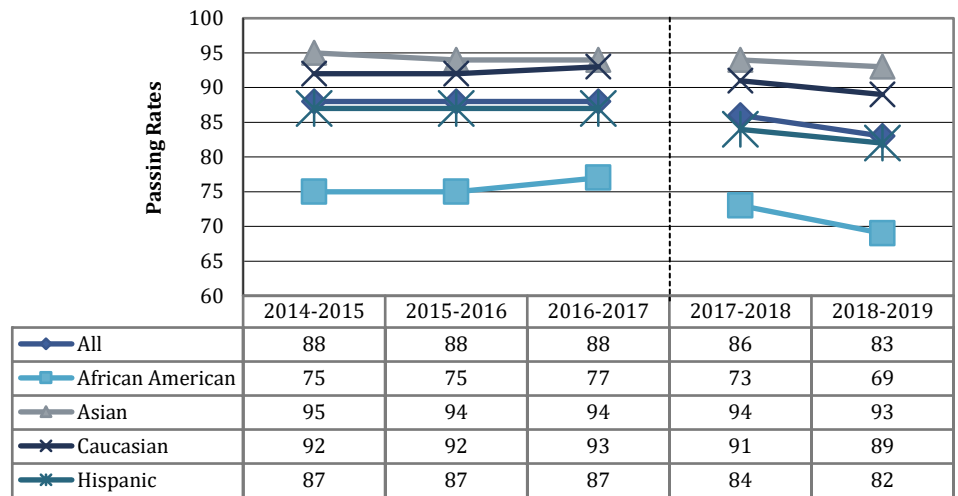


History Reporting Groups

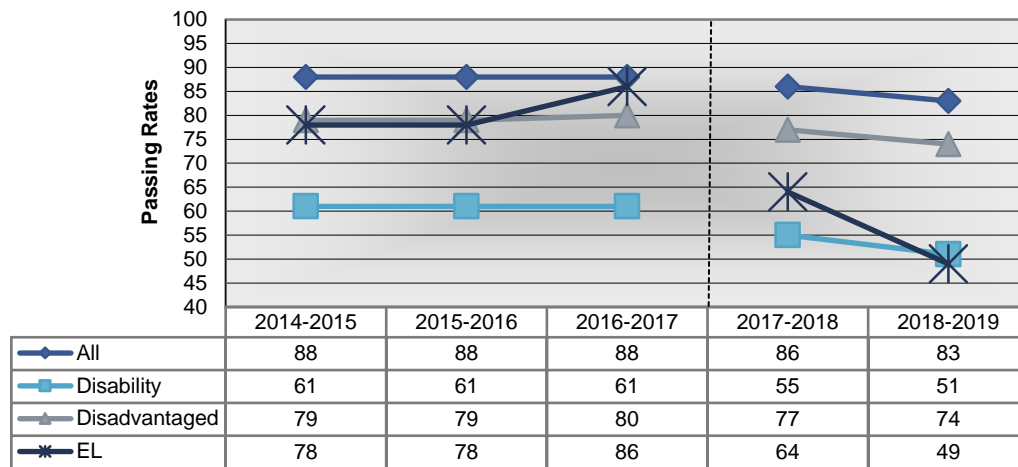
As noted in Figure 12, the 2018-2019 passing rates in history for ethnicity reporting groups ranged from 69% for the African American reporting group to 93% for the Asian reporting group. The African American reporting group had the lowest passing rate when compared to other ethnicity reporting groups while the Asian and Caucasian reporting groups had the highest passing rates

As noted in Figure 13, the 2018-2019 history passing rates for the listed reporting groups ranged from 49% for the English learner reporting group to 74% for the economically disadvantaged reporting group. All three passing rates were below the all students group.

**Figure 12: All Grade Levels
5-Year Passing Rates by Ethnicity Reporting Groups
History**



**Figure 13: All Grade Levels
5-Year Passing Rates by Other Reporting Groups
History**



Science Passing Rates

Students participate in science once in elementary school and at least once in middle school depending on coursework. End-of-course science assessments are administered to certain middle school students and high school students based on the courses in which they are enrolled. In 2018-2019, high school students enrolled in end-of-course science courses were not permitted to take the associated SOL test unless they needed it for verified credit or to meet the requirements of ESSA (one science test in high school).

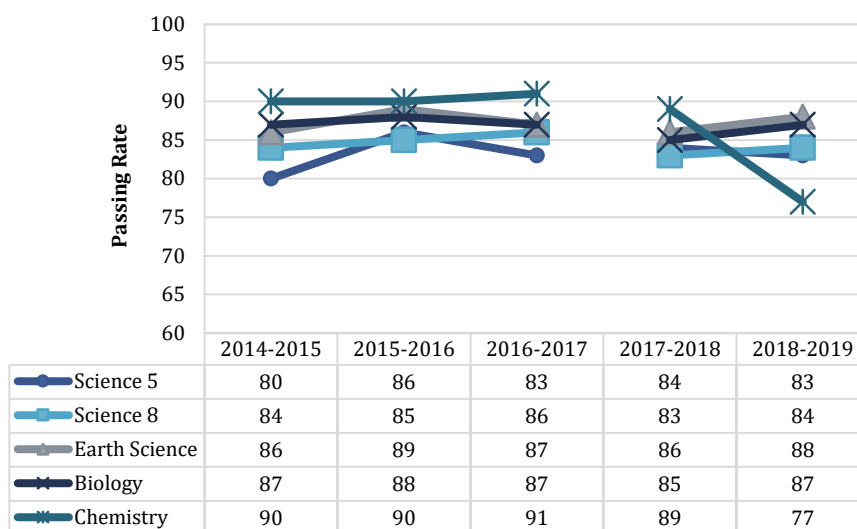
As noted in figure 14, science passing rates ranged from 77% in Chemistry to 88% in Earth Science. Chemistry showed a 12 percentage-point decrease from 2017-2018. In 2018-2019, roughly 500 students participated in the Chemistry SOL test, which was approximately 3,000 fewer students than the previous year.

Science Reporting Groups

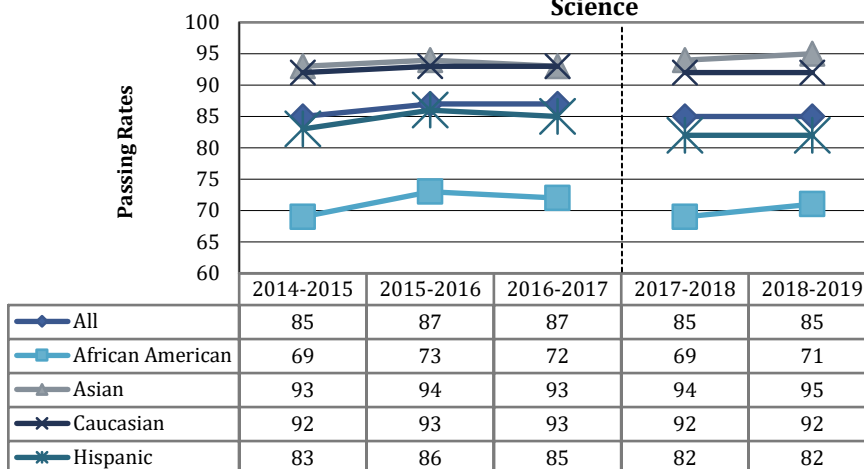
As noted in Figure 15, the 2018-2019 passing rates in science for ethnicity reporting groups ranged from 71% for the African American reporting group to 95% for the Asian reporting group. The African American reporting group had the lowest passing rate when compared to other ethnicity reporting groups while the Asian and Caucasian reporting groups had the highest passing rates.

As noted in Figure 16, the 2018-2019 science passing rates for the listed reporting groups ranged from 46% for the EL reporting group to 76% for the economically disadvantaged reporting group. All three passing rates were below the all students group. In 2017-2018, the formula for calculating the EL reporting group changed and no longer included students who were formerly EL.

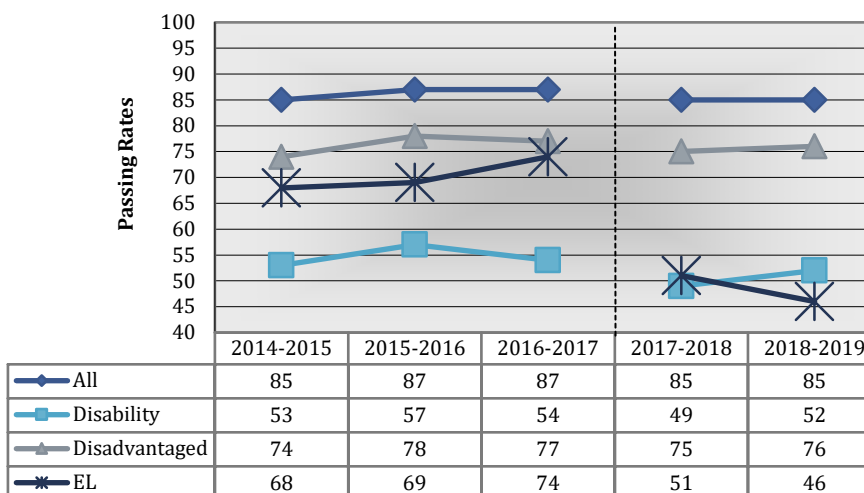
**Figure 14: Division-Level Passing Rates
Grades 5, 8 and EOC Science**



**Figure 15: All Grade Levels
5-Year Passing Rates by Ethnicity Reporting Groups
Science**



**Figure 16: All Grade Levels
5-Year Passing Rates by Other Reporting Groups
Science**



VBCPS COMPARISON TO STATE PASSING RATES

Table 1 lists each of the SOL tests that are administered in grades 3 through 8 in Virginia Beach and across the state. Each column represents the year in which data were compared. The number in each cell represents differences between our division passing rates and the state passing rates from each listed test.

Looking at the 2018-2019 testing year, Virginia Beach met or exceeded the state passing rates on all grades 3-8 SOL tests except for grade 7 mathematics. The largest differences were in grade 7 mathematics where the VBCPS passing rate was 12 percentage points below the state passing rate and in grade 8 mathematics where the VBCPS passing rate was 11 percentage points higher than the state passing rate.

Table 2 represents differences on end-of-course assessments between our division passing rates and the state passing rates from each listed test. Virginia Beach met or exceeded the state passing rates on all but three SOL tests, Chemistry, World History I and World History II. The largest differences were in Chemistry where the VBCPS passing rate was 11 percentage points below the state passing rate and in Geography where the VBCPS passing rate was 13 percentage points higher than the state passing rate.

SUMMARY

When looking at the 2018-2019 overall division passing rates by grade level/test and by reporting group, passing rates in reading and writing remained the same or showed decreases ranging from 1 to 3 percentage points.

Passing rates in mathematics improved in most areas. In spring 2019, the state introduced a new mathematics assessment (assessing updated content standards). All items on these new mathematics tests included non-content specific simplified language. Spring 2019 was also the first year that VBCPS students enrolled in grade 7 advanced mathematics took the grade 8 SOL test. In previous years, these students took the grade 7 SOL test.

EOC Chemistry and VA&US History showed the most significant decreases from last year, 12 and 15 percentage points respectively. Due to changes in who is permitted to take EOC assessments in high school, in 2018-2019 nearly 10,000 fewer high school students participated in EOC assessments with the largest differences being in chemistry and VA&US history, each with approximately 3,000 fewer tests taken.

Regarding the 2017-2018 reporting group data, the African American reporting group had the lowest passing rates when compared to other ethnicity reporting groups. The students with disabilities reporting group had significantly lower passing rates when compared to the all students reporting group.

Table 1: Passing Rate Comparison Grades 3-8

Level	Test Name	2016-2017	2017-2018	2018-2019
3	Reading	9	9	8
4	Reading	7	10	10
5	Reading	8	8	10
6	Reading	7	6	7
7	Reading	6	7	6
8	Reading	6	6	7
8	Writing	4	4	5
3	Mathematics	8	9	7
4	Mathematics	6	7	7
5	Mathematics	6	7	8
6	Mathematics	2	1	1
7	Mathematics	1	0	(-12)
8	Mathematics	5	4	11
5	Science	4	5	4
8	Science	7	5	6
5	VA Studies	3	3	4
8	Civics	5	4	6

Level	Test Name	2016-2017	2017-2018	2018-2019
EOC	Reading	4	4	5
EOC	Writing	4	5	5
EOC	Algebra I	10	8	8
EOC	Geometry	5	5	4
EOC	Algebra II	2	3	4
EOC	Earth Science	5	5	7
EOC	Biology	5	3	4
EOC	Chemistry	2	0	(-11)
EOC	Geography	12	11	13
EOC	World History I	(-2)	(-2)	(-2)
EOC	World History II	(-3)	(-6)	(-1)
EOC	VA & US History	2	2	3

When reviewing all VBCPS students as a group in comparison to students across the state, VBCPS outperformed the state on 25 out of 29 tests. The largest differences were in grade 7 mathematics where the VBCPS passing rate was 12 percentage points below the state passing rate, Chemistry where the VBCPS passing rate was 11 percentage points below the state passing rate, grade 8 mathematics where the VBCPS passing rate was 11 percentage points higher than the state passing rate, and Geography where the VBCPS passing rate was 13 percentage points higher than the state passing rate.

Aaron C. Spence, Ed.D., *Superintendent*
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, Virginia 23456-0038

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For further information, please call (757) 263-1030.

Notice of Non-Discrimination Policy

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, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 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/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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October 2019



Subject: School Calendar: Review Survey Results on Pre-Labor Day Start **Item Number:** 13C

Section: Information **Date:** October 22, 2019

Senior Staff: _____

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

Natalie Allen, Chief Communications Community Engagement Officer

Presenter(s): Donald E. Robertson, Jr., Ph.D, Chief of Schools

Natalie Allen, Chief Communications Community Engagement Officer

Recommendation:

We will be presenting information from the community survey regarding the school calendar Pre-Labor Day start time.

