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, December 10, 2019
School Administration Building #6, Municipal Center
2512 George Mason Dr.
P.O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

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

INFORMAL MEETING

1. ***Convene School Board Workshop** (einstein.lab)*... **4:00 p.m.**
    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
        1.   COIA and FOIA Training Reminder / Verification Deadline of 12/31/2019
        2.   CY2020 Organizational Matters Preview
            a.   Leadership Interest
            b.   Schedule of Meetings: Remaining FY20 Affirmed; FY21 Proposed
            c.   Committee Assignment SY20 Adjustments
            d.   Standing Rules: Affirmed or Revised
    B.   General Assembly 2020 Legislative Preview
    C.   Forecast of Regular School Board Meeting Agenda Topics FY20, 3rd Quarter: January, February, March 2020

2. ***Closed Meeting** (as needed)*

3. ***School Board Recess**..* **5:00 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***

School Board Regular Meeting Agenda (continued)
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6.   *Student, Employee and Public Awards and Recognition*
   A.   Virginia Marching Band Cooperative State Champions
   B.   Cox Girls' Field Hockey State Champions
   C.   Cox Girls' Volleyball Team State Champions
   D.   Kellam Girls' Volleyball Team State Champions

7.   *Superintendent's Report*

8.   *Public Hearing on FY2020/21 School Operating Budget and FY2020/21 through FY2025/26 Capital Improvement Program*

9.   *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.

10.   *Approval of Minutes:* November 26, 2019 School Board Regular Meeting

11.   *Adoption of the Agenda*

12.   *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.   Schoology Implementation Evaluation Recommendations
   B.   School Board Legislative Agenda for 2020 General Assembly Session Updated 12/11/2019

13.   *Action*
   A.   Personnel Report / Administrative Appointment(s) Updated 12/11/2019
   B.   Biennial School Calendar for 2020/21 and 2021/22
   C.   School Start Times
   D.   Appointment of an At-Large Governance Committee Member
   E.   Process for Dealing with Certain Complaints Addressed to the School Board

14.   *Information*
   A.   Environmental Studies Program Information Update
   B.   School Counseling Program (K-12): Comprehensive Evaluation - Personal and Social Development Component
   C.   2Revolutions
   D.   Textbook Adoption: Advanced Placement (AP) Government

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)
Tuesday, December 10, 2019
School Administration Building #6, Municipal Center
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E. New Courses
    1. Technical and Career Education
        a. Advanced Technology Center: Engineering Practicum
        b. Governor's STEM Academy
            i. Introduction to Engineering
            ii. Aerospace Technology I
            iii. Aerospace Technology II
            iv. Biotechnology Foundations
            v. Game Design and Development
            vi. Advanced Game Design and Development
            vii. Advanced Cybersecurity Software Operations
            viii. Communications Systems
            ix. Video Imaging Technology
    2. Princess Anne International Baccalaureate (IB)
        a. DP Compulsory Topics
        b. DP Applications and Interpretation Standard Level
        c. DP Applications and Interpretation Higher Level I
        d. DP Applications and Interpretation Higher Level II
        e. DP Analysis and Approaches Standard Level
        f. DP Analysis and Approaches Higher Level I
        g. DP Analysis and Approaches Higher Level II
    3. Dual Enrollment (DE)
        a. Advanced Technology Center (ATC)
            i. DE Travel & Tourism Management/Coop
            ii. DE Advanced Travel & Tourism Management/Coop
        b. Tech Center
            i. DE Early Childhood Education 1
            ii. DE Early Childhood Education 2
F. Policy Review Committee Recommendations
    1. Policy 3-20 Fines and Fees/Generally Updated 12/11/2019
    2. Policy 3-21 Collection of Past Due Accounts Updated 12/11/2019
    3. Policy 3-24 Gifts/Grants/Bequests of Property
    4. Policy 3-26 Investments
    5. Policy 3-27 Borrowing
    6. Policy 3-28 Special Reserve Fund

VIRGINIA BEACH CITY PUBLIC SCHOOLS
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School Board Regular Meeting Agenda (continued)
Tuesday, December 10, 2019
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15. ***Standing Committee Reports***

16. ***Conclusion of Formal Meeting***

17. ***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.

18. ***Workshop*** (as needed)

19. ***Closed Meeting*** (as needed)

20. ***Vote on Remaining Action Items***

21. ***Adjournment***

Subject: General Assembly 2020 Legislative Preview   **Item Number:** 1B

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

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

Prepared by: Dianne P. Alexander, School Board Clerk

Presenter(s): Kemper Consulting

Recommendation:

The School Board's legislative liaisons from Kemper Consulting will present a preview of the 2020 General Assembly legislative session to include key dates and overview of anticipated legislation.

Background Summary:

Source:

Budget Impact:

Subject: Forecast FY20, 3rd Quarter – January, February, March 2020   **Item Number:** 1C

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

Senior Staff: Marc A. Bergin, Chief of Staff

Prepared by: Marc A. Bergin, Chief of Staff

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

Recommendation:

That the School Board receive the Administration's forecast of agenda topics to be presented in the FY20 third quarter – January, February, March 2020.

Background Summary:

Source:

Budget Impact:

Subject: **Virginia Marching Band Cooperative State Champions**   **Item Number:** **6A**

Section: **Student, Employee and Public Awards and Recognitions**   **Date:** **December 10, 2019**

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

Prepared by: **Ms. Rosemary Gladden, Public Relations Coordinator**

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

Recommendation:

That the School Board recognize bands from Cox and Princess Anne high schools for winning first place in their respective groups at the Virginia Marching Band Cooperative (VMBC) state championships.

Background Summary:

The VMBC is a marching band circuit founded to promote participation in marching band events; the art form of marching band; and respect, professionalism and cooperation amongst all bands in the Commonwealth. Throughout the year, VMBC hosts various events, which culminate with a championship in November. Cox High School won first place in Group 1, which is for bands with 1-55 members. Princess Anne High School won in the Group 2 category, which is for 56-80 members.

Source:

Department of Teaching and Learning

Budget Impact:

None

Subject: Cox Girls' Field Hockey Team State Champions   **Item Number:** 6B

Section: Student, Employee and Public Awards and Recognitions   **Date:** December 10, 2019

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

Prepared by: Ms. Rosemary Gladden, Public Relations Coordinator

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

Recommendation:

That the School Board recognize the Cox High School girls' field hockey team for winning the Virginia High School League state championship in Class 5.

Background Summary:

Regional champions from throughout Virginia competed in a bracket tournament in their respective classifications as designated by the Virginia High School League. Cox High School emerged as the Class 5 champion. The championship match was held Nov. 16.

Source:

Virginia High School League

Budget Impact:

None

Subject: **Cox Girls' Volleyball Team State Champions**   **Item Number:** **6C**

Section: **Student, Employee and Public Awards and Recognitions**   **Date:** **December 10, 2019**

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

Prepared by: **Ms. Rosemary Gladden, Public Relations Coordinator**

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

Recommendation:

That the School Board recognize the Cox High School girls' volleyball team for winning the Virginia High School League state championship in Class 5.

Background Summary:

Regional champions from throughout Virginia competed in a bracket tournament in their respective classifications as designated by the Virginia High School League. Cox High School emerged as the Class 5 champion. The championship match was held Nov. 22.

Source:

Virginia High School League

Budget Impact:

None

Subject: Kellam Girls' Volleyball Team State Champions   **Item Number:** 6D

Section: Student, Employee and Public Awards and Recognitions   **Date:** December 10, 2019

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

Prepared by: Ms. Rosemary Gladden, Public Relations Coordinator

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

Recommendation:

That the School Board recognize the Kellam High School girls' volleyball team for winning the Virginia High School League state championship in Class 6.

Background Summary:

Regional champions from throughout Virginia competed in a bracket tournament in their respective classifications as designated by the Virginia High School League. Kellam High School emerged as the Class 6 champion. The championship match was held Nov. 22.

Source:

Virginia High School League

Budget Impact:

None

Subject: School Board Public Hearing   **Item Number:** 8

Section: Public Hearing   **Date:** December 10, 2019

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

Prepared by: N/A

Presenter(s): N/A

Recommendation:

The School Board of the City of Virginia Beach is seeking public comment on the FY2020--21 Operating Budget, and FY2020-21 through FY2025-26 Capital Improvement Program (CIP) as advertised on page 11 in the Sunday, December 1, 2019, edition of the <u>Beacon</u> – a local publication of *The Virginian-Pilot* and duplicated below:

The Virginian-Pilot

Publication Date: 12/01/2019

VIRGINIA BEACH CITY PUBLIC SCHOOLS

NOTICE OF PUBLIC HEARING

INPUT ON OPERATING BUDGET AND CIP

The School Board of the City of Virginia Beach will hold a PUBLIC HEARING on **Tuesday, December 10, 2019, at 6:00 p.m.** in the School Administration Building, Municipal Center Building 6, 2512 George Mason Drive, Virginia Beach, Virginia.

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

1) FY 2020 – 2021 Schools' Operating Budget; and

2) FY 2020 - 2021 through 2025 - 2026 Capital Improvement Program (CIP).

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

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE   11/19

Background Summary:

Source:

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

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

Budget Impact:

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

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

Senior Staff: N/A

Prepared by: Dianne P. Alexander, School Board Clerk

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

Recommendation:

That the School Board adopt minutes from their November 26, 2019 regular meeting as presented.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Services

Beverly M. Anderson, Chair	**Kimberly A. Melnyk, Vice Chair**
At-Large	District 7 – Princess Anne

Daniel D. Edwards	**Sharon R. Felton**	**Dorothy M. Holtz**
District 2 – Kempsville	District 6 – Beach	At-Large
Laura K. Hughes	**Victoria C. Manning**	**Jessica L. Owens**
At-Large	At-Large	District 3 – Rose Hall
Trenace B. Riggs	**Carolyn T. Rye**	**Carolyn D. Weems**
District 1 – Centerville	District 5 - Lynnhaven	District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES
Tuesday, November 26, 2019
School Administration Building #6, Municipal Center

2512 George Mason Dr.

Virginia Beach, VA 23456

INFORMAL MEETING

1. ***Convene School Board Workshop:*** The School Board convened in the einstein.lab in workshop format at 3:00 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Ms. Rye who Chairwoman Anderson noted had provided notice on November 7, 2019 of her intended absence and plans to participate remotely. In registering attendance and in accordance with Bylaw 1-36, Para. D, Ms. Rye proclaimed her remote participation location as Denver, Colorado where she was with family for Thanksgiving and wedding planning with future in-laws. Ms. Holtz arrived late at 3:19 p.m.

    Chairwoman Anderson suggested the Update on Water Testing workshop be taken up before School Board Administrative Matters and Reports. There was not objection by the School Board.

    B. <u>Update on Water Testing</u>: John "Jack" Freeman, Chief Operations Officer in the Department of School Division Services, provided history of the water testing program and timeline for dissemination of testing results, presented planned lead drinking water testing sites and dates in testing priority, and reported the public health perspective. Also presented was an after-action review as outlined below:
    - Analyze the division's recent water testing to identify areas for improvement and provide recommendations
        - Prevention procedures
        - Education for staff, students and families
        - Testing procedures and corrective actions
        - Improving integrated communications process
        - Timing and actions taken when initial results were received: what occurred and when – and what should have occurred
        - Legislative improvements
    - Support the development of a model water testing and education program

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After responding to School Board members' questions, this portion of the workshop concluded at 3:30 p.m.

A.   School Board Administrative Matters and Reports: School Board members were provided with a copy of the invitation prepared for their annual holiday reception along with a copy of the guest list. A minor modification to the Policy 4-12 amendment being presented as part of the Consent Agenda was distributed and School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, briefly explained the adjustment requested by Ms. Manning. Chairwoman Anderson affirmed there were no items to be discussed in a closed session; and reported several School Board members attended the Virginia School Boards Association (VSBA) annual conference where one session focused on the nationwide teacher shortage. Ms. Manning proposed the revised Policy 4-12 amendment be moved to Action during Adoption of the Agenda. Finally, Vice Chair Melnyk explained her attire related to a Cooke Elementary School program inviting other School Board members to get involved.   This portion of the workshop concluded at 3:35 p.m.

C.   School Start Times: Daniel F. Keever, Senior Executive Director of High Schools in the Department of School Leadership, provided a review of previous survey demographic results from the spring 2017 and spring 2019 surveys before presenting results of the fall 2019 survey conducted on whether to maintain the current schedule or move forward with shifting start times as presented in Administration's recommendation. Overall results signified 76 percent or 18,649 of the respondents comprised of parents, students, staff and the community preferred to maintain the current schedule. After responding to School Board members' questions, this portion of the workshop concluded at 3:51 p.m.

D.   Annual Recruitment, Staffing, Retention and Compensation Update: John A. Mirra, Chief Human Resources Officer; Anne C. Glenn-Zeljeznjak, Coordinator of Recruitment and Retention, and Judith R. Wood, Human Resources Specialist in the Department of Human Resources; presented the annual update on recruitment, staffing, retention and compensation to include an overview of market conditions, enrollment in teacher preparation programs, supply and demand challenges, factors contributing to additional classified and instructional vacancies, challenges and results in filling vacancies, diversity of newly hired teachers, success in minority recruitment, seasonal recruitment strategies, early commitment/signing incentives, career switcher program, new staff with provisional licenses, and digital outreach. Additionally, they reported on the retiree opportunity program and shared information regarding categorization of employees with 30 years of eligible service along with an overview of retention strategies. The compensation update included regional comparisons for compensation, allowances, advanced degrees, licenses and certifications with a proposed solution for educational allowance disparities. Also presented were regional comparisons in additional duty supplements and report on the oversight committee's recommendations for modifications and/or increases for consideration in the budget development process, 2019/2020 short term results and how funds were used, 2020/2021 short term goals, and long-range goals.   Regional comparisons were also reported for non-instructional positions to include bus drivers, teacher assistants and substitute teacher rates, and employee health benefit costs

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including an overview of the Virginia Retirement System Health Insurance Credit Plan. Finally, an outline of unmet needs estimated at $14.9 million was presented for consideration in the 2020/21 fiscal year, concluding with a summary of benefits and values promoted in recruitment and retention strategies. This portion of the workshop concluded at 5:24 p.m.

2. *Closed Meeting:* None

3. *School Board Recess:* The School Board recessed at 5:24 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 Ms. Rye proclaiming her remote participation location as Denver, Colorado where she was with family for Thanksgiving and wedding planning with future in-laws.

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

6. *Student, Employee and Public Awards and Recognition:*
   A. Safe Online Surfing Challenge: The School Board recognized Salem Middle School students who won the nationwide Safe Online Surfing Challenge hosted by the FBI to promote web literacy and safety, and teaches young people about web terminology and how to recognize trustworthy sites as well as lessons on protecting personal details online, creating strong passwords, avoiding viruses and scams, being wary of strangers and being a good virtual citizen. The students in the digital applications and desktop publishing classes took the test and correctly answered 93.14 percent of questions, performing better than more than 2,000 schools nationwide.

   B. Perfect ACT Scores: The School Board recognized five Ocean Lakes High School students who achieved perfect scores on the ACT – a leading college readiness assessment accepted by four-year colleges and universities in the nation. It was noted that only less than half of one percent of test takers earn a perfect score.

7. *Superintendent's Report:* In his tradition of recognizing the newest member(s) of the *Compass Keepers Club*[1], Superintendent Spence's report featured a mentorship between Cooke Elementary School and the Virginia Beach Sheriff's Office which expanded to match Spanish-speaking students with Spanish-speaking officers who serve as mentors, coming to school during lunch to talk to students about their studies, visiting the school's language library together, and helping bridge the communication gap. Additionally, non-Spanish speaking officers wanted to join in and are now engaged in a P.E. buddy program as well as being lunch buddies.

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

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[1] Members of the Compass Keepers Club are students, staff or community supporters who truly represent Virginia Beach City Public Schools with dedication, determination, passion and drive

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9.   ***Approval of Minutes:*** November 12, 2019 School Board Regular Meeting: Ms. Riggs made a motion, seconded by Ms. Hughes, that the School Board approve the minutes of their November 12, 2019 regular School Board meeting as presented. Without discussion, the motion passed (ayes 10, nays 0; 1 abstention – Weems who was absent from the November 12 meeting due to illness).

10.   ***Adoption of the Agenda:*** Absent objection, Chairwoman Anderson noted at the request of a School Board member, Consent Agenda Item 11D4 – Policy 4-12 Assignment and Transfer – Teachers with Continuing Resolution is hereby moved to Action Item 12C. Ms. Holtz then made a motion, seconded by Ms. Manning, that the School Board adopt the meeting agenda as amended. Without discussion, the motion passed unanimously.

11.   ***Consent Agenda:*** After Chairwoman Anderson's overview of remaining items presented for approval as part of the Consent Agenda, Ms. Hughes made a motion, seconded by Vice Chair Melnyk, that the School Board approve the Consent Agenda. Without discussion, the motion passed unanimously, and the following items were approved as part of the Consent Agenda:

A.   Religious Exemption Case Number RE-19-14

B.   A Plan for Continuous Improvement (PCI) review process is required for schools that have at least one school quality indicator with a final performance level of Level Two: Near Standard (yellow). The process, as documented by the updated Standards of Quality (SOQ), requires schools that are accredited with a final performance level of Level Two to have a multi-year PCI approved by the local School Board. The School Board approved the PCI – Plan for Continuous Improvement for the following select schools:

Elementary Schools	Middle Schools	High Schools
College Park	Bayside Sixth Grade Campus	Bayside
Diamond Springs	Brandon	First Colonial
Indian Lakes	Corporate Landing	Green Run
King's Grant	Landstown	Kempsville
Lynnhaven	Princess Anne	
Newtown	Salem	
Parkway		
White Oaks		
Woodstock		

C.   Textbooks for the Practical Nursing program as proposed by the designated Textbook Adoption Committee for implementation in the fall of 2020 to replace current 2014 copyright textbooks that have been in use for four to five years.

	Course Title	Textbook	Publisher	Copyright
1.	Introduction to Food, Nutrition and Health	*de Wit's Fundamental Concepts and Skills for Nursing, 5th Edition*	Elsevier	2018
2.	Nursing Fundamentals	*de Wit's Fundamental Concepts and Skills for Nursing, 5th Edition*	Elsevier	2018

D.   Policy Review Committee (RPC) recommendations as follows:

1.   Policy 2-5 Superintendent Qualifications: Amended to reflect that the School Board will appoint a superintendent who meets the qualifications and is eligible

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and certified by the Virginia Department of Education (VDOE) to serve as a division superintendent, removing specific criteria and citing VDOE requirements.

2. Policy 2-50 Appointment/Reappointment and Reclassification: Amended to authorize the Superintendent to appoint, reappoint and reclassify administrators and supervisory personnel to positions within the school division.

3. Policy 2-51 Assignments and Transfer - Administrators: Language merged into Policy 4-12 and therefore recommended for repeal.

4. *[moved during Adoption of the Agenda to Action Item 12C]*

5. Policy 4-16 Resignation: Amended to clarify the procedures for accepting resignations from licensed and unlicensed personnel, to define job abandonment and the procedures to be used, and to amend certain language concerning disclosure of employment information.

12. *Action:*

A. <u>Personnel Report/Administrative Appointments</u>: Vice Chair Melnyk made a motion, seconded by Ms. Holtz, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated November 26, 2019, along with one administrative appointment as recommended by the Superintendent. Without discussion, the motion passed unanimously; and Superintendent Spence announced Darnita L. Trotman, current Assistant Principal at Brandon Middle School, as the new Human Resources Specialist in the Department of Human Resources with an effective date to be determined.

Additionally, Superintendent Spence recognized Nicole K. Duplain, Dean of Students at Hillpoint Elementary School in Suffolk Public Schools, as the new Assistant Principal at Kempsville Meadows Elementary School effective November 20, 2019 as approved by the School Board November 12, 2019.

B. *Compass to 2025* <u>Strategic Framework</u>: Vice Chair Melnyk made a motion, seconded by Ms. Riggs, that the School Board approve the proposed strategic framework, *Compass to 2025*, comprised of 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, with equity emphasis, strategies and potential indicators outlined for each. Without discussion, the motion passed (ayes 10, nays 1-Manning).

C. *(formerly Consent Item 11D4)* <u>Policy 4-12 Assignment and Transfer – Teachers with Continuing Resolution</u>: Mr. Edwards made a motion, seconded by Ms. Felton, that the School Board approve the Policy Review Committee (PRC) recommended amendment to authorize the Superintendent to assign and reassign personnel to positions within the School Division along with an accompanying resolution authorizing the Superintendent to take such action and revoke a prior resolution that authorized the Superintendent to do so, inclusive of the minor modification introduced in the afternoon workshop. School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, explained the modification as it relates to assignments; and John A. Mirra, Chief Human Resources

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Officer, explained the continuing resolution as it relates to reassignments. Superintendent Spence clarified the School Board will continue to approve new hires as presented on Personnel Reports. The motion passed unanimously, and the amended policy was approved along with the following continuing resolution:

Continuing Resolution Authorizing the Division Superintendent to Reassign Teachers, Assistant Principals, and Principals

WHEREAS, *Virginia Code* §22.1-297 provides that a School Board may adopt a resolution authorizing the Division Superintendent to reassign teachers, assistant principals, and principals each school year to any school within the School Division, provided no change or reassignment during a school year shall affect the salary of such teacher, assistant principal, supervisor or principal for that school year;

WHEREAS, on June 15, 1999, the School Board adopted a Continuing Resolution authorizing the Superintendent to reassign principals, assistant principals and teachers following the submission and approval of a list of assignments to individual schools each year; and

WHEREAS, the Superintendent has requested that the School Board adopt a new Continuing Resolution providing the Superintendent with the authority to reassign teachers, assistant principals, and principals each year.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board hereby authorizes the Superintendent to reassign teachers, assistant principals, and principals each year to any school within the School Division pursuant to the requirements of School Board Policy 4-12, as amended, are met, and that no change or reassignment during a school year shall affect the salary of such teacher, assistant principal, supervisor or principal for that school year; and be it

FURTHER RESOLVED: That the June 15, 1999 Continuing Resolution is hereby revoked and replaced with this Resolution; and be it

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

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13. *Information:*
    A. Biennial School Calendar for 2020/21 and 2021/22: Donald E. Robertson, Jr., Ph.D., Chief Schools Officer in the Department of School Leadership, presented the proposed biennial school year calendars, 2020-21 and 2021-22, created based upon School Board direction to maintain a post-Labor Day start, and information received from the calendar workgroup comprised of a variety of stakeholders, community input surveys, and feedback received at School Board meetings. He reviewed each school year containing 181 instructional days, professional learning days, winter and spring breaks, and observed holidays.

    B. School Start Times: Daniel F. Keever, Senior Executive Director of High Schools in the Department of School Leadership, repeated the afternoon workshop review of previous survey demographic results from the spring 2017 and spring 2019 surveys before presenting results of the fall 2019 survey conducted on whether to maintain the current

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schedule or move forward with shifting start times as presented in Administration's recommendation. Overall results signified 76 percent, or 18,649 of the respondents comprised of parents, students, staff and the community, preferred to maintain the current schedule.

C.   Schoology Implementation Evaluation: Allison M. Bock, Ph.D., Program Evaluation Specialist in the Office of Planning, Innovation, and Accountability, presented an overview of the key findings from the 2018-19 implementation evaluation of the Learning Management System (LMS) – Schoology – adopted in December 2016 to deliver educational content to students online. The implementation evaluation focused on the operational components of the initiative, staff and student use of Schoology, progress toward meeting established goals and objectives, stakeholder perceptions, and the cost of Schoology to the school division. Kipp D. Rogers, Ph.D., Chief Academic Officer in the Department of Teaching and Learning, provided Administration's response to the following five recommendations presented as a result of the evaluation:

- Recommendation #1: Continue Schoology implementation with modifications noted in Recommendations 2 through 5
- Recommendation #2: Continue to provide schools with the necessary knowledge, support, and reporting capabilities to administer assessments through Schoology in 2019-2020
- Recommendation #3: Ensure schools access resources through Schoology, especially the division-created curriculum resources at the secondary level
- Recommendation #4: Encourage schools to utilize Schoology as a means for communication and collaboration
- Recommendation #5: Continue to work towards providing parents access to Schoology in 2019-2020

D.   ACT/SAT Reports for 2019 Graduates: Robert A. Veigel, M.S., Research Specialist in the Office of Planning, Innovation, and Accountability, presented a report summarizing the ACT and SAT results for seniors in the Class of 2019. In summary, he reported fewer division graduates taking the SAT and ACT tests with slight decreases in the performance of division graduates, however greater than national test takers, but less than state public school graduates. Larger percentages of division graduates met the college benchmark in English on both tests while slightly more than half of graduates met the benchmarks in the other areas assessed, and the average SAT scores were higher in the division than all but one other Hampton Roads school division, the exception being Chesapeake with similar performance. Kipp D. Rogers, Ph.D., Chief Academic Officer in the Department of Teaching and Learning, provided additional information regarding initiatives connected to SAT ad ACT participation and performance.