Background Summary:

Source:



Subject: School Start Times Follow-Up

Item Number: 13D

Section: Information

Date: October 22, 2019

Senior Staff: Daniel F. Keever, Senior Executive Director for High Schools

Prepared by: Daniel F. Keever

Presenter(s): Daniel F. Keever

Recommendation:

That the School Board receive a presentation offering follow-up information from the July Retreat and October Workshop with regard to shifting School Start Times per the November 2018 School Board Resolution.

Background Summary:

Based on unanimous support from the School Board on November 2018 resolution on school start times, Administration conducted a community survey to gather feedback on the four start time shift options under consideration. Survey data was presented in May of 2019, administration offered a recommendation of start time tiering during the July 2019 Retreat, and pledged to return with specifics in October 2019. During the October 2019 Workshop Presentation, Administration was asked to bring forward the start times topic for information during the next meeting in October.

Source:

July 2019 School Board Retreat

October 2019 School Board Workshop



Subject: Budget Resolution Regarding FY 2018/19 Reversion and Revenue Actual Over /Under Budgeted Funds **Item Number:** 13E

Section: Information **Date:** October 22, 2019

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

Prepared by: Farrell E. Hanzaker, Chief Financial Officer

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

Recommendation:

It is recommended that the School Board approve the Budget Resolution regarding FY 2018/19 Reversion and Revenue Actual Over/Under Budget Funds.

Background Summary:

- Reversion funds equal the unspent fund balance after netting Revenue Sharing Formula funds Actual Over or Under Budget.
- The net estimated funding available for re-appropriation is \$26,079,152.
- Based on early projections, a possible revenue funding shortfall for FY 2019/20 in the amount of 5,800,000 should be re-appropriated to the School Reserve Special Revenue fund and the remaining funds available should be re-appropriated for the purposes indicated in the attached Resolution.
- See the attached Resolution for the specific detailed recommendations for the \$26,079,152.
- The attached Budget Resolution, once approved by the School Board, will be sent to the City Council for approval.

Source:

Unaudited Financial Statements for FY 2018/19 and the city staff communication of year-end true-up numbers.

Budget Impact:

\$26,079,152 to be re-appropriated as indicated in the attached Budget Resolution regarding FY 2018/19 Reversion and Revenue Over/Under Actual Funds.

Budget Resolution Regarding FY 2018/19 Reversion and Revenue Actual Over Budgeted Funds

WHEREAS, on September 24, 2019, the School Board was presented with a summary of the unaudited financial statements for FY 2018/19 (year-ending June 30, 2019) showing the reversion amount to the city's General fund; and

WHEREAS, of the net reversion amount, \$7,987,835 came in as additional revenue over the appropriated budget, and Attachment A to this resolution further illustrates the details of the reversion amounts; and

WHEREAS, \$442,950 reverted from the Green Run Collegiate Charter School fund, \$25,942,904 reverted from the School Operating fund and \$438,344 reverted from the Athletics fund; and

WHEREAS, the estimated total amount available for re-appropriation is \$26,824,198; and

WHEREAS, the city is currently indicating a FY 2018/19 revenue actual under budget of the revenues included in the Revenue Sharing Formula, of which the schools' portion is \$745,046; and

WHEREAS, the net reversion funding available for re-appropriation is \$26,079,152; and

WHEREAS, the Administration recommends the following for the available funds in the amount of \$26,079,152:

- \$5,800,000 to be re-appropriated to the School Reserve Special Revenue fund to cover possible revenue shortfalls in the FY 2020/21 School Operating fund 115
- \$438,344 to be re-appropriated to the Athletics fund 119
- \$7,339,247 to be re-appropriated to the CIP fund:
 - Lynnhaven MS Expansion (Achievable Dream) - \$4,000,000
 - Project 1-003, Replacements/Energy Management (baseball/softball field lights) - \$2,500,000
 - Project 1-185, Elementary School Playground Equipment Replacement (SECEP playground upgrades) - \$334,737
 - Project 1-182, Renovations and Replacements - Various Phase III (classroom furniture replacement) - \$300,000
 - Project 1-184, Plaza Annex Office Addition (technology to support Professional Development Center) - \$200,000
 - Project 1-178 Renovations and Replacements - Grounds Phase III (SECEP fencing) - \$4,510
- \$12,501,561 to be re-appropriated to the School Operating fund 115 for:
 - Full-day kindergarten implementation - \$4,859,000
 - Interactive whiteboard replacements - \$3,000,000
 - Replacement school buses - \$2,659,000
 - Replacement white fleet vehicles - \$517,561
 - Replacement equipment/vehicles for Grounds Services - \$380,000
 - Edulog integrated transportation solution system - \$341,000
 - Interactive whiteboard replacements (SECEP) - \$334,000
 - Replacement stage curtains at six schools (safety concern) - \$210,000
 - Additional vans to transport special needs students - \$121,000
 - Two-way radios - \$80,000

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach approves the recommended uses of the FY 2018/19 Reversion and Revenue Actual Over Budget funds as presented by the Administration; and be it

FURTHER RESOLVED: That the School Board requests that the City Council approve the re-appropriation of FY 2018/19 Reversion and Revenue Actual Over Budget funds shown above; and be it

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

Adopted by the School Board of the City of Virginia Beach this 22nd day of October 2019

S E A L

Beverly Anderson, School Board Chair

Aaron C. Spence, Superintendent

Attest:

Dianne P. Alexander, Clerk of the Board

FY 2018/19 Reversion Funds

	\$ Amount	% Compared to School Operating Budget
FY 2018/19 Reversion		
School Operating Fund 115 Reversion	25,942,904	3.1%
Athletics Fund 119 Reversion	438,344	
Green Run Collegiate Fund 104 Reversion	442,950	
	<u>26,824,198</u>	
Total FY 2018/19 Reversion Funds	26,824,198	
Revenue Sharing Formula Reconciliation - Revenues Under Budget	(745,046)	
Total FY 2018/19 Revenues Available for Re-appropriation	26,079,152	
School Operating Fund 115 FY 2018/19 Revenue Over Budget (non-appropriated)		
Federal Revenue Over Budget	3,761,332	
State Revenue Over Budget	2,031,283	
Other Revenue Over Budget (Vehicle Sales, Stop Arm Program, SECEP CIP, Indirect Cost-Grants)	1,218,822	
State Sales Tax Over Budget	976,398	
	<u>7,987,835</u>	
Total Revenues Over Budget	7,987,835	
FY 2018/19 School reversion funds available (excluding revenues over/under budget)	17,955,069	2.1%
FY 2018/19 Reversion Funds Assigned for Specific Purposes		
School Reserve Special Revenue Fund to Cover Possible Revenue Shortfalls in FY 2019/20	5,800,000	
Complete Full-Day Kindergarten Implementation	4,859,000	
Funding for SECEP Classrooms (interactive whiteboard replacements, playground equipment upgrades and fencing)	673,247	
Total FY 2018/19 Reversion Funds Assigned	11,332,247	
School Operating reversion funds available (excluding non-appropriated revenues over budget and safeguarding funds assigned for specific purposes)	6,622,822	0.8%



Subject: Interim Financial Statements – September 2019 **Item Number:** 13F

Section: Information **Date:** October 22, 2019

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

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

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

Recommendation:

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

Background Summary:

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

Source:

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

Budget Impact:

None



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INTERIM FINANCIAL STATEMENTS
FISCAL YEAR 2019-2020
SEPTEMBER 2019

The financial statements include the following:

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

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

School Operating Fund

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

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

Revenues realized this month totaled **\$67.6 million**. Revenues realized to date are **23.08%** of the current fiscal year estimate (**24.10%** of FY 2019 actual, **23.13%** of FY 2018 actual). Of the amount realized for the month, **\$37.8 million** was realized from the City, **\$6.5 million** was received in state sales tax, and **\$21.1 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue. A payment of **\$2,008,898** in Impact Aid was received from the Federal Government this month.

School Operating Fund Expenditures (pages A3, B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **19.37%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2019 was **18.91%**, and FY 2018 was **18.42%**. Please note that **\$10,298,557** of the current year budget is funded by the prior year fund balance for encumbrances.

Athletics Fund (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. A total of **\$96,080** in revenue (includes **\$71,341** in football receipts) was realized this month. This fund has realized **92.5%** of the estimated revenue for the current fiscal year compared to **92.2%** of FY 2019 actual. Expenditures totaled **\$352,559** for this month. This fund has incurred expenditures and encumbrances of **21.1%** of the current fiscal year budget compared to **27.1%** of FY 2019 actual. Please note that **\$123,790** of the current year budget is funded by the prior year fund balance for encumbrances.

Cafeterias Fund (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. A total of **\$1,080,783** in revenue (includes **\$1,026,451** in charges for services and **\$3,568** from the National School Meal Programs) was realized this month. This fund has realized **4.0%** of the estimated revenue for the current fiscal year compared to **3.5%** of FY 2019 actual. Expenditures totaled **\$1,617,218** for this month. This fund has incurred expenditures and encumbrances of **7.6%** of the current fiscal year budget compared to **7.6%** of FY 2019 actual. Please note that **\$2,596,423** of the current year budget is funded by the prior year fund balance (**\$2,490,632**) and prior year fund balance reserve for encumbrance (**\$105,791**).

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. A total of **\$344,029** in revenue (includes **\$330,298** from the Department of Education) was realized this month. This fund has realized **25.5%** of the estimated revenue for the current fiscal year compared to **25.0%** of FY 2019 actual. Expenditures totaled **\$1,180,902** for this month. This fund has incurred expenditures and encumbrances of **62.4%** of the budget for the current fiscal year compared to **73.8%** of FY 2019 actual. Please note that **\$724,893** of the current year budget is funded by the prior year fund balance (**\$722,803**) and prior year fund balance reserve for encumbrance (**\$2,090**).

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$46,151** in revenue (includes **\$43,261** in interest) this month. Expenses for this month totaled **\$367,701** (includes **\$240,898** in Worker's Compensation payments, **\$43,976** in Motor Vehicle Insurance premiums, and **\$12,220** in General Liability Insurance premiums).

Communication Towers/Technology Fund (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. A total of **\$72,167** in revenue was realized this month (includes **\$2,782** in cell tower rent – Ocean Lakes High, **\$2,186** in cell tower rent – Cox High, **\$4,895** in cell tower rent – Tech Center, **\$55,285** in cell tower rent – Salem High). This fund has realized **50.7%** of the estimated revenue for the current fiscal year compared to **44.0%** of FY 2019 actual. Expenses for this month totaled **\$13,700**. This fund has incurred expenditures and encumbrances of **6.9%** of the budget for the current fiscal year compared to **4.1%** of FY 2019 actual. Please note that **\$285,170** of the current year budget is funded by the prior year fund balance (**\$284,000**) and prior year fund balance reserve for encumbrance (**\$1,170**).

Grants Fund (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$3,691,432** in expenditures was incurred for various grants this month.

Health Insurance Fund (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$13,503,289** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$8,779,073**. This includes medical and prescription drug claim payments for City and School Board employees.

Vending Operations Fund (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of **\$36,058** in revenue (includes **\$36,000** in vending receipts) was realized this month. This fund has realized **25.3%** of the estimated revenue for the current fiscal year compared to **25.1%** of FY 2019. This fund has incurred expenditures and encumbrances of **99.9%** of the budget for the current fiscal year compared to **99.4%** of FY 2019 actual. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

Instructional Technology Fund (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. A total of **\$37,470** in revenue (interest) was realized this month. Please note that **\$200,000** of the current year budget is funded by the prior year fund balance.

Equipment Replacement Fund (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. A total of **\$2,626** in revenue (interest) was realized this month. Please note that **\$80,000** of the current year budget is funded by the prior year fund balance.