E.   Interim Financial Statements – October 2019: Crystal M. Pate, Director of Business Services, presented highlights of the division's financial position as of October 31, 2019 reporting the overall revenue trend as acceptable noting a projected small shortfall in state revenue of approximately $18,000 due to preliminary Average Daily Membership

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(ADM) being a few students lower than the budgeted ADM. Federal tax receipts were reported as acceptable with no additional payments received during the month noting the U.S. Department of Education's implementation of a new Impact Aid system with first payments expected by the end of December. Sales tax receipts were reported as remaining in line with the prior year noting a lag will continue into the future related to the June accelerated taxes no longer received earlier in the year as they have in the past. However, November's financial position will reflect a payment received during the month at $1.6 million higher than prior years. Finally, expenditures were reported as acceptable at this point in the fiscal year.

F. <u>School Board Legislative Agenda for 2020 General Assembly Session</u>: School Board Legislative Liaison, Joel Andrus from Kemper Consulting, presented the Legislative Committee's proposed legislative agenda for the 2020 General Assembly Session as introduced in workshop on November 12. Budget and funding priorities were identified in the areas of a teacher salary increase, reversing the support cap, increasing supports for behavior and mental health staff, delivering quality special education services, Lottery Fund usage, and dedicated state funding for capital improvements. Other legislative priorities included eliminating or funding unfunded mandates, dual enrollment, continued reform of the assessment system, and Charter schools. It was noted unfunded mandates are approximately $45 million.

14. ***Standing Committee Reports:*** Vice Chair Melnyk, who serves as chair of the Legislative Committee, reported the Committee met earlier in the day and discussed the upcoming Legislative Breakfast.

Ms. Owens provided a brief summary of the November 21 Equity Council meeting reporting on events to include Beach Girls Rock and the African American Male Summit.

Acknowledging not a standing committee report, Ms. Felton thanked her colleagues for the nomination resulting in her being selected as the vice-chair of the Virginia School Boards Association (VSBA) Tidewater Region.

Ms. Hughes reported on the Building Utilization Committee meeting where two new developments were discussed, and advised of adjustments to be proposed for elementary attendance zones in both areas, noting no changes were needed in middle or high school attendance zones.

15. ***Conclusion of Formal Meeting:*** The formal meeting concluded at 7:35 p.m.

16. ***Hearing of Citizens and Delegations on Non-Agenda Items:*** The School Board heard comments from nine speakers on topics related to the actions of specific School Board members, and advocates for budget priorities to include an increase in employee compensation.

17. ***Workshop:*** None

18. ***Closed Meeting:*** None

19. ***Vote on Remaining Action Items:*** None

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20.   ***Adjournment***:   There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 8:08 p.m.

Respectfully submitted:

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Dianne P. Alexander, Clerk of the School Board

Approved:

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Beverly M. Anderson, School Board Chair

Subject: Schoology: Implementation Evaluation   **Item Number:** 12A

Section: Consent   **Date:** December 10, 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:

That the School Board approve the administration's recommendations that were proposed in response to the Schoology: Implementation Evaluation Report. Schoology is a Learning Management System (LMS) adopted by Virginia Beach City Public Schools (VBCPS) in December 2016 to deliver educational content to students online. The main desire for obtaining an LMS was to provide a streamlined, user-friendly application for interacting with and accessing educational content and providing assessments as well as to facilitate the transition to personalized learning. An LMS reduces the touchpoints for teachers, students, and parents when interacting with the division's digital content and serves as a single destination point for curriculum from the Department of Teaching and Learning. Schoology also offers the ability to assess students' learning using classroom or divisionwide assessments. The implementation evaluation during 2018-2019 focused on the operational components of the initiative, staff and student use of Schoology, progress toward meeting established goals and objectives, stakeholder perceptions, and the cost of Schoology to the school division.

Background Summary:

According to School Board Policy 6-26, "All new programs will be evaluated for a minimum of two years." The 2018-2019 school year was the first year when all schools began to implement various components of Schoology based on each school's staff readiness and needs. On September 11, 2018, the School Board approved the 2018-2019 Program Evaluation Schedule, in which Schoology was recommended for an implementation evaluation.

Source:

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

Budget Impact:

PLANNING, INNOVATION, AND ACCOUNTABILITY
Office of Research and Evaluation

Schoology: Implementation Evaluation

The table below indicates the proposed recommendations resulting from the **Schoology: 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
Information November 26, 2019 Consent December 10, 2019	Schoology: Implementation Evaluation	1. Recommendation #1: Continue Schoology implementation with modifications noted in recommendations 2 through 5. (*Responsible Groups: Department of Teaching and Learning; Department of School Leadership; Department of Technology; Office of Planning, Innovation, and Accountability*) 2. Recommendation #2: Continue to provide schools with the necessary knowledge, support, and reporting capabilities to administer assessments through Schoology in 2019-2020. (*Responsible Groups: Office of Planning, Innovation, and Accountability; Department of Technology; Department of Teaching and Learning*) 3. Recommendation #3: Ensure schools access resources through Schoology, especially the division-created curriculum resources at the secondary level. (*Responsible Groups: Department of Teaching and Learning, Department of School Leadership*) 4. Recommendation #4: Encourage schools to utilize Schoology as a means for communication and collaboration. (*Responsible Group: Department of Teaching and Learning*)	The administration concurs with the recommendations from the program evaluation.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2019 Program Evaluation	Administration's Recommendations
		5. Recommendation #5: Continue to work towards providing parents access to Schoology in 2019-2020. (*Responsible Groups: Department of Teaching and Learning, Department of Technology, Department of School Leadership*)	

Subject: Legislative Agenda for 2020 General Assembly Session   **Item Number: 12B**

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

Senior Staff: N/A

Prepared by: School Board Legislative Committee

Presenter(s): School Board Member Kimberly Melnyk, Chair, School Board Legislative Committee

Recommendation:

That the School Board approve the Legislative Agenda for the 2020 Virginia General Assembly Session as proposed by School Board Legislative Committee.

Background Summary:

Each year the School Board Legislative Committee proposes a legislative agenda in preparation for the legislative session of the Virginia General Assembly. The agenda provides an overview of issues that are of interest and/or concern to the School Board and School Division.

The Committee's proposal was first introduced in workshop November 12, 2019, then as an Information Item at the November 26, 2019 regular School Board meeting. Upon approval by the School Board, the legislative agenda will be distributed to stakeholders and posted on ***vbschools.com***.

During the 2020 General Assembly Session, School Board members and School Division administrative staff will monitor legislative activity that has an impact on the School Division's student, personnel, budget, instructional program and operations.

Source:

Budget Impact:

BUDGET AND FUNDING

Teacher Salary Increase

While Virginia has provided resources for teacher salaries in recent years, earnings for Virginia teachers continue to lag the national average. Virginia teacher salaries have one of the widest gaps between their pay levels and those of comparable professionals in the country. Virginia needs to continue to invest in teacher salaries ~~and consider creating a statewide teacher salary minimum~~.

Support Cap

Virginia Beach City Public Schools (VBCPS) supports removing the support position cap that was put in place in 2009 during the Great Recession. Previously, the Commonwealth provided funding for support staff positions according to a formula that used numbers of staff and local costs (calculated using the actual number of support positions and the salary for each position in all Virginia school divisions). As a moneysaving measure during the Recession, a "cap" was placed on the number of positions that the state would fund. The cap was not based on any particular analysis of student needs or existing staffing patterns, but rather was calculated simply as a ratio of instructional to support positions based on the necessity to reduce state funding by a specific amount.

Some positions were just eliminated due to the cap, but most school divisions could not practically and safely reduce support staffing for many of the positions that fall into this category to the levels the state funded under its "support position cap," so the cost to retain these positions shifted entirely to local governments.

These positions include school psychologists and social workers, as well as instructional support, attendance, security, transportation, technology, facility operations and maintenance staff. These positions are essential to the effective operation of schools and provide the vital support needed to meet myriad educational needs. These positions all support the classroom by providing critical interactions with students and help free up teacher time to allow them to focus on teaching. These support individuals help to keep our schools and children safe, as well as to ensure that all students across the Commonwealth have equal opportunity to succeed.

Behavior and Mental Health Staff

VBCPS recognizes that fully funding support positions and reversing the support cap is challenging to do in a single year or single biennium. VBCPS requests the General Assembly put in additional resources for mental health clinicians, attendance interventionists and behavior specialists. These staff members should have specialized training to target students' complex behavioral needs and have the experience to assess the mental health status of students, recommend an appropriate level of care, implement/assist with implementing appropriate interventions, and respond to crisis situations.

For example, VBCPS supports funding support positions (e.g., social workers, guidance counselors, school psychologists, and instructional personnel support) under Standard 2 on a prevailing cost basis, rather than the current capped basis. Enhancements such as these will provide additional funding to better support students who are experiencing a mental health crisis.

Additionally, VBCPS supports updating the definition of school counselors within Standard 2 of the SOQs, which should also be updated to allow for flexibility to ensure that individuals with necessary skill sets can be deployed, based upon the individual school division's needs.

Making these changes to Standard 2 under the SOQs will directly fund more mental and behavioral health positions in schools across the state. It will also provide flexibility for schools to place resources where they are most needed.

Special Education Services
VBCPS has more than 7,900 students who qualify for special education services. VBCPS spends in excess of $100 million per year, or approximately $13,400 per qualified student, on special education programs and services. That is the highest amount since 2011. Of this, approximately 15% comes from the federal government, 20% from the state, and 65% is local. VBCPS is opposed to any change in the delivery of special education services or special education funding that would shift a larger portion of the funding responsibility to the locality. This includes changes to the regional special education programs that reduce either the overall state allotment or the funding to an individual regional program. Such reductions in funding will not reduce VBCPS's obligations under the Individuals with Disabilities Education Act (IDEA), but rather shift a larger portion to the locality.

Lottery Fund Usage
While VBCPS supports the additional flexibility provided through recent investments in lottery proceeds, VBCPS is opposed to any measure that would shift the Standards of Quality or other recurring costs to the Lottery Fund. Shifting additional mandatory operating costs to the Lottery Fund reduces the amount of money available to school divisions for school construction and other necessary discretionary spending. The Lottery Fund should be used exclusively to supplement current public education funding and not used to supplant ongoing SOQ funded programs.

Dedicated State Funding for Capital Improvements
VBCPS supports the reinstatement of dedicated state funds for capital improvements. Since 2010, local governments and school boards have carried the full burden of capital improvements for public schools.

OTHER LEGISLATIVE ISSUES

Eliminate or Fund Currently Unfunded Mandates
The total impact of state and federal unfunded mandates to VBCPS was $44 million in 2019. Of that $44 million, approximately $16 million are mandates that originated from either the General Assembly or the Virginia Department of Education. These mandates range from new reporting requirements, to new policies and procedures, to unfunded equipment requirements. VBCPS is opposed to any state mandates requiring local school divisions to assume additional responsibilities or to provide additional services without the state's share of funding for such mandates. VBCPS supports the elimination of and/or full funding for existing unfunded mandates.

Dual Enrollment

High quality, dual enrollment programs are an important part of preparing students for the workforce and allow students to earn college credit or even an associate degree while still in high school. VBCPS supports legislation and/or regulatory reforms that allow school divisions and local community colleges to negotiate individual rates for public school students who, through their local school division, take dual enrollment courses at the local community college.

Continued Reform of Assessment System

VBCPS supports the reduction of the number of required tests in order to allow school divisions to continue to transform the traditional classroom and better meet the needs of our students. It's important our students can compete in a global marketplace. Rather than the 20 SOL tests currently mandated, VBCPS supports legislation that allows school divisions to substitute SOL assessments with those that are performance based, mimic real-life situations, and better prepare students for success in higher education and in the workplace. Since 2008, VBCPS has successfully developed an increasing number of performance-based assessments that are used on a divisionwide basis.

In addition to student growth measures, VBCPS supports a teacher, principal, and superintendent accountability system that includes additional measures such as student participation, performance in Advanced Placement courses, postgraduate measures that provide information on how students transition after high school, and qualitative measures of overall school performance beyond assessments.

Charter Schools

VBCPS fully supports creating learning environments that meet the individual needs of a community and the students it serves, including academies, innovative programs, Governor's Schools, and charter schools; however, for these alternative models to be successful, they must have the support of the local community and school division. For this reason, VBCPS is opposed to any legislation that would remove the local school board's authority to establish charter schools within its boundaries, including any change to the Virginia Constitution or legislation that would give the Virginia Board of Education the authority to create regional charter schools.

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

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

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

Prepared by: John A. Mirra

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

Recommendation:

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the December 10, 2019, personnel report.

Background Summary:

 List of appointments, resignations and retirements for all personnel

Source:

School Board Policy #4-11, Appointment

Budget Impact:

Appropriate funding and allocations

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

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	12/2/2019	Erin C Harrison	Physical Education Assistant	Sul Ross State University, TX	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	12/2/2019	Tiffany Howell	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	12/2/2019	Maria Robertson	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	12/2/2019	Robin Wilkerson	Kindergarten Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Centerville	11/21/2019	Sabrina A McDaniel	General Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	12/2/2019	Heather M Castro	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	12/4/2019	Elane C Wilkinson	Kindergarten Assistant	Virginia Commonwealth Univ, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Oaks	11/21/2019	Kalexandra Reynolds	Cook, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	11/21/2019	Beverley L Gibbons	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	12/2/2019	Michael E Leonard	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	12/2/2019	Kathy G Silverman	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	11/21/2019	Maycann Poole-Boyd	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kellam	11/21/2019	Laura D Yates	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	12/2/2019	Amalia Moran	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	11/25/2019	Conor Gerety	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial Services	11/18/2019	Christopher Backus	General Maintenance Craftsman I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	11/25/2019	Brandon L Marone	Carpentry Craftsman II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	12/9/2019	Aaron S Mcmahon	HVAC Craftsman II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Purchasing Services	12/16/2019	Kelly D Kinnear	Procurement Assistant II	Towson University, MD	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/2/2019	Andrew A Worley	Fleet Technician I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Birdneck	11/27/2019	Timothy L Jackson	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Strawbridge	12/20/2019	Joan Kennedy	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Oaks	11/30/2019	Diane R Scarpulla	Physical Education Assistant (death)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Corporate Landing	11/25/2019	Takenya R Prunty	Special Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempsville	12/3/2019	Hector V Moreno	Cafeteria Assistant, 5.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Not Applicable	11/20/2019	Deborah Jacobs-Say	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Green Run	11/27/2019	Monica L Carr	School Office Associate II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kellam	12/6/2019	Jarius Q Brown	Custodian II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kellam	12/31/2019	Kathryn Cosimano	Student Activities Coordinator (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Safety and Loss Control	11/30/2019	Ann Scott	Security Officer (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Safety and Loss Control	1/3/2020	Stephanie Middleton	Administrative Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Leadership	12/31/2019	Jeanette S Boze	School Nurse (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/22/2019	Latonya J Owens	Bus Driver - Special Ed, 5.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	12/13/2019	Matthew Young	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Christopher Farms	12/31/2019	Frances C Barbarisi	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Lynnhaven	11/30/2019	Denise L Moore	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Tallwood	12/31/2019	Laraine A Larose	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Great Neck	12/31/2019	Glenda I Johnson	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Salem	12/31/2019	Susana Amio	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Kellam	12/31/2019	Wanda E Smith	Custodian III Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Kellam	6/30/2020	Frank J Latham	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	11/20/2019	Adela L Avila	Bus Assistant Plan Bee	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	12/20/2019	Judith M Edge	Bus Driver - Special Ed, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	11/21/2019	Barbara A Edwards	Fifth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Christopher Farms	11/25/2019	Perrin D Davis Jr	Pre-Kindergarten Teacher	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	12/2/2019	Ashlie S Ruiz	Special Education Teacher	University of Texas El Paso, TX	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kingston	12/2/2019	Jessica T Safrit	First Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	12/16/2019	Thomas J Johnston	Eighth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	11/21/2019	Heather R Morgan	Eighth Grade Teacher	University of Virginia WISE, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	11/21/2019	Kiel Powell	Special Education Teacher	Hampton-Sydney College, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	11/21/2019	Holland A Slachter	Marketing Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	11/25/2019	Melissa L Gies	Speech/Language Pathologist	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	12/20/2019	Jennifer H Beach	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Virginia Beach	12/20/2019	Karilyn B Barber	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kempsville	1/30/2020	Norma J Bonney	Mathematics Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Point O'View	11/30/2019	Ann G Marcus	Second Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Landstown	1/31/2020	Dorothy J Colletti-Schwartz	Keyboarding Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	First Colonial	2/29/2020	Mark E Butts	Art Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Kempsville	12/31/2019	Lori A Rose	Technology Education Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Miscellaneous	Department of Teaching and Learning	TBD	Sharon L Shewbridge	Director Instructional Technology	Virginia Tech, VA	Not Applicable

Subject: School Calendars 2020-2021 and 2021-2022   **Item Number: 13B**

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

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

Prepared by: Donald E. Robertson, Jr., Ph.D., Chief Schools Officer, Dept. of School Leadership and Natalie N. Allen, Chief Communications and Community Engagement Officer, Dept. of Communications and Community Engagement

Presenter(s): Donald E. Robertson, Jr., Ph.D., Chief Schools Officer, Dept. of School Leadership and Natalie N. Allen, Chief Communications and Community Engagement Officer, Dept. of Communications and Community Engagement

Recommendation:

That the School Board approve the provided calendars for the 2020-2021 and the 2021-2022 school years. These calendars have been carefully constructed to be student-focused, while also being mindful of federal holidays and potential weather events.

Background Summary:

The Department of School Leadership and the Department of Communications and Community Engagement previously provided the School Board with the preliminary calendars for 2020-2021 and 2021-2022 school years. The calendars are a culmination of the input from various resources and stakeholders to create the most student-focused academic calendars available for Virginia Beach City Public Schools.

Source:

Preliminary calendar options, which previously received feedback and input from a variety of stakeholders

Budget Impact:

None

2020-2021 School Calendar

JULY 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29

SEPTEMBER 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020

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NOVEMBER 2020

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JANUARY 2021

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FEBRUARY 2021

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MARCH 2021

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APRIL 2021

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JUNE 2021

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First Day of School
Sept. 8

Holidays
Sept. 7 - Labor Day
Nov. 11 - Veterans Day
Nov. 26 & 27 - Thanksgiving
Dec. 23, 2020 - Jan. 1, 2021 - Winter Break
Jan. 18 - Martin Luther King Jr. Day
Feb. 15 - Presidents Day
April 5-9 - Spring Break
May 31 - Memorial Day

Staff Days (no school for students)
Aug. 28, 31   Feb. 1
Sept. 2-4   March 5
Nov. 3

Flexible Staff Day
August 27   June 21

Adjusted Dismissal for All Students
Nov. 10   April 14

Adjusted Dismissal for All Staff and Students
Nov. 25   April 2
Dec. 22

Professional Learning Day
(no school for students)
Sept. 1   Oct. 12

Virtual Learning Day
Oct. 12   Nov. 3

Last Day of School and Early Dismissal for All Students
June 18

First Semester:
First nine-weeks: Sept. 8 - Nov. 10
Second nine-weeks: Nov. 12 - Jan. 29

Second Semester:
Third nine-weeks: Feb. 2 - April 14
Fourth nine-weeks: April 15 - June 18

In cases of school closings due to inclement weather or emergency conditions, makeup days will be designated by the superintendent and may include available staff days or holidays.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

2021-2022 School Calendar

JULY 2021

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AUGUST 2021

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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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JUNE 2022

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Legend

✖ First Day of School
Sept. 7

■ Holidays
Sept. 6 - Labor Day
Nov. 11 - Veterans Day
Nov. 25 & 26 - Thanksgiving
Dec. 23-31, 2021 - Winter Break
Jan. 17 - Martin Luther King Jr. Day
Feb. 21 - Presidents Day
April 11-18 - Spring Break
May 30 - Memorial Day

● Staff Days (no school for students)
Aug. 27, 30   Jan. 31
Sept. 1-3   March 14
Oct. 11

● Flexible Staff Day
August 26   June 20

✔ Adjusted Dismissal for All Students
Nov. 10   April 5

◆ Adjusted Dismissal for All Staff and Students
Nov. 24   Dec. 22

■ Professional Learning Day
(no school for students)
Aug. 31   Nov. 2

◆ Virtual Learning Day
Oct. 11   Nov. 2

✖ Last Day of School and Early Dismissal for All Students
June 17

First Semester:
First nine-weeks: Sept. 7 - Nov. 10
Second nine-weeks: Nov. 12 - Jan. 28

Second Semester:
Third nine-weeks: Feb. 1 - April 5
Fourth nine-weeks: April 6 - June 17

In cases of school closings due to inclement weather or emergency conditions, makeup days will be designated by the superintendent and may include available staff days or holidays.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Subject: **School Start Times**   **Item Number:** **13C**

Section: **Action**   **Date:** **December 10, 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 take action with respect to the October 2019 Administrative Recommendation on shifting start times.

Background Summary:

Based on School Board action during the October 22 meeting, Administration conducted a community survey regarding school start times that defined the two remaining options as one that maintains the current time schedule with no change; and the other shifting school start times that supports a later start for adolescents as presented by Administration in October after reporting results from the transportation analysis.

Source:

July 2019 School Board Retreat

October 2019 School Board Workshop

October 2019 School Board action

Subject: Appointment of an At-Large Governance Committee Member __**Item Number: 13D**__

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

Senior Staff: N/A

Prepared by: Beverly M. Anderson, School Board Chair

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

Recommendation:

That the School Board approve the assignment of a School Board member to serve as an At-Large Governance Committee Member in accordance with *Bylaw 1-28 Committees, Organizations and Boards – School Board Member Assignments*.

Background Summary:

At their November 12, 2019 regular meeting, the School Board approved revisions to Bylaw 1-28 as recommended by the Policy Review Committee (PRC) to include creating two new School Board committees, specifically, the Governance Committee; with membership of the committee to consist of the School Board Chair, and the Chairs of the Internal Audit Committee, the Policy Review Committee, and the newly created Planning and Performance Monitoring Committee along with one other School Board member to be appointed by the School Board Chair and approved by the School Board to serve on the committee.

Source:

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

Budget Impact:

N/A

Subject: **Process for Dealing with Certain Complaints Addressed to the School Board** **Item Number: 13E**

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

Senior Staff: N/A

Prepared by: School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney

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

Recommendation:

That the School Board approve a process for dealing with certain complaints recently addressed to the School Board.

Background Summary:

The School Board has received certain complaints regarding School Board Members that need to be addressed. On December 12, 2019 the Policy Review Committee will consider an amendment to Bylaw 1-25 which will address how to handle such complaints. Any proposed Bylaw amendment would not be approved by the School Board until the second meeting in January 2020. School Board Legal Counsel is requesting that the School Board authorize the School Board Governance Committee to address the current or new complaints until the School Board adopts a Bylaw amendment to address how such complaints will be handled.

Source:

Bylaw 1-25

Budget Impact: n/a

Subject: Environmental Studies Program Information Update   **Item Number:**   14A

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

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

          Mr. Jack Freeman, Chief Operations Officer, School Division Services

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

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

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

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

Recommendation:

That the School Board receive an update on the Environmental Studies Program that is scheduled to open at the Brock Center for the 2020/21 school year.

Background Summary:

The School Board unanimously approved the Environmental Studies Program on November 27, 2018.