Capital Projects Funds (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$5,956,741** in expenditures was incurred for various school capital projects this month. This includes **\$567,060** for the John B. Dey Elementary Modernization project, **\$1,257,284** for Thoroughgood Elementary Replacement project, **\$1,876,121** for Princess Anne Middle Replacement project, **\$830,495** for HVAC Systems Phase III Renovation and Replacement projects and **\$860,508** for Roofing Phase II Renovation and Replacement projects.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$3,913,938** in revenue for the current fiscal year from the School Operating Fund or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **12.1%** of the current year fiscal year budget compared to **12.2%** of FY 2019 actual. Please note that **\$8,785** of the current year budget is funded by the prior year fund balance for encumbrances.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000
September 1, 2019 through September 30, 2019

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Entry		Description		Account From		Account To	Transfer Amount
JV NUMBER	20-09-20	To cover UVA Struggling Reader Academy Workshops	FROM	Elementary Classroom Other Purchased Services	TO	Teaching and Learning Support Other Purchased Services	\$ 180,000
JV NUMBER	20-09-24	To purchase new and replacement computers	FROM	Custodial Services Custodial/Cleaning Supplies	TO	Custodial Services Controlled Assets - Computer Equipment	\$ 5,000

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

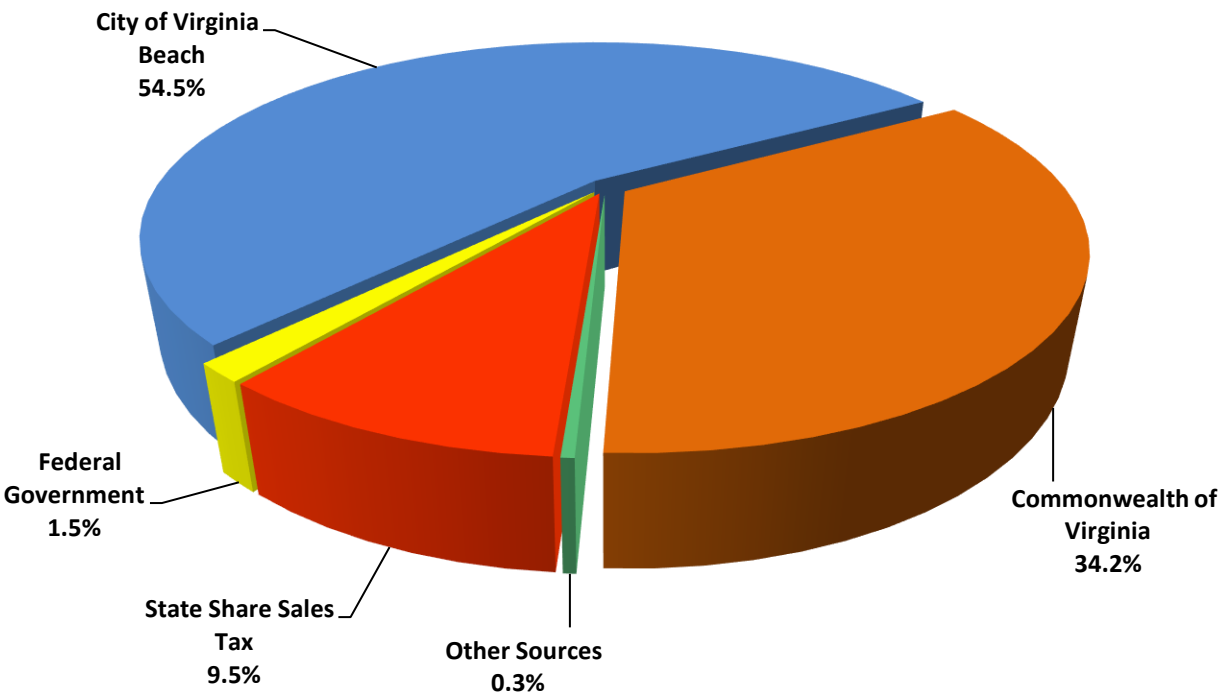
REVENUES

SEPTEMBER 2019

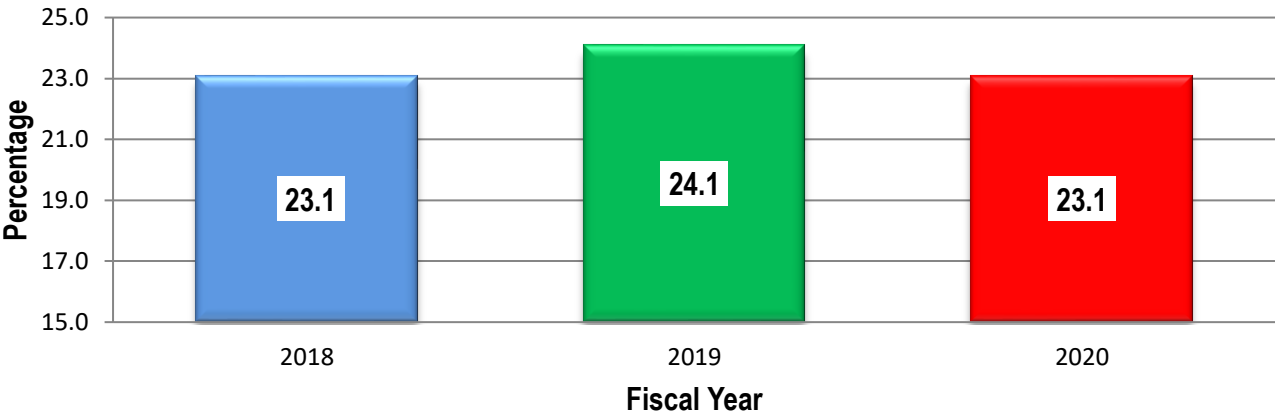
<i>BY MAJOR SOURCE</i>	<i>FISCAL YEAR</i>	(1) <i>BUDGET</i>	(2) <i>ACTUAL THROUGH JUNE</i>	(3) <i>ACTUAL THROUGH MONTH</i>	% OF (3) TO (1)	<i>TREND *</i>
<i>COMMONWEALTH OF VIRGINIA</i>	2020	284,825,537	<-----	63,203,040	22.19%	A
	2019	272,725,078	274,756,361	61,182,189	22.43%	
	2018	273,443,481	273,210,535	61,220,596	22.39%	
<i>STATE SALES TAX</i>	2020	78,981,847	<-----	9,372,088	11.87%	A
	2019	75,344,490	76,320,888	8,796,361	11.67%	
	2018	73,718,340	74,264,875	12,834,923	17.41%	
<i>FEDERAL GOVERNMENT</i>	2020	12,200,000	<-----	4,260,433	34.92%	A
	2019	12,200,000	15,961,332	4,543,293	37.24%	
	2018	12,200,000	12,614,392	3,184,550	26.10%	
<i>CITY OF VIRGINIA BEACH</i>	2020	453,801,557	<-----	114,002,043	25.12%	A
	2019	457,402,684	457,402,684	122,408,022	26.76%	
	2018	448,113,765	448,113,765	109,230,812	24.38%	
<i>OTHER SOURCES</i>	2020	3,032,803	<-----	1,370,472	45.19%	A
	2019	2,782,803	4,001,625	828,282	29.76%	
	2018	2,782,803	3,404,755	930,105	33.42%	
<i>SCHOOL OPERATING FUND TOTAL</i>	2020	832,841,744	<-----	192,208,076	23.08%	A
	2019	820,455,055	828,442,890	197,758,147	24.10%	
	2018	810,258,389	811,608,322	187,400,986	23.13%	

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

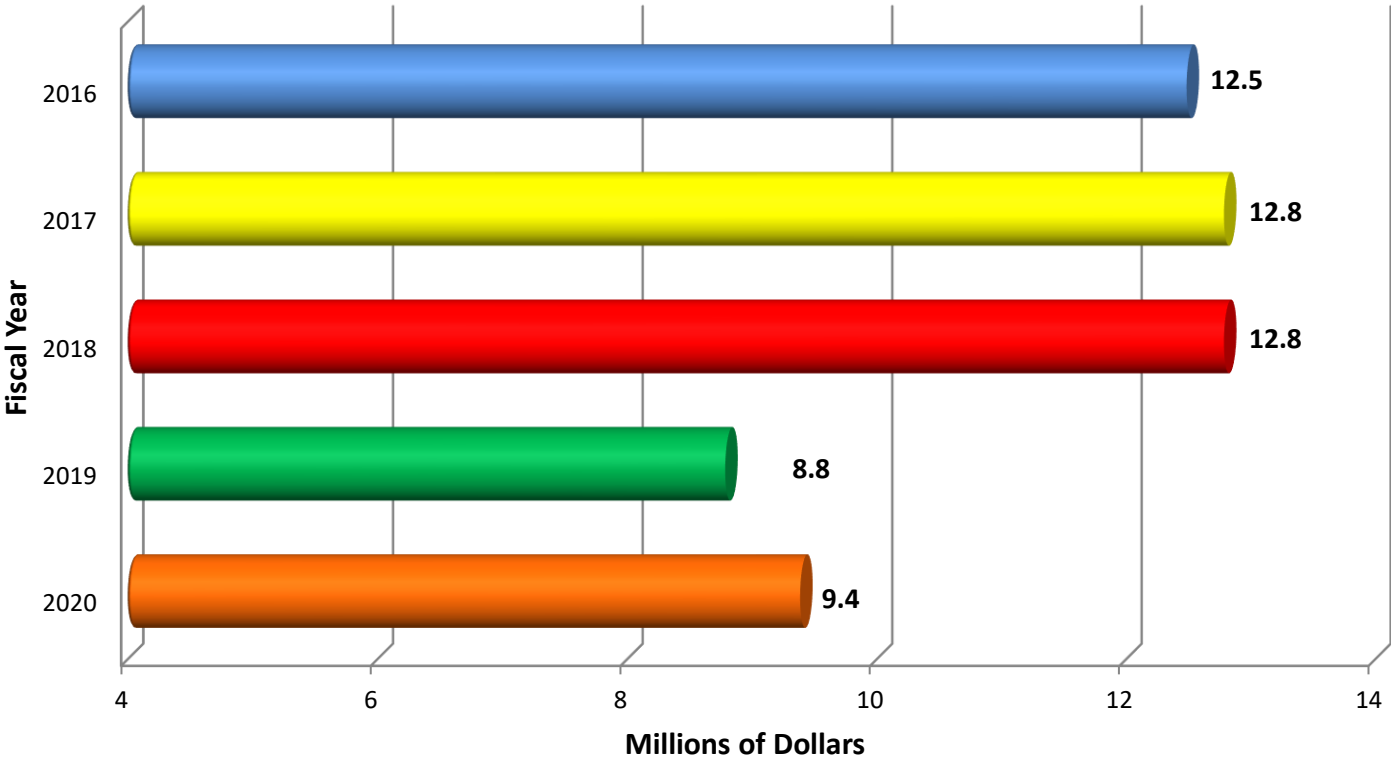
Fiscal Year 2020 Revenue Budget by Major Source



School Operating Fund Revenue
Percentage of Actual to Budget as of September 30, 2019



State Sales Tax Revenue through September 30, 2019



VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

EXPENDITURES/ENCUMBRANCES

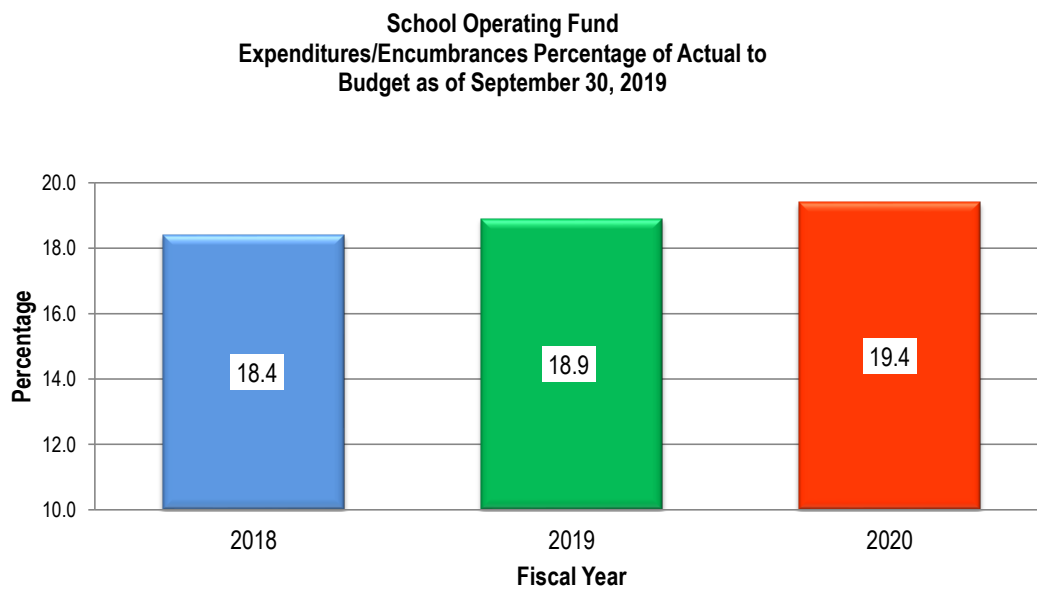
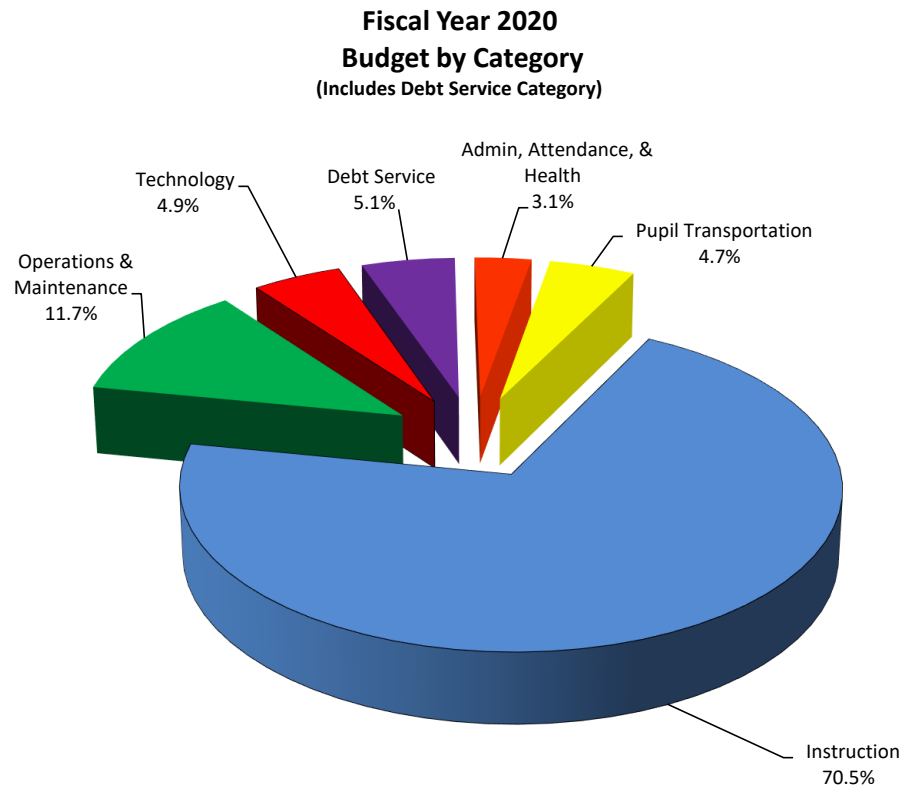
SEPTEMBER 2019

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
INSTRUCTION	2020	593,992,073	<-----	92,402,447	15.56%	A
CATEGORY	2019	576,532,705	564,422,174	90,391,256	15.68%	
	2018	566,031,486	555,182,270	88,185,255	15.58%	
ADMINISTRATION,	2020	26,342,076	<-----	5,105,316	19.38%	A
ATTENDANCE & HEALTH	2019	27,757,408	26,446,361	5,101,395	18.38%	
CATEGORY	2018	25,140,520	23,861,911	5,013,830	19.94%	
PUPIL TRANSPORTATION	2020	39,515,875	<-----	10,555,998	26.71%	A
CATEGORY	2019	40,914,622	40,103,993	9,878,850	24.15%	
	2018	47,622,296	46,649,944	8,646,190	18.16%	
OPERATIONS AND	2020	98,351,983	<-----	26,673,235	27.12%	A
MAINTENANCE	2019	95,992,689	92,855,284	26,147,382	27.24%	
CATEGORY	2018	94,061,627	90,389,774	24,028,825	25.55%	
TECHNOLOGY	2020	41,624,412	<-----	20,173,436	48.47%	A
CATEGORY	2019	44,344,757	42,839,605	17,031,271	38.41%	
	2018	40,886,252	39,490,916	16,623,880	40.66%	
SCHOOL OPERATING FUND	2020	799,826,419	<-----	154,910,432	19.37%	A
TOTAL	2019	785,542,181	766,667,417	148,550,154	18.91%	
(EXCLUDING DEBT SERVICE)	2018	773,742,181	755,574,815	142,497,980	18.42%	
DEBT SERVICE	2020	43,313,882	<-----	17,326,711	40.00%	A
CATEGORY	2019	41,951,320	41,768,217	16,279,162	38.80%	
	2018	44,947,680	42,173,255	12,720,690	28.30%	

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

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	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
INSTRUCTION CATEGORY:						
ELEMENTARY CLASSROOM	159,233,981	15,213,505	18,768,750	61,146	140,404,085	11.8%
SENIOR HIGH CLASSROOM	80,379,621	7,798,048	8,020,208	142,753	72,216,660	10.2%
TECHNICAL AND CAREER EDUCATION	19,608,105	1,615,123	2,134,878	19,010	17,454,217	11.0%
GIFTED EDUCATION AND ACADEMY PROGRAMS	14,793,402	1,379,581	1,484,254	19,724	13,289,424	10.2%
SPECIAL EDUCATION	99,179,658	7,447,784	15,055,626	301,856	83,822,176	15.5%
SUMMER SCHOOL	1,644,984	(20,753)	1,289,738		355,246	78.4%
SUMMER SLIDE PROGRAM	276,002	6,409	176,012	86	99,904	63.8%
GENERAL ADULT EDUCATION	2,057,756	195,950	392,692	195	1,664,869	19.1%
ALTERNATIVE EDUCATION-RENAISSANCE	7,333,782	635,090	825,597	1,531	6,506,654	11.3%
STUDENT ACTIVITIES	8,505,911	348,792	5,449,793	72,413	2,983,705	64.9%
OFFICE OF THE PRINCIPAL-ELEMENTARY	27,084,836	2,311,044	6,041,114	10,397	21,033,325	22.3%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	12,546,166	1,082,064	2,766,081	10,037	9,770,048	22.1%
OFFICE OF THE PRINCIPAL-TECHNICAL	694,932	57,281	149,653		545,279	21.5%
GUIDANCE SERVICES	18,990,715	1,691,013	3,114,404	1,228	15,875,083	16.4%
SOCIAL WORK SERVICES	4,249,824	308,717	632,727		3,617,097	14.9%
MEDIA AND COMMUNICATIONS	2,206,166	169,536	441,582	20,204	1,744,380	20.9%
TEACHING AND LEARNING SUPPORT	17,700,791	744,371	8,798,014	114,380	8,788,397	50.4%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	1,298,766	74,834	201,910	87,480	1,009,376	22.3%
OPPORTUNITY AND ACHIEVEMENT	88,765	308	9,092	7,677	71,996	18.9%
SPECIAL EDUCATION SUPPORT	3,745,574	308,305	761,703	458	2,983,413	20.3%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	2,502,927	199,328	497,484		2,005,443	19.9%
MEDIA SERVICES SUPPORT	13,503,458	1,319,276	1,471,796	79,410	11,952,252	11.5%
PLANNING INNOVATION AND ACCOUNTABILITY	2,341,560	171,764	408,182	3,967	1,929,411	17.6%
MIDDLE SCHOOL CLASSROOM	61,933,490	5,932,354	5,991,356	33,708	55,908,426	9.7%
REMEDIAL EDUCATION	8,531,423	651,222	1,095,599	307,500	7,128,324	16.4%
OFFICE OF THE PRINCIPAL-MIDDLE	11,413,160	1,010,938	2,548,499	11,243	8,853,418	22.4%
HOMEBOUND SERVICES	415,461	8,868	19,591		395,870	4.7%
TECHNICAL AND CAREER EDUCATION SUPPORT	990,961	79,958	230,731	311	759,919	23.3%
STUDENT LEADERSHIP	1,493,156	86,719	408,600		1,084,556	27.4%
PSYCHOLOGICAL SERVICES	5,174,732	476,180	1,019,181	316	4,155,235	19.7%
AUDIOLOGICAL SERVICES	507,711	52,758	138,774	1,893	367,044	27.7%
SCHOOL LEADERSHIP	2,097,840	223,292	514,683	154	1,583,003	24.5%
ALTERNATIVE EDUCATION	1,466,457	118,971	234,272	794	1,231,391	16.0%
TOTAL INSTRUCTION	593,992,073	51,698,630	91,092,576	1,309,871	501,589,626	15.6%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	1,224,244	39,043	115,145	73,313	1,035,786	15.4%
OFFICE OF THE SUPERINTENDENT	1,146,791	85,826	269,959		876,832	23.5%
BUDGET AND FINANCE	5,151,673	365,645	1,432,761	16,616	3,702,296	28.1%
HUMAN RESOURCES	5,545,752	417,193	1,147,410	76,532	4,321,810	22.1%
INTERNAL AUDIT	461,375	39,731	119,793		341,582	26.0%
PURCHASING SERVICES	1,154,897	80,933	250,648	230	904,019	21.7%
PROFESSIONAL GROWTH AND INNOVATION	918,320	62,964	186,303	15,601	716,416	22.0%
BENEFITS	2,516,406	148,076	530,321	417	1,985,668	21.1%
HEALTH SERVICES	8,222,618	770,071	869,727	540	7,352,351	10.6%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	26,342,076	2,009,482	4,922,067	183,249	21,236,760	19.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

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	FY 2020	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
PUPIL TRANSPORTATION CATEGORY:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
MANAGEMENT	2,667,275	323,125	753,779		1,913,496	28.3%
VEHICLE OPERATIONS	22,588,234	1,435,627	4,011,957	3,236,375	15,339,902	32.1%
VEHICLE OPERATIONS-SPECIAL EDUCATION	6,845,179	473,134	590,292	754,614	5,500,273	19.6%
VEHICLE MAINTENANCE	3,800,405	291,941	807,980		2,992,425	21.3%
MONITORING SERVICES	3,614,782	295,936	401,001		3,213,781	11.1%
TOTAL PUPIL TRANSPORTATION	39,515,875	2,819,763	6,565,009	3,990,989	28,959,877	26.7%
OPERATIONS AND MAINTENANCE CATEGORY:						
FACILITIES PLANNING AND CONSTRUCTION	425,206	12,164	90,908	571	333,727	21.5%
SCHOOL PLANT	51,178,303	4,120,513	11,941,752	4,462,235	34,774,316	32.1%
DISTRIBUTION SERVICES	2,024,221	169,887	428,630		1,595,591	21.2%
GROUPS SERVICES	4,571,314		1,142,828		3,428,486	25.0%
CUSTODIAL SERVICES	28,617,225	2,240,152	4,848,202	1,104,157	22,664,866	20.8%
SAFETY AND LOSS CONTROL	8,180,317	760,667	958,932	61	7,221,324	11.7%
VEHICLE SERVICES	2,283,906	66,948	387,413	671,858	1,224,635	46.4%
TELECOMMUNICATIONS	1,071,491	34,153	528,529	107,159	435,803	59.3%
TOTAL OPERATIONS AND MAINTENANCE	98,351,983	7,404,484	20,327,194	6,346,041	71,678,748	27.1%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	2,025,441	440,392	1,546,976	208,134	270,331	86.7%
SENIOR HIGH CLASSROOM	624,160	262,510	277,307	216,937	129,916	79.2%
TECHNICAL AND CAREER EDUCATION	336,887	621	138,451	8,751	189,685	43.7%
GIFTED EDUCATION AND ACADEMY PROGRAMS	105,050	11,346	43,102	3,039	58,909	43.9%
SPECIAL EDUCATION	194,470	1,186	124,814	14,222	55,434	71.5%
SUMMER SCHOOL	10,961				10,961	
GENERAL ADULT EDUCATION	42,538	683	11,491		31,047	27.0%
ALTERNATIVE EDUCATION-RENAISSANCE	45,333		45,333			100.0%
STUDENT ACTIVITIES	10,271	93	9,564		707	93.1%
OFFICE OF THE PRINCIPAL-ELEMENTARY	10,219	753	11,143	298	(1,222)	112.0%
OFFICE OF THE PRINCIPAL-SENIOR HIGH		1,423	3,725		(3,725)	
OFFICE OF THE PRINCIPAL-TECHNICAL	511				511	
GUIDANCE SERVICES	29,607	17,800	18,265	2,000	9,342	68.4%
SOCIAL WORK SERVICES	15,886		7,684	120	8,082	49.1%
MEDIA AND COMMUNICATIONS	277,084	553	211,512		65,572	76.3%
INSTRUCTIONAL TECHNOLOGY	15,642,194	910,119	5,395,616	14,374	10,232,204	34.6%
TEACHING AND LEARNING SUPPORT	344,809	196,697	256,760	553	87,496	74.6%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	33,027				33,027	
OPPORTUNITY AND ACHIEVEMENT	4,655	136	136		4,519	2.9%
SPECIAL EDUCATION SUPPORT	68,867	723	59,598	1,569	7,700	88.8%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	44,343	1,961	11,418		32,925	25.7%
MEDIA SERVICES SUPPORT	576,296	160,510	535,099	430	40,767	92.9%
PLANNING INNOVATION AND ACCOUNTABILITY	513,041	(115)	262,849	11,283	238,909	53.4%
MIDDLE SCHOOL CLASSROOM	438,415	30,358	58,008	256,509	123,898	71.7%
REMEDIAL EDUCATION	18,627	7,500	7,500		11,127	40.3%
OFFICE OF THE PRINCIPAL-MIDDLE	1,250	3,510	8,015	1,163	(7,928)	734.2%
HOMEBOUND SERVICES	40,962	3,392	3,707		37,255	9.0%
TECHNICAL AND CAREER EDUCATION SUPPORT	3,011	9,110	9,291		(6,280)	308.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

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	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
TECHNOLOGY CATEGORY:						
STUDENT LEADERSHIP	2,460	173	318		2,142	12.9%
PSYCHOLOGICAL SERVICES	15,987	3,350	9,991		5,996	62.5%
SCHOOL LEADERSHIP	39,190	198	10,094		29,096	25.8%
ALTERNATIVE EDUCATION	172,697	2,970	25,134	43,675	103,888	39.8%
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	2,279		233		2,046	10.2%
OFFICE OF THE SUPERINTENDENT	15,475		7,797		7,678	50.4%
BUDGET AND FINANCE	250,682	41,647	96,463	420	153,799	38.6%
HUMAN RESOURCES	275,357	7,613	166,785		108,572	60.6%
INTERNAL AUDIT	2,170	48	613		1,557	28.2%
PURCHASING SERVICES	56,028	3,607	30,768	542	24,718	55.9%
PROFESSIONAL GROWTH AND INNOVATION	154,788	927	127,500		27,288	82.4%
OFFICE OF TECHNOLOGY	962,849	72,876	210,065	15,003	737,781	23.4%
BENEFITS	59,221	455	28,855		30,366	48.7%
HEALTH SERVICES	839				839	
MANAGEMENT	21,514	344	15,717		5,797	73.1%
VEHICLE OPERATIONS	285,811	338,896	339,343	242,464	(295,996)	203.6%
VEHICLE OPERATIONS-SPED	166,315	102,937	102,937	63,377	1	100.0%
VEHICLE MAINTENANCE	29,645	3,300	3,300		26,345	11.1%
SCHOOL DIVISION SERVICES	10,224	26	8,850		1,374	86.6%
FACILITIES PLANNING AND CONSTRUCTION	1,304,713	37,375	596,651	59,470	648,592	50.3%
DISTRIBUTION SERVICES	54,007	162	41,590		12,417	77.0%
CUSTODIAL SERVICES	10,278	1,353	3,905		6,373	38.0%
SAFE SCHOOLS	736,789	422,444	489,160	260,904	(13,275)	101.8%
VEHICLE SERVICES	68,906	72,240	72,240	39,216	(42,550)	161.8%
TELECOMMUNICATIONS	10,420	247	247		10,173	2.4%
TECHNOLOGY MAINTENANCE	15,457,854	1,166,455	4,136,297	3,126,766	8,194,791	47.0%
TOTAL TECHNOLOGY	<u>41,624,412</u>	<u>4,340,904</u>	<u>15,582,217</u>	<u>4,591,219</u>	<u>21,450,976</u>	48.5%
 TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	 <u>799,826,419</u>	 <u>68,273,263</u>	 <u>138,489,063</u>	 <u>16,421,369</u>	 <u>644,915,987</u>	 19.4%
 DEBT SERVICE CATEGORY:	 <u>43,313,882</u>	 <u>1,607,014</u>	 <u>17,326,711</u>	 <u></u>	 <u>25,987,171</u>	 40.0%