Source:

Budget Impact:

FY 2019/20 $12,500
FY 2020/21 $289,091

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

School Counseling Program (K-12): Comprehensive Evaluation
Subject: **Personal and Social Development Component**   **Item Number: 14B**

Section: **Information**   **Date: December 10, 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:

That the School Board receive the School Counseling Program (K-12): Comprehensive Evaluation – Personal and Social Development Component and the administration's recommendations. The Virginia Beach City Public Schools (VBCPS) comprehensive school counseling program is an integral part of each school's total educational program designed to promote the growth of all students from kindergarten through grade twelve in the areas of academic success, college and career readiness, and personal and social development. The 2016-2017 evaluation focused on the program's academic component and the 2017-2018 comprehensive evaluation focused on the college and career component, while the 2018-2019 evaluation focused on the personal and social component. The 2018-2019 comprehensive evaluation assesses the operation of the program as it relates to school counselors' activities and responsibilities, staffing, professional learning, and parent engagement; characteristics of the students; progress made toward meeting the goal and objectives related to students' personal and social development; and the stakeholders' perceptions. In addition, recommendations for the program are provided.

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 December 20, 2016, the School Board approved a three-year comprehensive evaluation plan for the School Counseling Program. The first-year evaluation focused on the program's academic component was presented to the School Board on September 6, 2017. The second-year evaluation on the program's college and career readiness component was presented to the School Board on November 27, 2018. On September 11, 2018, the School Board approved the 2018-2019 Program Evaluation Schedule, which included the School Counseling Program's personal and social development component.

Source:

School Board Policy 6-26
School Board Minutes November 27, 2018
School Board Minutes September 11, 2018
School Board Minutes September 6, 2017
School Board Minutes December 20, 2016

Budget Impact:

School Counseling Program (K-12): Comprehensive Evaluation – Personal and Social Development Component

December 2019

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

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

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Introduction

Background of Program

The Virginia Beach City Public Schools comprehensive school counseling program is "an integral part of each school's total educational program designed to promote"[1] the growth of all students from kindergarten through grade twelve in the following areas:

➢ Academic Success
➢ College and Career Readiness
➢ Personal and Social Development

The design and delivery of the VBCPS school counseling program is based on the American School Counseling Association (ASCA) national model because it "emphasizes a comprehensive and developmental approach" to build a foundation for student learning and academic success.[2] Based on the ASCA framework, the "concepts of student advocacy, leadership, collaboration, and systemic change are infused" throughout the program.[3] The program is "developmentally designed to serve all students" and consists of the following services according to the VBCPS website:[4]

➢ *Counseling Services* – This component includes assistance to individuals and groups and may include preventive or remedial interventions; crisis intervention; and referrals from students (self), parents, teachers, or others.
➢ *Classroom Guidance Services* – These services include academic planning, career awareness, decision making, and the development of personal/social skills.
➢ *Consultation Services* – Consultation may occur with parents, teachers, administrators, and/or community agencies.
➢ *Coordination Efforts* – This area may include a host of activities, including, but not limited to, the oversight of new student registration, student records, testing, orientation programs, parent workshops, peer facilitation programs, referral to community agencies, military child support (e.g., deployment and transitioning), and college and career information (e.g., SAT/PSAT, financial aid, scholarships, and transcripts).

The VBCPS Essential Counseling Services by Level document (see Appendix A) sets forth the school counseling responsibilities by school level for each area (e.g., academic, college/career, personal/social) along with alignment to the Virginia Standards. The document also aligns each area with the relevant student mindsets and behaviors schools seek to cultivate in students based on the ASCA mindsets and behaviors. Examples of these mindsets and behaviors for each area are shown in Table 1. The personal/social area shown in bold is the focus of the current comprehensive evaluation.

Table 1: Mindsets and Behaviors Aligned With School Counseling Focus Areas

Area	Example Mindsets	Example Behaviors
Academic	− Self-confidence − Positive attitude	− Time-management, organizational, and study skills − Identify academic, career, and social/emotional goals − Set high standards and engage in challenging coursework − Ability to work independently − Ability to overcome barriers to learning − Use effective communication and listening skills − Create relationships that support success

Area	Example Mindsets	Example Behaviors
College/Career	− Link postsecondary education and life-long learning to long-term career success − Belief in using abilities to achieve high-quality outcomes	− Apply self-motivation and self-direction to learning − Apply media and technology skills − Participate in extracurricular activities − Demonstrate advocacy skills and ability to assert self when necessary
Personal/Social	− **Belief in development of whole self, including healthy balance among mental, physical and social/emotional well-being** − **Sense of belonging in the school environment**	− **Demonstrate effective coping skills** − **Demonstrate ability to adapt and manage transitions** − **Create positive relationships with others** − **Demonstrate empathy** − **Demonstrate ethical decision making and social responsibility**

Collaboration among stakeholders is an important element of the program and is facilitated by the requirement that all schools have a Guidance Advisory Council. The advisory council's role is to inform all stakeholders about the school counseling program. This body consists of representatives from the school and community, including students, parents, administrators, faculty, businesses, universities, and other local agencies.[5] As the Standards for School Counseling Programs in Virginia Public Schools note:

> A comprehensive school counseling program is a shared and collaborative effort with other educators and parents that focuses on all aspects of student learning. Recognizing that there are multiple variables that affect a student's success throughout the school years and that the school counseling program is one important variable that affects all areas of growth, a well-planned school counseling program will provide a collaborative effort and will function as an integral and essential part of the school structure and organization.

Background and Purpose of Program Evaluations

After being selected for evaluation by the Program Evaluation Committee, the School Board approved the school counseling program for an evaluation readiness report on August 18, 2015. During the 2015-2016 school year, the evaluation plan was developed with the program managers, including the goals and objectives that would be assessed. The recommendation from the evaluation readiness report was that the school counseling program undergo a three-year comprehensive evaluation beginning in 2016-2017 with an examination of the program's academic component, followed by an evaluation focused on the college and career component in 2017-2018 and an evaluation focused on the personal and social component in 2018-2019. The recommended evaluation plan was approved by the School Board on December 20, 2016.

The first-year evaluation was presented to the School Board on September 6, 2017 with the following recommendations: develop a plan to provide additional school counselor allocations at high schools, ensure secondary school students identify goals through the academic and career planning process, and publicize the program to parents. The recommendations were approved by the School Board on September 19, 2017. The second-year evaluation was presented to the School Board on November 27, 2018 with the following recommendations: develop a plan to provide additional staff for 2019-2020; continue to seek additional parent engagement and education strategies; develop alternative methods for publicizing college and career preparation activities and resources to secondary students; review elementary school counselors' expectations regarding college and career responsibilities; and continue to ensure that students are aware of the academic and career planning process. The recommendations were approved by the School Board on December 11, 2018.

This third-year evaluation provides the School Board, Superintendent, and program managers with information about the operation and progress towards meeting the goals of the school counseling program's personal and social component. The comprehensive evaluation focused on the operation of the school counseling program, including the components, school counselor activities and responsibilities, staffing, professional learning, and parent engagement; characteristics of the students; progress made toward meeting the goals and objectives related to students' personal and social development; and stakeholders' perceptions. Data from the evaluation should help inform future program development and continuous improvement efforts.

Program Goals and Objectives

As part of the evaluation readiness process, program goals and objectives were outlined in collaboration with program managers from the Office of Student Support Services. Measurable goals and objectives were developed based on a review of the VBCPS Essential Counseling Services by Level document, a review of ASCA information, a review of Virginia standards, and a review of individual school goals for the counseling program. A total of 3 goals and 30 objectives were established in preparation for the comprehensive evaluation of the school counseling program. The three goals were focused on students' academic preparation, college and career readiness, and personal and social development. The three overarching goals are shown below, and the specific objectives are included in Appendix B.

Goal #1: The school counseling program will ensure that students acquire the academic preparation that is essential to choose from a variety of educational, training, and employment options upon completion of secondary school. (Focus of the evaluation in 2016-2017.)

Goal #2: The school counseling program will ensure that students will investigate the world of work in order to make informed career decisions. (Focus of the evaluation in 2017-2018.)

Goal #3: The school counseling program will ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens.

The third goal shown in bold is the focus of the year-three evaluation. This goal included the following objectives for students:

➢ Demonstrating a healthy balance of mental, social/emotional, and physical well-being,
➢ Demonstrating the ability to balance school, home, and community activities,
➢ Feeling a sense of belonging in the school environment,
➢ Demonstrating the ability to manage transitions and to adapt to changing situations and responsibilities,
➢ Improving behavior,
➢ Developing effective coping and problem-solving skills when confronted with challenges,
➢ Developing conflict resolution skills,
➢ Developing the ability to empathize and cultivate positive relationships, and
➢ Demonstrating ethical decision making and social responsibility.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The purpose of the comprehensive evaluation during 2018-2019 was to (1) assess how the school counseling program operates in terms of offering services and (2) assess the extent to which outcomes related to the school counseling program's personal and social component are being met. Given the size of the program within the division and the variety of different activities and functions that are part of the school counseling

program, the evaluation did not include an analysis of program costs.[6] This is the third year of a multiyear evaluation focused on three components of the program: academic, college and career, and personal and social. Conducting an evaluation that focuses on each component over a three-year period follows the recommendation cited by Hanover Research[7] and advocated by the Kellogg Foundation.[8] To the greatest extent possible, the evaluation methods utilized in this comprehensive evaluation aligned with information in the literature about best practices in the evaluation of school counseling programs. The design of the evaluation included cross-sectional components where data were examined based on a "snapshot" at one point in time, along with an examination of data based on student group (i.e., school level).

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

➢ Conducted meetings with the coordinator of School Counseling Services to gather implementation-related information.
➢ Collected data from the VBCPS data warehouse related to student demographic characteristics.
➢ Administered anonymous surveys to stakeholder groups (i.e., building administrators, school counselors, teachers, students in grades 5 through 12, and parents) to gather perception data.
➢ Reviewed school counseling program documentation.

Surveys

The Office of Research and Evaluation invited building administrators, school counselors, teachers, students in grades 5 through 12, and their parents to complete surveys regarding their perceptions. Due to the size of the grades 6 through 12 student populations at each school and the number of parents in the division, random sampling was employed for the survey administration.

For each middle school, a random sample of social studies classes was selected for participation in the student survey, and for each high school, a random sample of English classes was selected for participation in the student survey. Depending on the size of the school, the size of the student sample at each middle school varied from 10 to 13 classes and 212 to 360 students across all grade levels. The size of the student sample at each high school varied from 15 to 16 classes and generally included 361 to 412 students across all grade levels. Several smaller sites such as Renaissance Academy and Green Run Collegiate had 213 to 322 students included in the sample. The size of the sample was determined based on a 95 percent confidence level with a 5 percent margin of error with adjustments made for potential nonresponse given the previous year's response rates.[9] Following the random selection of the classes for the student survey, demographics of the students in those classes were compared to the demographic characteristics of all the students in the school. Results showed that the demographic characteristics of the students in the selected classes mirrored those of each school's overall student population.

All students in grade five were surveyed due to the smaller size of the fifth-grade class at each elementary school. Student survey results reported in this evaluation represent students from 50 elementary schools, 16 middle schools, and 13 high schools. A survey reminder was provided to schools if there were no student responses recorded during the last week of administration. Four elementary schools did not administer the student survey in addition to two schools that did not have fifth-grade students at their school.

Parents who received an invitation to complete the survey were randomly selected from all parents of students in kindergarten through grade twelve with email addresses on file. Again, the size of the sample was determined based on a 95 percent confidence level with a 5 percent margin of error with adjustments made

for expected nonresponse. Based on the random selection process, from 231 to 455 parents per grade level were selected to receive an invitation. Responses were received from parents representing all grade levels, and parent responses represented 52 elementary school sites, 15 middle school sites, and 12 high school sites. There was no parent representation for four elementary schools, one middle school, and one high school.

All building administrators, school counselors, and teachers received an invitation to complete the stakeholder survey through their email address. Teacher responses were received from all schools. Administrator responses were received from 45 elementary school sites and all middle and high school sites. School counselors were not asked to select their school to assure respondents that their responses were anonymous.

The surveys of all stakeholders were conducted online during a two-week period beginning on March 21, 2019. Table 2 provides the division response rates for each survey.

Table 2: Survey Response Rates

Group	Surveys Sent	Surveys Returned	Response Rate (%)
Administrators	240	137	57.1%
School Counselors	195	120	61.5%
Teachers	4,479	1,386	30.9%
Students	14,759	10,629	72.0%
Elementary (Fifth grade)	5,241	3,394	64.8%
Middle	4,828	3,903	80.8%
High	4,690	3,332	71.0%
Parents	4,500	456	10.1%

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). When survey results were disaggregated by school level, the school level was based on respondents' answers to the first survey item that asked them to indicate their school level. This survey item controlled the skip logic to the appropriate list of schools and relevant survey items for respondents. Open-ended comments were analyzed for common themes.

Evaluation Questions

The evaluation questions for this report were developed by evaluators in consultation with school counseling program managers and focused on the operation of the school counseling program including activities and responsibilities of school counselors, staffing, professional learning, and parent engagement. Other evaluation questions address the characteristics of students receiving services, progress toward meeting goals and objectives, and stakeholder perceptions. The evaluation questions for the comprehensive evaluation of the personal and social component were as follows:

1. What are the operational components of the school counseling program?
    a. What are the components of the comprehensive school counseling program?
    b. What activities are offered by the school counseling program promoting personal and social development and what are the school counselors' responsibilities in this area?
    c. What are the school counseling staff allocations among schools compared to the Virginia and ASCA standards and do the allocations meet schools' needs?
    d. What professional learning opportunities are provided for school counselors and does the professional learning meet the school counselors' needs?
    e. How does the school counseling program involve and engage parents in supporting their child's development?
2. What are the characteristics of students served by the school counseling program?

a. What are students' demographic characteristics (e.g., grade, gender, ethnicity, socioeconomic status, military-connected, special education, gifted)?
   b. To what extent do students report working with their school counselor individually and through classroom instruction?
3. What progress has been made toward meeting the goals and objectives of the program?
4. What were stakeholders' perceptions of the school counseling program (i.e., building administrators, school counselors, teachers, students in grades 5 through 12, and parents)?
5. What actions were taken regarding the year-two evaluation recommendations focused on the college and career component from September 2018?

Evaluation Results and Discussion

Operational Components

Components of Comprehensive School Counseling Program

A comprehensive school counseling program focuses on all aspects of student learning and involves a collaborative effort with other educators and parents to operate as an integral and essential component of a school's structure and organization.[10] According to the ASCA national model, which provides a framework for school counseling programs, a comprehensive school counseling program consists of four components: foundation, management, delivery, and accountability.[11] Information about each of these four components is described in Table 3 based on descriptions from ASCA.

Table 3: Components of Comprehensive School Counseling Program

Component	Description
Foundation	Program focuses on student outcomes by teaching student competencies around three domains: academic, career, and social/emotional development. The program is delivered by school counselors with identified professional competencies.
Management	School counselors incorporate organizational assessments and tools that reflect the school's needs including annual agreements with administrators, advisory councils, use of data, and action plans.
Delivery	School counselors provide services to students, parents, school staff, and the community through direct and indirect student services.
Accountability	School counselors analyze school and program data to determine program's effectiveness and to guide future action.

Source: ASCA National Model: A Framework for School Counseling Programs

According to ASCA, the Delivery component represents 80 percent or more of the activity in the ASCA National Model. Within the Delivery component of the program, school counselors provide direct and indirect student services. Direct student services are based on in-person interactions between the school counselor and students. Direct student services include delivering the school counseling core curriculum that is based on structured lessons to provide students with the developmentally appropriate knowledge, skills, and attitudes. The curriculum is systematically presented by school counselors in collaboration with teachers and is part of the school's overall curriculum. Direct services also include individual student planning to assist students in determining goals and developing future plans. Responsive services are also part of direct services where the school counselor responds to students' immediate needs and concerns through counseling in individual or small-group settings or crisis response. According to ASCA, school counselors should "spend most of their time in direct service to and contact with students."[12] Indirect student services are those services that are provided on behalf of students as a result of school counselors' interactions with others. These services may include referrals for other services and collaboration or consultation with parents or teachers.

While the ASCA model aims for at least 80 percent of school counselors' time spent within the Delivery component, the Virginia Standards of Accreditation for the 2018-2019 school year indicated that the

counseling program "shall provide a minimum of 60 percent of the time for each member of the guidance staff devoted to counseling of students."[13] Further, moving forward, new legislation that became effective on July 1, 2019 stated that a school counselor is required "to spend at least 80 percent of his staff time during normal school hours in the direct counseling of individual students or groups of students" and revised allocation ratios were provided.[14] This adjustment places a priority on time spent working directly with students and further underscores the importance of delivery. These standards emphasize that counseling and interaction with students should be the focus of the school counselors' work.

In 2018-2019, when school counselors were asked their agreement regarding spending most of their time (at least 80%) working *directly or indirectly* counseling students, 63 percent of elementary school counselors, 69 percent of middle school counselors, and 51 percent of high school counselors agreed (see Table 4). In comparison to the previous year, at the middle school level, there was an increase in the percentage of counselors who agreed they spent most of their time working with students (61% to 69%) but decreases in the percentages of counselors at the elementary (69% to 63%) and high school levels (58% to 51%). These declines and overall low percentages are particularly important because of the recent amendment to the Virginia Standards of Accreditation that 80 percent of a school counselors time should be spent *directly* counseling students.

A slightly higher percentage of administrators at each school level agreed that school counselors spent most of their time (at least 80%) counseling students directly or indirectly, with 71 percent of elementary school administrators, 83 percent of middle school administrators, and 52 percent of high school administrators in agreement. However, there were decreases in agreement percentages at all levels in comparison to the previous year (see Table 4).

Table 4: Counselor and Administrator Agreement Regarding School Counselors Spending 80% of Time Directly or Indirectly Counseling Students

	2017-2018			2018-2019		
Group	ES	MS	HS	ES	MS	HS
School Counselors	68.6%	61.3%	57.9%	62.9%	69.2%	51.4%
Administrators	72.7%	89.2%	68.6%	70.7%	82.8%	52.8%

Stakeholders responded to several survey items related to components of the comprehensive school counseling program, particularly related to providing academic, college, and career counseling to students and collaborating with teachers. As shown in Table 5, depending on level, between 42 and 54 percent of school counselors agreed that their daily schedule allowed time to provide counseling to students in personal and social development. Regarding having time in the other counseling areas, in comparison to the year-two evaluation there were increases in or relatively consistent percentages of school counselors at all levels who agreed that their schedule allowed time for academic, college, and career counseling, with the exception of elementary school counselors in the area of college preparation, although the decline was slight (from 27% to 25%).

Table 5: School Counselors' Agreement Daily Schedule Allows Adequate Time

	2017-2018			2018-2019		
Area	ES	MS	HS	ES	MS	HS
Personal and Social	-	-	-	42.4%	53.8%	50.0%
Academics	39.4%	35.5%	39.5%	48.5%	61.5%	58.8%
College	26.5%	22.6%	44.7%	25.0%	38.5%	50.0%
Career	31.4%	19.4%	31.6%	36.4%	34.6%	32.4%

School counselors, students, and parents were asked specifically about whether students were able to have enough time with school counselors to plan students' personal and social goals. Low agreement percentages

were found for these groups at all levels. With the exception of elementary students (70% agreement) and middle school parents (61% agreement), agreement percentages regarding students getting enough time to plan personal and social goals ranged from 29 to 53 percent depending on group and level (see Table 6).

Table 6: Stakeholder Agreement Regarding Students Getting Enough Time to Plan Personal and Social Development Goals

Group	ES	MS	HS
School Counselors	28.6%	34.6%	31.4%
Students	70.4%	52.4%	52.9%
Parents	43.2%	60.8%	40.9%

Another component of the school counseling program included in the survey involved the collaborative effort with other educators. When asked about staff collaboration, at least 97 percent of school counselors at each level agreed that teachers and other staff worked cooperatively with school counselors (see Table 7). In addition, at least 84 percent of teachers agreed that school counselors worked cooperatively with teachers at all school levels. At least 86 percent of administrators agreed that teachers and other staff worked cooperatively with school counselors. Overall, these agreement percentages improved or remained consistent from the previous year, with the exception of elementary and high school administrators, although the decline was slight at the elementary level (from 99% to 97% at elementary school; from 100% to 86% at high school).

Table 7: School Counselors' Agreement Collaboration Between Counselors and Teachers

Group	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
School Counselors	97.1%	96.8%	86.8%	97.1%	100%	100%
Teachers	86.9%	84.7%	78.1%	93.8%	88.0%	83.7%
Administrators	98.5%	94.6%	100%	96.6%	100%	86.1%

Activities Related to Personal and Social Development and School Counselor Responsibilities

According to ASCA's website, the role of the school counselor has changed and "today's school counselors are vital members of the education team" who help all students in the areas of academic achievement, college and career planning and development, and personal/social development.[15] While ASCA states that school counselors should "spend most of their time in direct service to and contact with students," other duties related to "system support" are also a part of school counselors' responsibilities although to a lesser extent. The Office of Student Support Services has provided guidance regarding activities and responsibilities for school counselors in various areas, including personal and social development.

Activities and Resources to Promote Personal and Social Development

School counselors in VBCPS provide numerous services to promote student personal and social development. According to the coordinator of counseling services, school counselors provide students with individual and small-group counseling as well as classroom instruction in this area. School counselors also work with families and community stakeholders more broadly, such as through providing large-group educational sessions for students, families, staff, and stakeholders. To promote student success, school counselors consult with staff and families to provide information and collaborate with staff, students, and families to identify and support the roles of each stakeholder. School counselors should provide a model for identifying strategies that support student achievement that can also be used by families, teachers, other educators, and community organizations as well as coordinate professional learning or workshops through community partnerships. In addition, regarding students who need an action plan in the area of personal and social development, school counselors are expected to use a process to identify the target groups and refer students to community mental health providers as needed.

Counselors, teachers, and administrators were asked to select services that were provided by counselors from a list. Results from the staff groups by level are shown in Table 8. The services that were selected from the list by at least 80 percent of counselors at all levels were individual counseling; consulting with staff and families; collaborating with staff, students, and families to identify and support roles of stakeholders; and referring students to mental health providers. At the elementary school and middle school levels, at least 80 percent of counselors selected providing small-group counseling to students and classroom instruction, while at the high school level, 49 percent of school counselors selected providing small-group counseling and 71 percent of school counselors selected classroom instruction.

Table 8: Staff Selected Services Provided by School Counselors

Service	ES	MS	HS
Individual counseling	**100%**	**100%**	**100%**
Small-group counseling	**97.1%**	**80.8%**	48.6%
Large-group educational sessions for students, families, staff, and stakeholders	68.6%	76.9%	77.1%
Classroom instruction	**100%**	**100%**	71.4%
Consultation with staff and families to provide information that promotes student success	**97.1%**	**96.2%**	**94.3%**
Collaboration with staff, students, and families to identify and support roles of stakeholders	**100%**	**92.3%**	**91.4%**
Coordinate professional learning or workshops via community partnerships	28.6%	38.5%	31.4%
Provide a model for strategies that supports student achievement	54.3%	57.7%	65.7%
Use a process to identify target groups in need of action plans	68.6%	76.9%	77.1%
Refer students to community mental health providers	**100%**	**92.3%**	**100%**

Time Spent and Involvement in School Counseling Responsibilities

According to the VBCPS Office of Student Support Services, the comprehensive school counseling program serves all students and includes the following services shown in Table 9.[16]

Table 9: Services Provided by School Counselors

Service	Examples
Counseling Services	Individual, group, preventative or remedial, crisis intervention, referrals
Classroom Guidance Services	Academic planning, career awareness, decision-making, personal/social development skills
Consultation Services	Parents, teachers, administrators, community agencies
Coordination	Registration of new students, student records, testing program, referrals to community agencies, college and career information, college application process, career preparation, parent workshops, military support

Within these service areas, school counselors potentially focused their skills and resources on seven specific areas including academic planning; administrative tasks (including test administration); building a college-going culture; career counseling; college application process, including scholarships and financial aid; mental health issues of students; and professional learning.