Virginia Beach City Public Schools
Interim Financial Statements
School Operating Fund Summary
For the period July 1, 2019 through September 30, 2019

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Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	284,825,537	34.20%	63,203,040	(221,622,497)	22.19%
State Share Sales Tax	78,981,847	9.48%	9,372,088	(69,609,759)	11.87%
Federal Government	12,200,000	1.46%	4,260,433	(7,939,567)	34.92%
City of Virginia Beach	453,801,557	54.50%	114,002,043	(339,799,514)	25.12%
Other Sources	3,032,803	0.36%	1,370,472	(1,662,331)	45.19%
Total Revenues	<u>832,841,744</u>	<u>100.0%</u>	<u>192,208,076</u>	<u>(640,633,668)</u>	<u>23.08%</u>
Prior Year Local Contribution*	<u>10,298,557</u>				
	<u><u>843,140,301</u></u>				

Expenditures/Encumbrances:

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	593,992,073	70.45%	92,402,447	501,589,626	15.56%
Administration, Attendance and Health	26,342,076	3.12%	5,105,316	21,236,760	19.38%
Pupil Transportation	39,515,875	4.69%	10,555,998	28,959,877	26.71%
Operations and Maintenance	98,351,983	11.66%	26,673,235	71,678,748	27.12%
Technology	41,624,412	4.94%	20,173,436	21,450,976	48.47%
Debt Service	43,313,882	5.14%	17,326,711	25,987,171	40.00%
Total Expenditures/Encumbrances	<u>843,140,301</u>	<u>100.00%</u>	<u>172,237,143</u>	<u>670,903,158</u>	<u>20.43%</u>

*Fiscal year 2018-2019 encumbrances brought
forward into the current year

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL OPERATING FUND
BALANCE SHEET
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 2

ASSETS:

LIABILITIES:

CASH	388,181	VOUCHERS PAYABLE	685,639
DUE FROM GENERAL FUND	50,923,813	ACCOUNTS PAYABLE	94,835
DUE FROM COMMONWEALTH OF VA	4,520,290	ACCOUNTS PAYABLE - SCHOOLS	47,569
PREPAID ITEM	10,200	SALARIES PAYABLE-OPTIONS	5,652,797.16
		FICA PAYABLE-OPTIONS	417,375
		WIRES PAYABLE	1,407,442
		ACH PAYABLES	194,851
		TOTAL LIABILITIES	<u>8,500,508</u>
		FUND EQUITY:	
		FUND BALANCE	651,117
		ESTIMATED REVENUE	(832,841,744)
		APPROPRIATIONS	843,140,301
		ENCUMBRANCES	16,421,369
		RESERVE FOR ENCUMBRANCES	(16,421,369)
		EXPENDITURES	(155,815,774)
		REVENUES	<u>192,208,076</u>
		TOTAL FUND EQUITY	<u>47,341,976</u>
TOTAL ASSETS	<u>55,842,484</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>55,842,484</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 3

	<u>FY 2020</u> <u>ESTIMATED</u>	<u>MONTH'S</u> <u>REALIZED</u>	<u>YR-TO-DATE</u> <u>REALIZED</u>	<u>UNREALIZED</u> <u>REVENUES</u>	<u>PERCENT</u> <u>REALIZED</u>
REIMB-SOCIAL SECURITY	10,635,633	879,133	2,637,399	(7,998,234)	24.8%
REIMB-RETIREMENT	23,414,266	1,935,404	5,806,213	(17,608,053)	24.8%
REIMB-LIFE INSURANCE	714,334	59,047	177,139	(537,195)	24.8%
BASIC SCHOOL AID	177,592,419	14,647,945	43,943,834	(133,648,585)	24.7%
SP ED-SOQ	18,731,413	1,548,323	4,644,970	(14,086,443)	24.8%
VOCATIONAL FUNDS-SOQ	1,904,889	157,457	472,370	(1,432,519)	24.8%
FOSTER HOME CHILDREN-REGULAR	420,617			(420,617)	
SUMMER SCHOOLS-REMEDIAL	270,315	22,527	67,579	(202,736)	25.0%
GIFTED & TALENTED AID-SOQ	1,984,260	164,017	492,052	(1,492,208)	24.8%
REMEDIAL ED-SOQ	4,603,483	380,520	1,141,560	(3,461,923)	24.8%
SP ED-HOME BOUND	116,073			(116,073)	
SP ED-REGIONAL PROG PAYMENT	9,228,646			(9,228,646)	
VOCATIONAL ED-OCCUPATIONAL/TECH ED	319,681			(319,681)	
ENGLISH AS A SECOND LANG PAYMENTS	1,017,426	84,784	254,356	(763,070)	25.0%
AT-RISK INITIATIVE	3,786,117	312,959	938,876	(2,847,241)	24.8%
CLASS SIZE INITIATIVE	5,029,898			(5,029,898)	
SALARY SUPPLEMENT	10,592,101	875,564	2,626,692	(7,965,409)	24.8%
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	14,463,966			(14,463,966)	
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>284,825,537</u>	<u>21,067,680</u>	<u>63,203,040</u>	<u>(221,622,497)</u>	22.2%
STATE SHARE SALES TAX	<u>78,981,847</u>	<u>6,503,245</u>	<u>9,372,088</u>	<u>(69,609,759)</u>	11.9%
TOTAL FROM STATE SHARE SALES TAX	<u>78,981,847</u>	<u>6,503,245</u>	<u>9,372,088</u>	<u>(69,609,759)</u>	11.9%
PUBLIC LAW 874	8,935,191			(8,935,191)	
DEPT OF THE NAVY-NJROTC	100,000	54,698	54,698	(45,302)	54.7
DEPT OF DEFENSE-SPECIAL ED	1,500,000		2,018,064	518,064	134.5%
DEPT OF DEFENSE		2,008,898	2,008,898	2,008,898	
MEDICAID REIMBURSEMENT	<u>1,664,809</u>	<u>4,873</u>	<u>178,773</u>	<u>(1,486,036)</u>	10.7%
TOTAL FROM FEDERAL GOVERNMENT	<u>12,200,000</u>	<u>2,068,469</u>	<u>4,260,433</u>	<u>(7,939,567)</u>	34.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 4

	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	447,266,019	37,272,169	111,816,505	(335,449,514)	25.0%
TRANSFER FROM SCHOOL RESERVE FUND	5,800,000	483,333	1,450,000	(4,350,000)	25.0%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538		735,538		100.0%
TOTAL TRANSFERS	<u>453,801,557</u>	<u>37,755,502</u>	<u>114,002,043</u>	<u>(339,799,514)</u>	25.1%
SALE OF SCHOOL VEHICLES	15,000	8,633	8,633	(6,367)	57.6%
RENT OF FACILITIES	450,000	16,531	55,822	(394,178)	12.4%
TUITION-REGULAR DAY	100,000	14,626	21,824	(78,176)	21.8%
TUITION-GEN ADULT ED	142,839			(142,839)	
TUITION-SUMMER SCHOOL	700,000	(110)	564,177	(135,823)	80.6%
TUITION-VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION-DRIVERS ED	322,125		2,730	(319,395)	0.8%
COLLEGE NIGHT FEES		3,625	6,375	6,375	
TUITION-LPN PROGRAM	25,575			(25,575)	
TUITION-RENAISSANCE ACADEMY	20,811			(20,811)	
PLANETARIUM FEES		(45)	882	882	
DONATION		66	66	66	
MISCELLANEOUS REVENUE	224,703	1,263	1,263	(223,440)	0.6%
STOP ARM ENFORCEMENT PROGRAM	250,000	30,775	162,545	(87,455)	65.0%
SALE OF SALVAGE MATERIALS	12,000	24,714	321,855	309,855	2682.1%
REIMB-SYSTEM REPAIRS		3,770	27,170	27,170	
INDIRECT COST-GRANTS	600,000	60,554	81,639	(518,361)	13.6%
LOST & DAMAGED-TECHNOLOGY			3,366	3,366	
PREMIUM ON BONDS			112,125	112,125	
TOTAL FROM OTHER SOURCES	<u>3,032,803</u>	<u>164,402</u>	<u>1,370,472</u>	<u>(1,662,331)</u>	45.2%
TOTAL SCHOOL OPERATING FUND	<u>832,841,744</u>	<u>67,559,298</u>	<u>192,208,076</u>	<u>(640,633,668)</u>	23.1%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 5

ASSETS:		LIABILITIES:	
CASH	3,902,985	VOUCHERS PAYABLE	
		TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(5,227,274)
		APPROPRIATIONS	5,351,064
		ENCUMBRANCES	69,836
		RESERVE FOR ENCUMBRANCES	(69,836)
		EXPENDITURES	(1,056,707)
		REVENUES	4,835,902
		TOTAL FUND EQUITY	3,902,985
TOTAL ASSETS	<u>3,902,985</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>3,902,985</u>

	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2019 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	9,511	26,059	21,059	521.2%	266.3%
BASKETBALL	120,000			(120,000)		
FOOTBALL	250,000	71,341	71,341	(178,659)	28.5%	30.1%
GYMNASTICS	4,000			(4,000)		
WRESTLING	13,000			(13,000)		
SOCCER	42,000	816	816	(41,184)	1.9%	
MIDDLE SCHOOL	65,000			(65,000)		
TRANSFER FROM SCHOOL OPERATING	4,723,274		4,723,274		100.0%	100.0%
OTHER INCOME	5,000	14,412	14,412	9,412	288.2%	468.6%
TOTAL REVENUES	<u>5,227,274</u>	<u>96,080</u>	<u>4,835,902</u>	<u>(391,372)</u>	92.5%	92.2%
PYFB-ENCUMBRANCES	<u>123,790</u>					
TOTAL REVENUES AND PYFB	<u>5,351,064</u>					

	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2019 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,554,767	241,974	389,639		2,165,128	15.3%	15.6%
FICA BENEFITS	195,437	18,502	29,798		165,639	15.2%	15.6%
PURCHASED SERVICES	1,282,029	1,531	134,881		1,147,148	10.5%	11.2%
VA HIGH SCHOOL LEAGUE DUES	51,250		20,280		30,970	39.6%	39.5%
ATHLETIC INSURANCE	190,000		179,748		10,252	94.6%	109.0%
OTHER CHARGES			70		(70)		
MATERIALS AND SUPPLIES	780,748	77,706	232,344	20,178	528,226	32.3%	47.9%
CAPITAL OUTLAY	290,156	10,812	64,694	48,011	177,451	38.8%	34.3%
LAND, STRUCTURES AND IMPROVEMENTS	6,677	2,034	5,253	1,647	(223)	103.3%	100.1%
TOTAL	<u>5,351,064</u>	<u>352,559</u>	<u>1,056,707</u>	<u>69,836</u>	<u>4,224,521</u>	21.1%	27.1%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 6

ASSETS:		LIABILITIES:	
CASH	12,534,526	VOUCHERS PAYABLE	2,086
CASH WITH CAFETERIAS	11,985	SALARIES PAYABLE-OPTIONS	108,879
FOOD INVENTORY	233,974	FICA PAYABLE-OPTIONS	8,372
FOOD-USDA INVENTORY	157,242	ACH PAYABLES	133,095
SUPPLIES INVENTORY	118,283	UNEARNED REVENUE	474,466
		TOTAL LIABILITIES	726,898
		FUND EQUITY:	
		FUND BALANCE	11,018,184
		ESTIMATED REVENUE	(33,063,472)
		APPROPRIATIONS	35,659,895
		ENCUMBRANCES	103,479
		RESERVE FOR ENCUMBRANCES	(103,479)
		EXPENDITURES	(2,598,397)
		REVENUES	1,312,902
		TOTAL FUND EQUITY	12,329,112
TOTAL ASSETS	13,056,010	TOTAL LIABILITIES AND FUND EQUITY	13,056,010

	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2019 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	75,000	29,620	88,245	13,245	117.7%	76.3%
CHARGES FOR SERVICES	11,217,029	1,026,451	1,073,808	(10,143,221)	9.6%	7.8%
USDA REBATES	600,000	4,212	4,997	(595,003)	0.8%	0.2%
TOTAL LOCAL REVENUE	11,892,029	1,060,283	1,167,050	(10,724,979)	9.8%	7.8%
SCHOOL MEAL PAYMENTS	500,000			(500,000)		
TOTAL REVENUE FROM COMMONWEALTH	500,000			(500,000)		
SCHOOL BREAKFAST PROGRAM		1,965	1,965	1,965		
NATIONAL SCHOOL MEAL PROGRAM	18,241,572	3,568	3,568	(18,238,004)	0.1%	0.1%
USDA COMMODITIES	1,929,871			(1,929,871)		
SUMMER FEED PROGRAM	150,000	14,267	139,619	(10,381)	93.1%	
CHILD AND ADULT CARE FOOD PROGRAM	350,000			(350,000)		
OTHER FEDERAL FUNDS		700	700	700		
TOTAL REVENUE FROM FEDERAL GOV'T	20,671,443	20,500	145,852	(20,525,591)	0.7%	0.9%
TOTAL REVENUES	33,063,472	1,080,783	1,312,902	(31,750,570)	4.0%	3.5%
PRIOR YEAR FUND BALANCE (PYFB)	2,490,632					
PYFB-ENCUMBRANCES	105,791					
TOTAL REVENUES AND PYFB	35,659,895					

	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2019 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	12,143,480	899,274	1,166,333		10,977,147	9.6%	9.9%
FRINGE BENEFITS	5,331,963	353,954	416,413		4,915,550	7.8%	8.8%
PURCHASED SERVICES	443,008	3,625	107,562	74,297	261,149	41.1%	23.3%
OTHER CHARGES	44,782	2,389	16,234		28,548	36.3%	26.0%
MATERIALS AND SUPPLIES	16,309,245	277,937	520,663	10,359	15,778,223	3.3%	3.3%
CAPITAL OUTLAY	1,387,417	80,039	371,192	18,823	997,402	28.1%	32.6%
TOTAL	35,659,895	1,617,218	2,598,397	103,479	32,958,019	7.6%	7.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 7