School counselors were asked on the survey to rank the various activities based on how much time they spent working in each area from 1 (spent the most time) to 7 (spent the least time). Average rankings by school level were calculated and are displayed in Table 10. At the elementary school and middle school levels, school counselors ranked items similarly, with students' mental health issues accounting for the most time, followed by academic planning. At the high school level, school counselors equally ranked academic planning and students' mental health issues as accounting for most of the time, followed by college applications/scholarships/financial aid processes. The next most time-consuming activity at all school levels was administrative tasks (ranked third at the elementary and middle school levels, fourth at the high school

level). This could include administrative tasks that were related to providing direct or indirect services to students and would be considered "appropriate" based on the ASCA list, but could also include some tasks that ASCA notes are "inappropriate" for school counselors such as coordinating paperwork and data entry of new students, maintaining student records, and keeping clerical records.[17] The overall patterns were consistent with average rankings by level from the previous year. For the past two years, at the division level, school counselors indicated they spent most of their time on the mental health issues of students (average ranking of 1.6 in 2018-2019, 1.9 in 2017-2018), while school counselors indicated they spent most of their time on academic planning in 2016-2017 (see Table 10).

Table 10: Counselor Rankings of Time Spent in School Counseling Activities

Responsibility/Activity	2016-2017				2017-2018				2018-2019			
	ES	MS	HS	Division	ES	MS	HS	Division	ES	MS	HS	Division
Mental health issues of students	**1.6**	**2.2**	**3.5**	**2.5**	**1.5**	**1.4**	**2.7**	**1.9**	**1.2**	**1.5**	**1.9**	**1.6**
Academic planning	**2.7**	**2.0**	**1.7**	**2.1**	**3.0**	**2.3**	**1.8**	**2.3**	**3.1**	**2.7**	**1.9**	**2.5**
Administrative tasks	**3.8**	**3.3**	**3.4**	**3.5**	**3.8**	**3.4**	**3.5**	**3.6**	**3.4**	**3.0**	4.0	**3.5**
Career counseling	4.3	4.1	4.7	4.4	4.2	4.6	4.9	4.6	4.0	4.1	4.7	4.3
Building college-going culture	4.9	4.3	4.7	4.6	5.0	4.6	5.1	4.9	5.0	4.8	4.8	4.9
Professional development	4.2	4.9	6.3	5.2	4.0	4.5	6.0	4.9	4.7	4.6	6.3	5.3
College application/scholarship financial	6.9	6.8	**3.4**	5.5	6.9	6.7	**3.5**	5.6	6.9	6.8	**3.9**	5.8

Note: Activities were ranked from 1 (most amount of time) to 7 (least amount of time).

In addition to an assessment of general responsibilities, the VBCPS Essential Counseling Services by Level document published in July 2015 outlines specific key school counseling responsibilities in the area of personal and social development. The key responsibilities are aligned with Virginia standards and ASCA student mindsets and behaviors and are identified by school level. The responsibilities noted in this document were used as a basis for a survey item asking school counselors to indicate the extent to which the school counselors at their school were actively involved in the various responsibilities. Response options included "To a Large Extent," "To Some Extent," and "Not Involved." The percentages of school counselors who reported involvement to a large extent or some extent for each responsibility by school level are shown in Table 11. Responsibilities with 80 percent or more of respondents indicating involvement to a large extent were highlighted.

Table 11: Percentages of School Counselors Indicating Extent of Involvement in Responsibilities

Responsibility/Activity	Large Extent			Some Extent		
	ES	MS	HS	ES	MS	HS
Provide individual counseling.	**88.6%**	**92.3%**	**91.4%**	11.4%	7.7%	8.6%
Provide small-group counseling.	54.3%	19.2%	22.9%	42.9%	73.1%	45.7%
Mandate report of child abuse/neglect.	**94.3%**	**100%**	**88.6%**	5.7%	0.0%	11.4%
Counsel students on issues related to suicidal ideation and transition back to school.	77.1%	**96.2%**	**85.7%**	20.0%	3.8%	14.3%
Counsel students on issues related to self-injury and/or self-mutilation.	65.7%	**92.3%**	**88.6%**	34.3%	7.7%	11.4%
Counsel students on identity issues.	37.1%	50.0%	60.0%	51.4%	46.2%	40.0%
Support registration of homeless families.	17.1%	60.0%	48.6%	54.3%	36.0%	42.9%
Support continuing education of young mothers.	5.7%	11.5%	42.9%	14.3%	19.2%	48.6%
Support homebound and hospital teaching process.	20.6%	65.4%	74.3%	50.0%	30.8%	25.7%

Responsibility/Activity	Large Extent			Some Extent		
	ES	MS	HS	ES	MS	HS
Provide crisis response and grief and loss counseling.	**80.0%**	**84.6%**	**80.0%**	20.0%	15.4%	17.1%
Conduct bullying and harassment reporting and investigation.	**80.0%**	**84.6%**	45.7%	20.0%	11.5%	51.4%
Present to building staff on bullying and intimidation.	24.2%	42.3%	20.0%	42.4%	34.6%	28.6%
Consult with teachers and conduct observations of students with academic and behavioral needs.	**80.0%**	76.9%	60.0%	20.0%	19.2%	37.1%
Assist with student recognition.	71.4%	46.2%	65.7%	25.7%	46.2%	22.9%
Provide assistance on deployment-related issues.	51.4%	61.5%	32.4%	42.9%	38.5%	58.8%
Assist with behavior incentive programs.	**82.9%**	65.4%	31.4%	17.1%	34.6%	34.3%
Assist with mentorship, peer monitoring, and new student programs.	65.7%	73.1%	55.9%	31.4%	26.9%	32.4%
Advisory Council for School Counseling Program.	54.3%	61.5%	42.9%	28.6%	30.8%	28.6%

At least 80 percent of school counselors at all levels indicated they were involved to a large extent with the following responsibilities and activities: providing individual counseling, mandated reporting of child abuse/neglect, and providing crisis response and grief and loss counseling. At the secondary levels, at least 80 percent of school counselors indicated they were involved to a large extent with counseling students on issues related to suicidal ideation and transitioning back to school and counseling students on issues related to self-injury and/or self-mutilation. At least 80 percent of elementary school counselors indicated being involved to a large extent with consulting with teachers and conducting observations of students with academic and behavioral needs as well as assisting with behavior incentive programs. At the elementary and middle school levels, at least 80 percent of school counselors indicated they were involved to a large extent with conducting bullying and harassment reporting and investigation. At all levels, less than half of school counselors indicated involvement to a large extent with supporting continuing education of young mothers and making presentations to building staff on bullying and intimidation.

Perceptions of School Counselors' Roles

School counselors, teachers, and administrators were asked several survey items about the role of school counselors, including their perceptions about expectations related to personal and social development counseling. As shown in Table 12, at least 80 percent of elementary and middle school counselors and administrators agreed that expectations in personal and social counseling were clearly defined. At the high school level, 71 percent of school counselors and 62 percent of administrators agreed. Lower agreement percentages were found regarding the expectations being reasonable, especially for school counselors at all levels and high school administrators, with their agreement percentages ranging from 53 percent to 56 percent (see Table 12). Higher agreement percentages were found for elementary (71%) and middle school administrators (79%) regarding the expectations in personal and social counseling being reasonable.

Table 12: Perceptions Regarding Expectations in Personal and Social Counseling

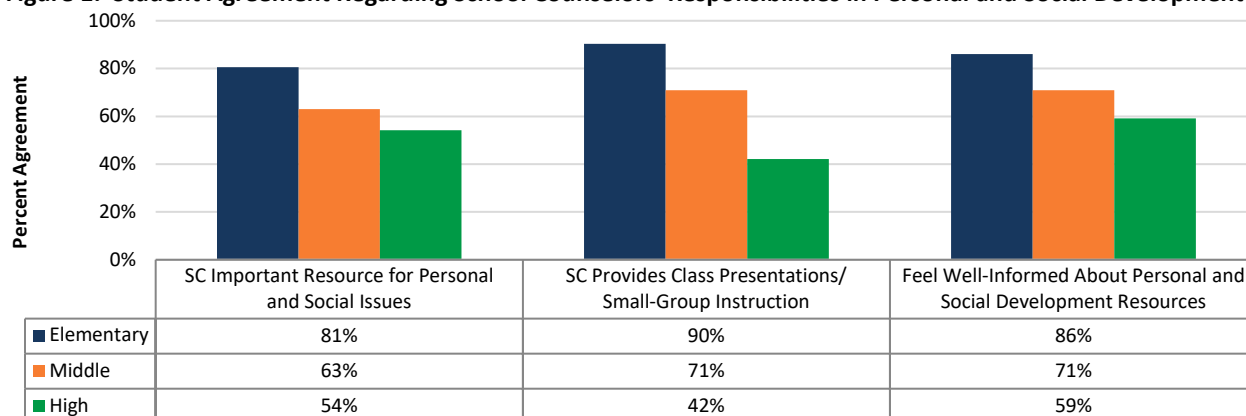| Area	School Counselors			Administrators		
	ES	MS	HS	ES	MS	HS
Expectations in **personal and social** counseling are **clearly defined**.	90.9%	88.5%	70.6%	80.4%	89.3%	61.8%
Expectations in **personal and social** counseling are **reasonable**.	54.5%	60.0%	52.9%	71.4%	78.6%	55.9%

Teachers were asked whether they clearly understood the overall role of school counselors and the school counselor's role in personal and social development. At least 77 percent of teachers at all levels agreed that they understood school counselors' overall role and 91 percent of teachers at the elementary school level agreed that they understood school counselors' role in personal and social development (see Table 13). At the secondary level, 65 percent of middle school teachers and 54 percent of high school teachers agreed that they understood the role of school counselors in personal and social development.

Table 13: Teachers' Perceptions Regarding Understanding the Role of School Counselors

Area	ES	MS	HS
Overall role	86.1%	77.1%	81.2%
Role in personal and social development	91.1%	65.4%	54.3%

Students were asked to respond to several survey items related to school counselors' areas of responsibility. In particular, students were asked their agreement regarding their school counselor being an important resource for them in dealing with personal and social issues, their counselor providing class presentations and small-group instruction on personal and social development and feeling informed about the different personal and social development resources available to them. Highest student agreement percentages were found at the elementary school level, with at least 81 percent of elementary students agreeing with these statements (see Figure 1). Middle school student agreement regarding their school counselors in these areas ranged from 63 to 71 percent, while high school student agreement ranged from 42 to 59 percent.

Figure 1: Student Agreement Regarding School Counselors' Responsibilities in Personal and Social Development

|	SC Important Resource for Personal and Social Issues	SC Provides Class Presentations/ Small-Group Instruction	Feel Well-Informed About Personal and Social Development Resources
Elementary	81%	90%	86%
Middle	63%	71%	71%
High	54%	42%	59%

School Counseling Staff Allocations

The American School Counseling Association (ASCA) recommends staffing of comprehensive school counseling programs at a ratio of one counselor for every 250 students in a school.[18] The Virginia Standards of Quality (SOQ) recommendations vary by school level.[19] For the 2018-2019 school year, the Virginia SOQ indicated that one full-time equivalent (FTE) school counselor for every 500 students should be employed at elementary schools, one school counselor for every 400 students should be employed at middle schools, and one school counselor for every 350 students should be employed at high schools.

Staffing in each Virginia Beach school supports the school counseling function with a guidance department chair at each secondary school and from 1 to 1.8 school counselor FTE allocations at elementary schools, 2 to 5 school counselor FTE allocations at middle schools, and 6 to 7 school counselor FTE allocations at high schools. Appendix C provides VBCPS staffing information for the delivery of the comprehensive school counseling program at each school and provides total allocations by school level for 2018-2019.

Based on the total school counselor FTE allocations at each school level in 2018-2019, the school division allocated one school counselor for approximately every 497 elementary school students. At the middle school

level, VBCPS staffed school counseling departments at a rate of one school counselor for every 303 students, which was a better staffing ratio than the SOQ guideline of 1:400. The VBCPS staffing ratio was also better at the high school level with one school counselor for every 280 students compared to the guideline of 1:350. In comparison to the recommended staffing ratios provided by ASCA and Virginia SOQ guidelines, VBCPS met SOQ guidelines for staffing school counseling departments, but did not meet the ASCA recommendation (see Figure 2).