ASSETS:		LIABILITIES:	
CASH	5,501,621	VOUCHERS PAYABLE	258,582
		ACH PAYABLES	26,743
		TOTAL LIABILITIES	<u>285,325</u>
		FUND EQUITY:	
		FUND BALANCE	6,304,714
		ESTIMATED REVENUE	(4,052,385)
		APPROPRIATIONS	4,777,278
		ENCUMBRANCES	131,891
		RESERVE FOR ENCUMBRANCES	(131,891)
		EXPENDITURES	(2,848,370)
		REVENUES	1,035,059
		TOTAL FUND EQUITY	<u>5,216,296</u>
TOTAL ASSETS	<u>5,501,621</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>5,501,621</u>

	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2019 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	29,483	13,679	43,984	14,501	149.2%	62.8%
PURCHASES		52	52	52		
LOST AND DAMAGED	27,000			(27,000)		0.7%
MISCELLANEOUS			129	129		
TOTAL LOCAL REVENUE	<u>56,483</u>	<u>13,731</u>	<u>44,165</u>	<u>(12,318)</u>	78.2%	33.8%
DEPT OF EDUCATION	3,995,902	330,298	990,894	(3,005,008)	24.8%	24.9%
TOTAL REVENUE-COMMONWEALTH	<u>3,995,902</u>	<u>330,298</u>	<u>990,894</u>	<u>(3,005,008)</u>	24.8%	24.9%
TOTAL REVENUES	<u>4,052,385</u>	<u>344,029</u>	<u>1,035,059</u>	<u>(3,017,326)</u>	25.5%	25.0%
PRIOR YEAR FUND BALANCE (PYFB)	722,803					
PYFB-ENCUMBRANCES	<u>2,090</u>					
TOTAL REVENUES AND PYFB	<u>4,777,278</u>					

	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2019 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	93,977	7,881	23,544		70,433	25.1%	27.5%
FRINGE BENEFITS	30,110	3,600	7,256		22,854	24.1%	24.4%
PURCHASED SERVICES							22.1%
MATERIALS AND SUPPLIES	<u>4,653,191</u>	<u>1,169,421</u>	<u>2,817,570</u>	<u>131,891</u>	<u>1,703,730</u>	63.4%	81.8%
TOTAL	<u>4,777,278</u>	<u>1,180,902</u>	<u>2,848,370</u>	<u>131,891</u>	<u>1,797,017</u>	62.4%	73.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 8

ASSETS:		LIABILITIES:	
CASH	18,377,218	VOUCHERS PAYABLE	2,603
PREPAID ITEM	218,157	EST CLAIMS/JUDGMENTS PAYABLE	8,597,000
		TOTAL LIABILITIES	<u>8,599,603</u>
		FUND EQUITY:	
		RETAINED EARNINGS	6,822,824
		ENCUMBRANCES	3,704
		RESERVE FOR ENCUMBRANCES	(3,704)
		EXPENSES	(3,757,424)
		REVENUES	<u>6,930,372</u>
		TOTAL FUND EQUITY	<u>9,995,772</u>
TOTAL ASSETS	<u>18,595,375</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>18,595,375</u>

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	43,261	121,022
RISK MANAGEMENT CHARGES		6,805,724
INSURANCE PROCEEDS	1,916	1,916
MISCELLANEOUS REVENUE	974	1,710
TOTAL REVENUES	<u>46,151</u>	<u>6,930,372</u>

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	26,671	79,055	
FRINGE BENEFITS	9,160	22,172	
OTHER PURCHASED SERVICES	32,602	190,221	3,704
FIRE AND PROPERTY INSURANCE		1,854,130	
MOTOR VEHICLE INSURANCE	43,976	637,454	
WORKER'S COMPENSATION	240,898	743,513	
SURETY BONDS		200	
GENERAL LIABILITY INSURANCE	12,220	227,765	
MISCELLANEOUS	55	280	
MATERIALS AND SUPPLIES	2,119	2,634	
TOTAL	<u>367,701</u>	<u>3,757,424</u>	<u>3,704</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 9

ASSETS:		LIABILITIES:	
CASH	3,037,725	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	75,000
		FUND EQUITY:	
		FUND BALANCE	2,433,487
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	801,170
		ENCUMBRANCES	37,466
		RESERVE FOR ENCUMBRANCES	(37,466)
		EXPENDITURES	(17,535)
		REVENUES	261,603
		TOTAL FUND EQUITY	2,962,725
TOTAL ASSETS	3,037,725	TOTAL LIABILITIES AND FUND EQUITY	3,037,725

	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2019 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	16,000	7,019	19,526	3,526	122.0%	93.0%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			27,500	27,500		
TOWER RENT-COX HIGH		2,186	56,819	56,819		
TOWER RENT-FIRST COLONIAL HIGH			32,958	32,958		
TOWER RENT-OCEAN LAKES HIGH		2,782	8,344	8,344		
TOWER RENT-SALEM HIGH		55,285	55,285	55,285		
TOWER RENT-TALLWOOD HIGH			46,738	46,738		
TOWER RENT-TECH CENTER		4,895	14,433	14,433		
TOTAL REVENUES	516,000	72,167	261,603	(254,397)	50.7%	44.0%
PRIOR YEAR FUND BALANCE (PYFB)	284,000					
PYFB-ENCUMBRANCES	1,170					
TOTAL REVENUES AND PYFB	801,170					

	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
PURCHASED SERVICES				178		
MATERIALS AND SUPPLIES	801,170	13,700	17,535	37,288	746,347	6.8%
TOTAL	801,170	13,700	17,535	37,466	746,347	6.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B10

Revenues :

	FY 2020 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	16,189,376	12,500	1,367,607	(14,821,769)	8.45%
Federal Government	43,899,955	6,096	14,086	(43,885,869)	0.03%
Other Sources	1,117,087		18,987	(1,098,100)	1.70%
Transfers from School Operating Fund	4,755,757		5,568,379	812,622	117.09%
Total Revenues	65,962,175	18,596	6,969,059	(58,993,116)	10.57%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 11

	<u>FY 2020</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
ADULT BASIC EDUCATION FY20	321,573	21,065	21,081		300,492	6.6%
ALGEBRA READINESS FY19	505,159	25,500	25,500	140,000	339,659	32.8%
ALGEBRA READINESS INITIATIVE FY20	1,040,915				1,040,915	
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK FY13	991				991	
ASSESSMENT FOR LEARNING PROJECT FY16	13,042				13,042	
CAREER & TECHNICAL EDUCATION STATE EQUIP FY20	78,673			19,699	58,974	25.0%
CAREER SWITCHER PROGRAM MENTOR REIMBURSE FY20	28,200				28,200	
CARL PERKINS FY19	82,788		82,788			100.0%
CARL PERKINS FY20	886,989	40,489	41,499	73,410	772,080	13.0%
CHAMPIONS TOGETHER - IDEA FY19	4,000	1,985	1,985		2,015	49.6%
COPS SCHOOL VIOLENCE PREVENTION FY19	515,000				515,000	
CTE SPECIAL STATE EQUIPMENT ALLOCATION FY20	61,602				61,602	
DODEA MCASP OPERATION GRIT FY19	83,108	12,660	35,309	6,903	40,896	50.8%
DODEA MCASP OPERATION GRIT FY20	263,000	22,221	37,143	6,903	218,954	16.7%
DUAL ENROLLMENT TCC FY20	693,021				693,021	
EARLY CHILDHOOD ED LEADERS COMMUNITIES OF LEARNING FY19	1,000		1,000			100.0%
EARLY READING INTERVENTION FY19	1,061,025	188,583	212,555	2,716	845,754	20.3%
EARLY READING INTERVENTION FY20	1,901,940				1,901,940	
GENERAL ADULT EDUCATION (GAE) FY20	30,993				30,993	
GREEN RUN COLLEGIATE CHARTER SCHOOL SUPPORT FY19	10,868	702	10,713	155		100.0%
HAMPTON ROADS WORKFORCE COUNCIL - ALC FY20	141,136	5,335	14,846		126,290	10.5%
HAMPTON ROADS WORKFORCE COUNCIL - STEM (OSY) FY20	160,000	16,916	16,916		143,084	10.6%
HAMPTON ROADS WORKFORCE COUNCIL STEM (ISY) FY20	155,000	(7,512)	4,748		150,252	3.1%
IDEA CO-TEACHING INITIATIVE THREE OAKS FY20	3,750	3,750	3,750			100.0%
INDUSTRY CERTIFICATIONS EXAMINATIONS FY20	95,139				95,139	
INDUSTRY CERTIFICATIONS EXAMS STEM-H FY20	25,973				25,973	
ISAEP FY20	62,869			607	62,262	1.0%
JAIL EDUCATION PROGRAM APR 2019-MAR 2020	137,991	12,879	36,230	47	101,714	26.3%
JUVENILE DETENTION CENTER APR 2019 - MAR 2020	794,350	103,345	210,762	185	583,403	26.6%
MCKINNEY HOMELESS FY19	46,365	3,518	15,774	22,437	8,154	82.4%
MCKINNEY VENTO HOMELESS FY20	73,000				73,000	
NATIONAL BOARD TEACHERS STIPENDS FY20	300,000				300,000	
NETWORK IMPROVEMENT COMMUNITY (NIC)	2,500				2,500	
NEW TEACHER MENTOR FY20	34,768				34,768	
NMSI FY20	641,964				641,964	
NNSY SUMMER 2019 STEM CAMP	7,991	963	7,961		30	99.6%
ODU RESERARCH FOUNDATION CYBERSECURITY INTERNSHIP FY19	1,500				1,500	
OPPORTUNITY INC-STEM (OSY) FY19		100				
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS FY19	14,242	5,777	13,979		263	98.2%
PRESCHOOL INCENTIVE - IDEA FY20	513,052				513,052	
PRESCHOOL INCENTIVE- IDEA FY19	196,947	39,218	68,754		128,193	34.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 12

	<u>FY 2020</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
PROJECT GRADUATION FY18	5,161				5,161	
PROJECT GRADUATION FY19	37,500				37,500	
PROJECT GRADUATION FY20	37,500				37,500	
PROJECT HOPE - CITY WIDE SCA FY14	2,454				2,454	
RACE TO GED FY20	66,168				66,168	
RESERVE FOR CONTINGENCY	5,753,193				5,753,193	
SCHOOL SECURITY EQUIPMENT GRANT FY20	126,034				126,034	
SCHOOL SECURITY OFFICER GRANT PROGRAM FY19	20,304				20,304	
STARTALK FY19	70,578	29,095	59,184		11,394	83.9%
STARTALK FY20	89,807				89,807	
TECHNOLOGY INITIATIVE FY18	707,058	125	624,304	2,220	80,534	88.6%
TECHNOLOGY INITIATIVE FY19	2,618,400	(125)	270,217		2,348,183	10.3%
TECHNOLOGY INITIATIVE FY20	2,618,400				2,618,400	
TITLE I PART A FY18	3,595	2,363	3,553	42		100.0%
TITLE I PART A FY19	2,564,782	314,940	778,285	51,430	1,735,067	32.4%
TITLE I PART A FY20	11,914,698	707,812	707,812	9,353	11,197,533	6.0%
TITLE I PART D SUBPART 1 FY19	27,539	194	194		27,345	0.7%
TITLE I PART D SUBPART 1 FY20	68,023				68,023	
TITLE I PART D SUBPART 2 FY18	88,010	10,496	15,626	71,346	1,038	98.8%
TITLE I PART D SUBPART 2 FY19	225,907	3,403	3,403	7,838	214,666	5.0%
TITLE I PART D SUBPART 2 FY20	225,907				225,907	
TITLE II PART A FY18	12,096	11,023	12,096			100.0%
TITLE II PART A FY19	157,055	1,789	11,344		145,711	7.2%
TITLE II PART A FY20	1,583,202	130,173	130,193		1,453,009	8.2%
TITLE III PART A LANGUAGE ACQ. FY19	77,888	10,306	29,720		48,168	38.2%
TITLE III PART A LANGUAGE ACQUISITION FY20	118,351				118,351	
TITLE IV PART A FY18	29,590	10,090	13,725	8,677	7,188	75.7%
TITLE IV PART A FY20	857,953	3,713	3,713	60,432	793,808	7.5%
TITLE IV PART B 21ST CCLC LYNNHAVEN ES FY19	6,945	843	4,906		2,039	70.6%
TITLE IV PELL FY20	15,100	4,197	4,197		10,903	27.8%
TITLE IV, PART A FY19	710,172	34,319	52,370	11,433	646,369	9.0%
TITLE VI-B FY19	3,277,188	1,352,613	1,488,874		1,788,314	45.4%
TITLE VI-B FY20	14,768,570				14,768,570	
VA INITIATIVE AT RISK FOUR YEAR OLD FY19	593,958	475,779	475,527		118,431	80.1%
VA INITIATIVE AT RISK FOUR YEAR OLD FY20	4,826,738				4,826,738	
VPI+ FY20	569,340	53,395	53,406		515,934	9.4%
VPI+ PRESCHOOL EXPANSION GRANT FY19	78,553	37,395	68,192		10,361	86.8%
WORKPLACE READINESS FY20	16,034			16,034		100.0%
TOTAL SCHOOL GRANTS FUND	<u>65,962,175</u>	<u>3,691,432</u>	<u>5,674,134</u>	<u>511,867</u>	<u>59,776,174</u>	9.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL BOARD/CITY HEALTH INSURANCE FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 13

ASSETS:		LIABILITIES:	
CASH	57,006,040	ACCOUNTS PAYABLE-HSA	33,668
		WIRES PAYABLE	506,730
		EST CLAIMS-JUDGMENTS PAYABLE	9,430,162
		TOTAL LIABILITIES	<u>9,970,560</u>
		FUND EQUITY:	
		RETAINED EARNINGS	45,884,829
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(31,347,907)
		REVENUES	32,498,558
		TOTAL FUND EQUITY	<u>47,035,480</u>
TOTAL ASSETS	<u>57,006,040</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>57,006,040</u>

REVENUES:	MONTH'S	YEAR-TO-DATE	
	<u>REALIZED</u>	<u>REALIZED</u>	
INTEREST ON BANK DEPOSITS	124,446	372,490	
EMPLOYEE PREMIUMS-CITY	1,125,961	3,163,880	
EMPLOYER PREMIUMS-CITY	3,819,260	11,516,835	
EMPLOYEE PREMIUMS-SCHOOLS	1,766,685	3,610,860	
EMPLOYER PREMIUMS-SCHOOLS	6,666,114	13,832,236	
COBRA ADMINISTRATIVE FEE-CITY	356	1,103	
COBRA ADMINISTRATIVE FEE-SCHOOLS	467	1,154	
TOTAL REVENUES	<u>13,503,289</u>	<u>32,498,558</u>	
EXPENSES:	MONTH'S	YEAR-TO-DATE	OUTSTANDING
	<u>EXPENSES</u>	<u>EXPENSES</u>	<u>ENCUMBRANCES</u>
SALARIES AND BENEFITS	45,704	124,371	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	4,900,427	12,883,731	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	3,832,942	18,339,805	
POST EMPLOYMENT HEALTH BENEFITS			
TOTAL EXPENSES	<u>8,779,073</u>	<u>31,347,907</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 14

ASSETS:		LIABILITIES:	
CASH	(32,015)	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	75,409
		ESTIMATED REVENUE	(144,000)
		APPROPRIATIONS	150,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(149,800)
		REVENUES	36,376
		TOTAL FUND EQUITY	(32,015)
TOTAL ASSETS	<u>(32,015)</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>(32,015)</u>

	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2019 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS		58	376	376		
VENDING OPERATIONS RECEIPTS	144,000	36,000	36,000	(108,000)	25.0%	25.0%
TOTAL REVENUES	144,000	36,058	36,376	(107,624)	25.3%	25.1%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	<u>150,000</u>					

	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2019 PERCENT OBLIGATED
EXPENDITURES:							
SCHOOL ALLOCATIONS	144,280	149,800	149,800		(5,520)	103.8%	103.3%
MATERIALS AND SUPPLIES	5,360				5,360		
PURCHASED SERVICES	360				360		
TOTAL	<u>150,000</u>	<u>149,800</u>	<u>149,800</u>		<u>200</u>	99.9%	99.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 15

ASSETS:		LIABILITIES:	
CASH	812,915	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	513,400
		ESTIMATED REVENUE	
		APPROPRIATIONS	200,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	99,515
		TOTAL FUND EQUITY	812,915
TOTAL ASSETS	812,915	TOTAL LIABILITIES AND FUND EQUITY	812,915

REVENUES:	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		37,470	99,515	99,515
TOTAL REVENUES		37,470	99,515	99,515
PRIOR YEAR FUND BALANCE (PYFB)	200,000			
TOTAL REVENUES AND PYFB	200,000			

EXPENDITURES:	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE
MATERIALS AND SUPPLIES	200,000				200,000
TOTAL	200,000				200,000

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 16

ASSETS:		LIABILITIES:	
CASH	1,126,848	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	1,039,396
		ESTIMATED REVENUE	
		APPROPRIATIONS	80,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	7,452
		TOTAL FUND EQUITY	1,126,848
TOTAL ASSETS	<u>1,126,848</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,126,848</u>

REVENUES:	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		2,626	7,452	7,452
TOTAL REVENUES		<u>2,626</u>	<u>7,452</u>	<u>7,452</u>
PRIOR YEAR FUND BALANCE (PYFB)	80,000			
TOTAL REVENUES AND PYFB	<u>80,000</u>			

EXPENDITURES:	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE
CAPITAL OUTLAY	80,000				80,000
TOTAL	<u>80,000</u>				<u>80,000</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B 17

	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
1003 RENOV/REPLACMT-ENERGY MGMT II	10,275,000	203,693	435,494	6,072,496	307,765	3,894,739	62.09%
1004 TENNIS COURT RENOVATIONS II	1,200,000		2,502	739,462	106,003	354,535	70.46%
1019 GREAT NECK MIDDLE SCHOOL REPLACEMENT	45,789,062			45,789,062			100.00%
1025 KEMPSVILLE HS ENTREPRENEURIAL ACADEMY	950,000	150	150	948,918	1,082		100.00%
1035 JOHN B DEY ES MODERNIZATION	27,289,241	567,060	1,375,621	22,970,185	3,640,759	678,297	97.51%
1043 THOROUGHGOOD ES REPLACEMENT	32,470,000	1,257,284	3,872,972	18,262,957	12,582,299	1,624,744	95.00%
1056 PRINCESS ANNE MS REPLACEMENT	77,873,759	1,876,121	3,546,933	32,846,859	39,291,655	5,735,245	92.64%
1078 SCHOOL BUS FACILITY RENOVATION/EXPANSION	21,821,574			21,821,574			100.00%
1095 COMPREHENSIVE LONG RANGE FACILITIES PLANNING UPDATE	300,000			284,602		15,398	94.87%
1099 RENOV & REPLACE-GROUNDS PHASE II	11,675,000	987	4,294	11,666,065	8,935		100.00%
1102 21ST CENTURY LEARNING ENVIRONMENT IMPROVEMENTS	2,100,000			2,015,149	78,160	6,691	99.68%
1103 RENOV & REPLACE-HVAC SYSTEMS PHASE II	45,367,724			45,342,576	9,731	15,417	99.97%
1104 RENOV & REPLACE-REROOFING PHASE II	35,025,639	860,508	2,212,744	33,777,195	1,248,365	79	99.90%
1105 RENOV & REPLACE-VARIOUS PHASE II	15,033,273			14,989,057	8,861	35,355	99.76%
1110 ENERGY PERFORMANCE CONTRACTS PHASE II	20,000,000			11,202,975	17,500	8,779,525	56.10%
1178 RENOV & REPLACE-GROUND PH III	2,725,000	26,398	26,398	1,185,293	112,570	1,427,137	47.63%
1179 RENOV & REPLACE-HVAC PH III	13,121,541	830,495	1,872,273	5,220,872	5,892,306	2,008,363	84.69%
1180 RENOV & REPLACE-REROOFING PH III	6,900,000	1,541	7,901	221,313	521,386	6,157,301	10.76%
1182 RENOV & REPLACE - VARIOUS PH III	3,825,000	121,190	484,975	2,300,549	17,810	1,506,641	60.61%
1184 PLAZA ANNEX/LASKIN ROAD ADDITION	13,300,000	56,853	58,257	705,489	369,024	12,225,487	8.08%
1185 ELEMENTARY PLAYGROUND EQUIPMENT REP	500,000				437,165	62,835	87.43%
1195 STUDENT DATA MANAGEMENT SYSTEM	12,187,001			11,832,718	33,617	320,666	97.37%
1233 KEMPS LANDING/ODC REPLACEMENT	63,615,000			63,505,274	9,288	100,438	99.84%
1237 SCHOOL HR/PAYROLL	9,196,000			8,867,573		328,427	96.43%
UNALLOCATED CIP SALARIES/BENEFITS		154,461	459,020	459,020		(459,020)	
TOTAL CAPITAL PROJECTS	472,539,814	5,956,741	14,359,534	363,027,233	64,694,281	44,818,300	90.52%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2019 THROUGH SEPTEMBER 30, 2019

B18

ASSETS:		LIABILITIES:	
CASH	3,495,867	VOUCHERS PAYABLE	4,421
PREPAID ITEM	700	SALARIES PAYABLE-OPTIONS	26,281
		FICA PAYABLE-OPTIONS	2,011
		ACH PAYABLE	429
		TOTAL LIABILITIES	<u>33,142</u>
		FUND EQUITY:	
		FUND BALANCE	10,542
		ESTIMATED REVENUE	(3,913,938)
		APPROPRIATIONS	3,922,723
		ENCUMBRANCES	5,578
		RESERVE FOR ENCUMBRANCES	(5,578)
		EXPENDITURES	(469,840)
		REVENUES	<u>3,913,938</u>
		TOTAL FUND EQUITY	<u>3,463,425</u>
TOTAL ASSETS	<u>3,496,567</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>3,496,567</u>

	FY 2020 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2019 PERCENT REALIZED
REVENUES:						
TRANSFER FROM GENERAL FUND	3,913,938		3,913,938		100.0%	100.0%
TOTAL REVENUES	3,913,938		3,913,938		100.0%	100.0%
PYFB-ENCUMBRANCES	8,785					
TOTAL REVENUES AND PYFB	<u>3,922,723</u>					

	FY 2020 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2019 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,414,792	212,764	284,832		2,129,960	11.8%	11.3%
FRINGE BENEFITS	800,968	79,112	96,602		704,366	12.1%	11.3%
PURCHASED SERVICES	409,218	10,602	39,298		369,920	9.6%	8.8%
OTHER CHARGES	77,339	4,645	21,400		55,939	27.7%	11.9%
MATERIALS AND SUPPLIES	220,406	11,034	27,708	5,578	187,120	15.1%	28.5%
TOTAL	<u>3,922,723</u>	<u>318,157</u>	<u>469,840</u>	<u>5,578</u>	<u>3,447,305</u>	12.1%	12.2%



Subject: Policy Review Committee Recommendations **Item Number:** 13G1-4

Section: Information **Date:** October 22, 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 its October 11, 2019 meeting and presented for Information to the School Board October 22, 2019. Supporting documentation will be provided to the School Board under separate cover prior to the meeting. **Supporting documentation added 10/21/2019.**

Background Summary:

Bylaw 1-5 Legal Counsel

PRC recommends adding language to the second paragraph that requires legal counsel to provide resolutions for all School Board Members to consider when asked to provide informal legal advice.

Bylaw 1-28 Committees, Organizations and Boards- School Board Member assignments

PRC recommends Policy reorganization and amendments that include two new School Board Committees and their duties- Planning and Performance Committee and a Governance Committee, and amendments clarifying membership on existing School Board Committees.

Policy 2-7 Superintendent: Appointment/Term of Office/Oath/Compensation

PRC recommends amendments: to remove language regarding time periods of appointment of a superintendent and to refer to applicable law; amending Section D regarding expenses of the Superintendent; adding a Section E that would require the Superintendent to file a disclosure form under the Virginia COIA.

Policy 2-10 Superintendent: Vacancy in office/Fines/Suspensions/Separation

PRC recommends the following amendments: add a Section A with the definition of vacancy in the position of the Superintendent; add a Section B on how to fill such a vacancy; add a Section C on the appointment of an Acting Superintendent; add a Section D on Fines, Suspensions and removal for cause; add a Section E on conditions of employment that authorizes the Governance Committee to initially address issues or concerns that the Superintendent has concerning conditions of employment that are not otherwise addressed by the Superintendent's employment contract or applicable law or policy.

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.

Policy Review Committee Meeting of October 11, 2019

School Board Meeting October 8, 2019

Budget Impact: None.

SCHOOL BOARD BYLAWS

Legal Counsel

The School Board will secure legal advice and counsel in accordance with the Code of Virginia as quoted in the legal reference to this Bylaw.

A School Board Member may consult with School Board Legal Counsel at any time. Requests for informal legal opinions will be made in writing and shared with all School Board Members. Legal advice regarding an informal legal opinion or resolutions for the School Board to consider will be provided to all School Board Members.

School Board Members may request formal written legal opinions regarding matters related to the School Board and the School Division by providing School Board Legal Counsel and all School Board Members with a written copy of such request. The School Board may discuss the request in closed session and may amend the request. The legal opinion will be provided to all School Board Members and, if not prohibited by the School Board, will be provided to the Superintendent. Waiver of attorney client privilege for legal advice provided to the School Board may only be done after a majority vote of the School Board authorizes such waiver.

A request by a School Board Member for a written personal conflict of interests opinion shall be made directly by the School Board Member to School Board Legal Counsel or the Commonwealth's Attorney in accordance with Bylaw 1-24. Conflict of Interests opinions requested by a School Board Member shall not be shared with the School Board Chairman or any other School Board Member except upon consent of the School Board Member making the request.

School Board Legal Counsel is authorized to act as the School Board's designee in all legal matters and may accept service of process on behalf of the School Board and the Superintendent. After providing information to the School Board regarding probable or pending legal matters and obtaining authorization from the School Board as to how to proceed, School Board Legal Counsel may authorize settlement or other resolution of legal matters.

Editor's Note

The School Board has an annual Cooperative Agreement with the City Council for provision of legal services by the City Attorney's Office.

For policy regarding employment of outside legal counsel, see Policy 2-59.

For service of process, see Bylaw 1-27.

For conflict of interest advisory legal opinion, see Bylaw 1-24.

For employment of outside counsel and reimbursement of employee legal expenses, see Policy 2-59.

Legal Reference

Code of Virginia § 2.2-4301, as amended. Definitions.

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

Code of Virginia § 2.2-4344 (2), as amended. Exemptions from competition for certain transactions.

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

Code of Virginia § 22.1-83, as amended. Payment of employee's legal fees and expenses, as amended.

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

Related Links

School Board [Bylaw 1-24](#).

School Board [Bylaw 1-27](#).

School Board [Policy 2-59](#).

Adopted by School Board: July 21, 1992

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: April 24, 2018

Amended by School Board: February 12, 2019

Amended by School Board: June 25, 2019

Amended by School Board: November 2019

SCHOOL BOARD BYLAWS

Committees, Organizations and Boards – School Board Member assignments

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

A. General matters

1. Creation

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

2. Authority

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

3. Assignments

Unless otherwise specified, School Board Members will be assigned/appointed to Committees or Boards by the School Board Chair in consultation with the Vice Chair and with the approval of the School Board. School Board Members will be assigned to Committees or Boards no later than July 1st of each year. Assignments may be reviewed in January of each year or when otherwise necessary. Each School Board Member should be assigned to at least one (1) Committee. Appointment to a Committee should take into consideration, but not be limited to, the following: a) equitable distribution of Committee assignments among School Board Members; b) expressed interests of School Board Members; c) experience as a School Board Member; d) a School Board Member's training, education and/or experience with the purpose of the Committee; e) continuity of service and historical knowledge; f) availability for meetings; g) the need for diversity; h) the needs of the School Board; and i) other good and just reason for assignment. Should one or more representatives of the School Board be needed to attend a Committee meeting prior to the School Board's adoption of Committee

assignments, the Chair is authorized to temporarily appoint School Board Members to that Committee. Assignments to a Committee are effective until June 30th of each year.

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

4. Individual Authority

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

5. Reports

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

6. Committee Chair

The Committee Chair will be chosen by the Members of the Committee unless otherwise specified. For the purposes of electing a Committee Chair, the most senior School Board Member attending the first meeting of the year (or the most senior assigned staff member attending the meeting if a School Board Member is not present at the first meeting) shall conduct the election of the Committee Chair. All School Board created Committees shall be chaired by an assigned School Board Member unless the Committee structure specifically requires that another person be the Committee Chair. When choosing a Committee Chair, the following shall be considered: a) continuity of membership; b) expressed interest of assigned School Board Members; c) diversity of membership; and d) needs of the School Board Committee.

7. Roles and Responsibilities of the Committee Chair

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

B. Committee Meetings

1. Notices of Meetings by Committee Chair

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

2. Public Access

Committee Meetings shall be open to the public but may be closed for all or a portion of the Meeting as permitted by the Virginia Freedom of Information Act and other applicable law or regulation. The Committee Chair or assigned staff member will make arrangements for any persons needing accommodations or other services to access the Committee Meetings.

3. Rules of Order

Committee Meetings shall be run in accordance with the Special Rules of Order found in School Board Bylaws Appendix A and the current edition of *Robert's Rules of Order Newly Revised*.

C. School Board Standing Committees

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

1. Internal Audit Committee

The Internal Audit Committee consists of ~~a minimum of~~ three to four Members, including ~~at least two~~ or three Members of the School Board and ~~a third~~ one or more citizens of the City of Virginia Beach to serve as the third and/or fourth Member ~~from the business community~~.

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

~~2.3.~~ Policy Review Committee

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

~~The Chief of Staff may assign other staff members to serve on the Policy Review Committee for designated periods of time for the purpose of assisting the Policy Review Committee. The Policy Review Committee responsibilities of the PRC will be responsible for advising to consider input~~

from the public, students, staff, the school administration or other stakeholders and advise the School Board and the Superintendent concerning the need to amend, adopt, repeal, and/or merge by-laws, policies and applicable regulations.

3. Planning and Performance Monitoring Committee

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

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

1. updating the strategic and operational planning/budgeting process and calendars;
2. establishing annual operating priorities and targets/goals to guide budget development;
3. identifying operational issues deserving special attention in the next year's budget (e.g., unmet needs, transportation, compensation, building safety);
4. identifying and prioritizing opportunities for significant innovation in particular areas; and
5. recommending key planning "products" to the full School Board for review and approval (e.g., updates to the vision/mission statement, new strategic plan, the annual budget).

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

1. working with the School Administration in updating the content and format of performance reports being sent to the School Board (e.g., student testing, program evaluation calendar and reporting, strategic plan/navigational marker reporting);
2. reviewing performance reports, identifying issues and opportunities; and
3. assisting with presentation of performance reports at regular School Board Meetings.

4. Governance Committee

The Governance Committee will consist of the School Board Chair and the Chairs of the Internal Audit Committee, the Policy Review Committee, and the Planning and Performance Monitoring Committee. Additionally, one other School Board Member will be appointed by the School Board Chair and approved by the School Board to also serve on the Committee. The Superintendent will serve as a liaison to the Committee but will not be a voting member. The Governance Committee will be responsible for the following:

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

5.2. Legislative Committee

The Legislative Committee will consist of three School Board Members, School Board Legal Counsel, the School Board's Legislative Consultant and those staff members appointed by the Superintendent who will serve as liaisons to the Committee but will not be voting members. The Legislative Committee is

responsible for the development of the School Board's proposed annual legislative package. The legislative package, priorities and positions shall be based upon input from the School Board and the Superintendent. The Legislative Committee is also responsible for developing the School Board's regional legislative position and for acting as the School Board's liaison to the Virginia General Assembly as well as other publicly elected bodies.

6.4. Building Utilization Committee

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

7.5. Student Discipline Committees

Three Committees of the School Board shall be appointed to hear student discipline cases as needed. Each Committee shall consist of three (3) voting School Board Members and one (1) nonvoting School counselor. Each Member of a Committee, excluding the School counselor, has authority to make motions and vote on that Committee. Each Committee shall meet to determine cases dealing with expulsions and long-term suspensions as set forth in School Board policy or regulation. A unanimous decision of a Committee consisting of three School Board Members regarding long-term suspensions and expulsions is final. If a Committee's decision is not unanimous, or if the decision is made by a Committee of less than three (3) School Board Members, the decision of the Committee may be appealed to the full School Board.

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

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

~~A. Joint Standing School Board and City Council Committees/Boards~~

1. CIP/Modernization Review Committee

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

E. School Board Ad Hoc Committees

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

1. Ad Hoc School Site Selection Committee

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

2. Other Ad Hoc Committees as needed.

F. School Division Standing Committees with School Board Member Liaisons

If requested by the Superintendent or as set forth by Policy, the School Board may assign School Board Members to serve as Members of School Division Standing Committees. In those instances, the appointed School Board Members serve only as liaisons and have no authority to bind the School Board on any matter. The Superintendent shall provide a list of all such Liaison positions to the School Board by June 1st of each year.

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

a. Equity Council

The Equity Council addresses issues related to diverse populations and how the organizational climate contributes to fostering: greater student achievement; effective communication across all levels and with the greater community; honoring and listening to all voices; providing focused opportunities discussion, feedback, input and support to the implementation of Compass to 2020 and future School Board goals; reporting on all aspects of diversity and equity with a special focus on students of color; resources and support to further the work educational equity within the School Division. The Superintendent will designate a staff member to serve as the Chair of the Equity Council. No more than two (2) School Board will be assigned as liaisons to the Equity Council.

G. Outside Committees

The School Board Chair will appoint and the School Board will approve School Board Members to represent the School Board on Outside Committees. In those instances, School Board Members have authority to bind the School Board for the limited purpose for which the Outside Committee exists. The Superintendent shall provide a list of all Outside Committees to the School Board by June 1st of each year. The School Board Chair will appoint, subject to approval by the School Board,

School Board Members to such Committees by majority vote. Outside Committees include, but are not limited to:

1. Access - College Foundation:
2. Governor's School for the Arts:
3. Mayor's Committee for Persons with Disabilities:
4. SECEP - Southeastern Cooperative Educational Program:
5. VSBA - Virginia School Board Association Delegate Assembly:
6. Hampton Roads Educational Telecommunications Association (HRETA) WHRO Educational Advisory Committee:
7. Sister Cities Association of Virginia Beach:
8. Deferred Compensation Board: and
9. Virginia Beach Human Rights Commission.

Related Links

School Board Bylaws **Appendix A**
School Board **Policy 3-96**

Internal Audit Charter, as amended.

Adopted by School Board: July 21, 1992
Amended by School Board: April 19, 1994
Amended by School Board: January 3, 1995
Amended by School Board: August 17, 1999
Amended by School Board: February 20, 2001
Amended by School Board: August 7, 2001
Amended by School Board: August 21, 2001
Amended by School Board: May 28, 2002
Amended by School Board: August 6, 2002
Amended by School Board: July 15, 2008
Amended by School Board: December 2, 2008
Amended by School Board: December 15, 2015
Amended by School Board : August 2, 2016
Amended by School Board : June 11, 2018
Amended by School Board: February 12, 2019

Amended by School Board: November 2019

ADMINISTRATION

Superintendent: Appointment/Term of Office/Oath/Compensation

A. Appointment and Contract

The School Board shall appoint a Superintendent, ~~within sixty (60) days before March 1st in the year that the contract of the superintendent expires, appoint a superintendent~~ from the eligible candidates licensed by the Virginia Board of Education within the time period set forth by law and regulation. The School Board may not renegotiate the Superintendent's contract during the period following the election or appointment of new School Board Members and the date such members are qualified and assume office.

B. Term of Office

The School Board shall appoint the Superintendent for an initial term of not less than two years and not more than four years. All contract terms for the Superintendent will expire on June 30th. After completion of the initial term, the School Board will appoint the Superintendent for a term not to exceed four years.

C. Oath

Before taking office the Superintendent shall take and subscribe the oath as specified by law.

D. Compensation and expenses

The Superintendent's salary shall be determined by the School Board and paid consistent with the Superintendent's contract with the School Board. The School Board shall provide for the necessary travel, office expenses, and other expenses related to the Superintendent's performance of duties. Unless otherwise specified, the Superintendent will follow applicable policies, regulations, and/or business procedures for spending and payment/reimbursement of work related expenses.

E. Virginia State and Local Government Conflict of Interests Act- Disclosure form filing

The Superintendent will file a disclosure form as set forth in the Virginia State and Local Governments Conflict of Interests Act, as amended.

Legal Reference

Code of Virginia §2.2-3115, as amended. Disclosure by local government officers and employees.

Code of Virginia §2.2-3118.2, as amended. Disclosure form; filing requirements.

Code of Virginia § 22.1-60, as amended. Appointment and term of superintendent.

Code of Virginia § 22.1-61, as amended. When Board to appoint superintendent.

Code of Virginia § 22.1-62, as amended. Appointment of same person by two or more school divisions; approval of part-time superintendent by State Board.

Code of Virginia § 22.1-64, as amended. Oath of superintendent.

Code of Virginia § 22.1-67, as amended. Expenses of superintendents.

Adopted by School Board: October 20, 1992

Amended by School Board: October 1, 2013

Amended by School Board: 2019

ADMINISTRATION

Superintendent: Vacancy in Office/Acting Superintendent/Fines/Suspension/Separation/Conditions of Employment

A. Vacancy- defined

A vacancy in the office of the Division Superintendent happens when any of the following conditions exist:

1. The Superintendent resigns office;
2. The School Board terminates the Superintendent's contract;
3. The Superintendent dies;
4. The Superintendent ceases to have the qualifications required by the Virginia Department of Education to hold the position of division superintendent;
5. The Superintendent becomes so incapacitated as to be unable to perform job with reasonable accommodations;
6. The Superintendent does not report to work and/or perform job duties without being excused by the School Board from performing such duties;
7. The Superintendent ceases to live in the City of Virginia Beach after establishing initial residency within a reasonable time after appointment; and
8. Other good and just cause as determined by the School Board.

B. Vacancy in Office- procedure to appointment new Superintendent

The School Board shall appoint a division superintendent within one hundred eighty (180) days after a vacancy occurs. In the event that the School Board appoints a superintendent and the appointee seeks and is granted release from such appointment prior to assuming office, the School Board shall be granted by the Virginia Department of Education a sixty (60) day period from the time of release within which to make another appointment. If the School Board has not appointed a superintendent within one hundred twenty (120) days of a vacancy, the School Board will submit a written report to the Virginia Superintendent of Public Instruction demonstrating its timely efforts to make an appointment. Upon request, the School Board shall be granted up to an additional one hundred eighty (180) days within which to appoint a division superintendent.

C. Acting Superintendent

Upon the determination of a vacancy in the Superintendent's position, the School Board shall appoint an Acting Superintendent and compensate such person in accordance with the duties performed. The Acting Superintendent will perform the duties and have the responsibilities and rights of the Superintendent until such time as a Division Superintendent is appointed and assumes office. The Acting Superintendent may be a current employee and, at the School Board's discretion, may maintain the job title, responsibilities and compensation of the current employment position in addition to the duties and responsibilities of the Acting Superintendent. By agreement with the School

Board, the Acting Superintendent may resume the prior position with the School Board or another agreed upon position once the division Superintendent is appointed and assumes office.

~~The office of division superintendent shall be deemed vacant upon the Superintendent's engaging in any other business or employment during the term of office unless the Superintendent was granted prior approval by the School Board or upon the Superintendent's resignation or removal from office.~~

D. Fines, suspension and removal for cause.

The Superintendent may be fined, suspended, or removed from office by either the Virginia Board of Education, upon recommendation of the Superintendent of Public Instruction, or by the School Board for sufficient cause. The Superintendent may appeal such a decision in accordance with applicable law. Nothing in this ~~P~~policy prohibits the School Board from taking other disciplinary action against the Superintendent or terminating the Superintendent's contract.

E. Conditions of employment

The School Board authorizes the School Board Governance Committee to initially address concerns or issues identified by the Superintendent as conditions affecting the Superintendent's employment when the Superintendent's employment contract and/or applicable law, policy or regulation do not otherwise provide a procedure for addressing the concern or issue.

Legal Reference

Code of Virginia § 22.1-60, as amended. Appointment and term of superintendent.

Code of Virginia § 22.1-66, as amended. Vacancy in office.

Code of Virginia § 22.1-65, as amended. Punishment of division superintendents.

Code of Virginia §22.1-306, as amended. Definitions.

8VAC20-390-30. Acting Superintendent

Adopted by School Board: October 20, 1992

Amended by School Board: October 1, 2013

Amended by School Board: 2019