Figure 2: School Counselor Allocations by School Level for 2018-2019
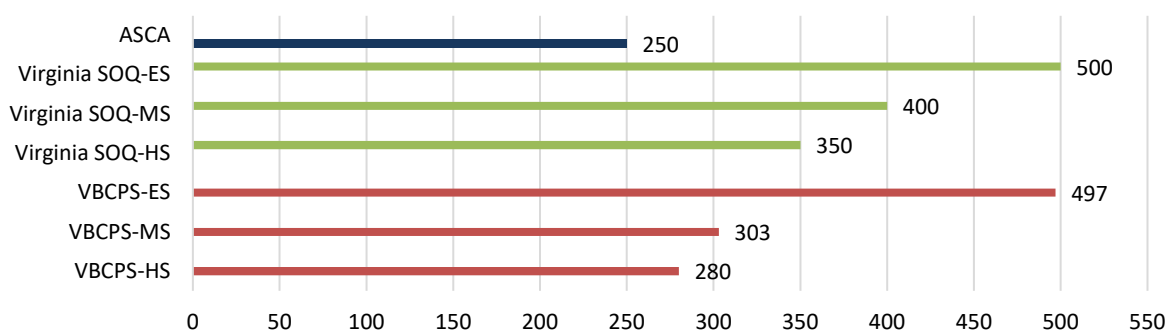
When comparing the staffing allocations for the 2018-2019 school year to the two previous school years, there was an improvement in the allocation ratio at the high school level (see Table 14). There was an increase in school counseling staffing positions in 2018-2019 at the high school level due to 12 new positions added. Fluctuations at the elementary and middle school levels were likely due to changes in student enrollment.

Table 14: Counselor Allocations by School Level

School Level	2017-2018	2018-2019
Elementary	1 to 492	1 to 497
Middle	1 to 293	1 to 303
High	1 to 337	1 to 280

With new legislation effective July 1, 2019, it was recommended that one school counselor be allocated for every 375 students at elementary schools, one school counselor for every 325 students at middle schools, and one school counselor for every 300 students at high schools.[20] Full funding was not provided by the state to ensure these guidelines could be met; therefore, the Appropriation Act Item 136.B.7.g provided revised recommended ratios to be one school counselor for every 455 students at elementary schools, one school counselor for every 370 students at middle schools, and one school counselor for every 325 students at high schools.[21] These are the anticipated Virginia SOQ guidelines public schools and school divisions will use at the end of the 2019-2020 school year to measure success related to staffing allocations. With these revisions, the allocations at the elementary school level will need to be monitored. This legislative act also included adjusting the name of guidance counselors to school counselors, although VBCPS adjusted this wording several years ago.

Given the responsibilities of school counselors, the size of the student body, and the allocations, survey respondents were asked about their perceptions of whether the allocations that were provided allowed the school counseling program to meet the students' needs. Overall, low agreement was found for all staff groups at all school levels, with 61 percent or fewer staff members agreeing (see Table 15). Lowest agreement percentages were found for school counselors, with 17 percent of elementary school counselors, 42 percent of

middle school counselors, and 21 percent of high school counselors agreeing that the allocations allowed the program to meet students' needs. Depending on level, between 57 and 61 percent of teachers agreed, and between 45 and 59 percent of administrators agreed. In comparison to perceptions from the previous school year, there were declines in the agreement percentages at the elementary school level for all staff groups, while there were increases in the agreement percentages at the high school level for all staff groups, although agreement percentages remained low. At the middle school level, the agreement percentages for counselors remained consistent in comparison to the previous year, while the agreement percentages for teachers and administrators declined.

Table 15: Staff Agreement Regarding Allocations Allowing Program to Meet Students' Needs

Area	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Counselors	35.3%	41.9%	15.8%	17.1%	42.3%	21.2%
Teachers	64.4%	68.6%	53.6%	58.1%	56.9%	61.0%
Administrators	62.5%	70.3%	34.3%	44.8%	58.6%	48.6%

Staff members were also asked whether school counselors' student caseloads afforded them adequate time to counsel students. Consistent with the perceptions on allocations meeting students' needs, low agreement was found for all staff groups at all school levels, with 59 percent or fewer staff members agreeing (see Table 16). Lowest agreement percentages were also for school counselors, with between 9 and 19 percent agreement depending on level (see Table 16). In addition, lowest agreement was found at the elementary school level across all groups. In comparison to perceptions from the previous year, although agreement percentages remained low, there were declines in the agreement percentages at the elementary school and middle school levels for all staff groups, while there were increases in the agreement percentages at the high school level for all staff groups.

Table 16: Staff Agreement Regarding Caseloads Allow Adequate Time to Counsel Students

Area	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Counselors	17.1%	22.6%	2.6%	8.6%	19.2%	14.3%
Teachers	47.1%	53.3%	41.5%	43.3%	45.4%	44.0%
Administrators	48.4%	64.9%	31.4%	32.8%	58.6%	47.2%

School counselors and administrators were asked whether school counselors had adequate resources to counsel students on matters related to personal and social development. Highest agreement percentages were found at the middle school level, with 84 percent of counselors and 83 percent of administrators agreeing that school counselors had adequate resources for personal and social development (Table 17). Lower agreement percentages were found at the elementary school and high school levels for counselors and administrators, with between 65 and 75 percent agreement depending on level and group.

Table 17: Staff Perceptions Regarding Adequate Resources for Personal and Social Development

Group	ES	MS	HS
Counselors	67.6%	84.0%	64.7%
Administrators	75.0%	82.8%	71.4%

Professional Learning Opportunities

One element of ASCA's model for school counseling programs is professional competencies. According to ASCA, school counselor competencies "outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession."[22] The competencies include knowledge, abilities and skills, and attitudes for each of the four components of the comprehensive school

counseling program (i.e., foundation, management, delivery, accountability). The competencies published by ASCA can be used by school counselors for self-assessment purposes, to identify professional learning needs, and to develop a plan.

A wide variety of professional learning opportunities was offered for the division's school counselors in 2018-2019, including mandatory sessions and optional sessions. Five mandatory professional learning opportunities for all school counselors focused on the topics listed below.[23]

- Mediation Training, Part 2
- Mental Health Services in Virginia Beach*
- Academic and Career Planning*
- Synergy Section 504 Refresher and Information Updates
- Section 504 Updates

One mandatory professional learning opportunity was provided to all new school counselors: Synergy Section 504 Platform Usage and Information Updates, and one mandatory session was provided to all Advanced Placement (AP) coordinators: College Board AP Coordinators' Workshop. Listed below are 28 optional sessions that were offered, covering numerous topics. Professional learning sessions noted with an asterisk (*) were offered as part of the annual summer professional learning that was held in August 2018.

- Ways to Identify and Address Adolescent Substance Abuse*
- Increasing Mental Health Awareness and Supports through Cameron's Collection and the GALE Virtual Reference Library*
- How to Navigate Difficult Section 504 Scenarios in VBCPS*
- All Students Can Go: How School Counselors Can Assist Students With Disabilities Transition to College*
- Supporting Military Connected Students in VBCPS through Comprehensive School Counseling Programs*
- Oh, The Opportunities! Office of Technical and Career Education Programs*
- Anchored4Life Implementation Training for Middle Schools
- Student2Student Refresher
- The Adventure of Understanding Racial and Cultural Differences
- VDOE Advantage Program Cohort
- ATC: New to High School Counseling Meet and Greet
- Supporting Highly Mobile Students in the Secondary Setting
- Dual Enrollment School Counselor Training
- AVID School Counselor Training
- Understanding the Roles of Military Family Life Counselors
- Career and Technical Education Center Program Overview
- Virginia School Counselor Association Annual Conference
- ATC Counselor Breakfast: Pathways in Progress!
- Re-Enrollment Training for Secondary School Counselors
- College Board Updates for Secondary Counselors
- Elementary School Counselor Zone Meetings and Collaboration
- Youth Mental Health First Aid
- Virginia Center for Inclusive Communities: Teachable Moments
- College Board AP2019: Expanding Access to College and Career Readiness Workshop
- VBCPS Bullying Prevention Collaboration
- Trauma Informed Schools Conference
- Responsive Classroom Workshop
- American School Counselor Association National Conference

An open-ended survey item asked school counselors to list the professional learning opportunities that they participated in related to promoting students' personal and social development. Several counselors indicated they attended sessions at the Virginia School Counseling Association (VSCA) or American School Counseling Association (ASCA) conferences. In addition, several counselors mentioned the essential and/or optional professional development sessions, including Mediation training, Mental Health Services in Virginia Beach, Section 504 related training, and Increasing Mental Health Awareness and Supports through Cameron's Collection and the GALE Virtual Resource Library. A few counselors also referenced taking part in training related to PBIS and engaging in a book club or study. An open-ended survey item asked school counselors about the types of professional learning that would help school counselors do their job more effectively. Most comments in response to this question related to students' mental health. Counselors indicated professional learning in the following areas would help do their job more effectively: coping skills; conflict resolution; social skills; strategies in dealing with anxiety, depression, and trauma; and community resources.

On the survey, perceptions about professional learning varied by level with higher agreement percentages at the elementary level (see Table 18). Approximately 94 percent of elementary school counselors agreed that they received adequate professional learning generally and in the area of personal and social development. Relatively high percentages of middle school (89%) and high school counselors (76%) agreed they received adequate professional learning generally, but lower percentages agreed that the professional learning in personal and social development was adequate (69% at middle school, 70% at high school).

Table 18: School Counselor Agreement Regarding Adequate Professional Learning Opportunities

Item	ES	MS	HS
Adequate PL opportunities	93.9%	88.5%	75.8%
Adequate PL opportunities in personal and social development	93.9%	69.2%	69.7%

Regarding the efficacy of the professional learning related to students' personal and social development, at least 73 percent of school counselors at all levels agreed that their professional learning allowed them to meet their students' needs and at least 77 percent at all levels agreed that it allowed them to effectively do their jobs (see Table 19). Highest agreement percentages were found at the elementary school level (from 88% to 91%).

Table 19: Perceptions Regarding Professional Learning Related to Students' Personal and Social Development

Item	ES	MS	HS
PL allows counselors to meet students' needs	87.9%	73.1%	78.8%
PL allows counselors to effectively do job	90.9%	76.9%	78.1%

Parent Involvement and Engagement

According to the ASCA position statement on school-family-community partnerships, "school counselors have an essential and unique role in promoting, facilitating, and advocating for collaboration with parent/guardians…"[24] The ASCA position goes further to state that it is part of the school counselor's role to "actively pursue collaboration with family members…" which is believed will benefit the school's counseling program by increasing the program's effectiveness and improving the efficiency of delivering school counseling program services.

Parents of students in kindergarten through grade twelve were asked whether they knew who their child's school counselor was and whether they talked with their child's school counselor during the 2018-2019 school year. If parents did not talk with their child's school counselor, they could indicate if they would have liked to talk with their child's school counselor or if they did not need to. As seen in Table 20, 45 percent of elementary school parents, 71 percent of middle school parents, and 78 percent of high school parents knew who their

child's school counselor was. Regarding whether parents talked with their child's school counselor, 25 percent of elementary school parents, 54 percent of middle school parents, and 55 percent of high school parents reported talking with their child's school counselor. In addition, 19 percent of elementary school parents, 15 percent of middle school parents, and 13 percent of high school parents indicated that they would have liked to talk to their child's school counselor but did not. In comparison to the previous school year, there was an increase in high school parents who indicated they talked with their child's school counselor and a decline in middle and high school parents who indicated they would have liked to talk to their child's school counselor, although this was slight at the middle school level. There were slight declines in the percentages of elementary school parents who indicated they knew their child's school counselor (47% to 45%) and who talked with them (31% to 25%), while there was an increase in the percentages of elementary school parents who indicated they would have liked to talk with their child's counselor (16% to 19%).

Table 20: Parent Indicated Knowing and Talking With Their Child's Counselor

Item	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Knew counselor	47.3%	68.7%	72.5%	45.1%	70.5%	77.6%
Yes, talked with counselor	31.3%	53.0%	45.0%	24.7%	54.3%	55.2%
No, would have liked to talk with counselor	16.1%	14.5%	22.5%	19.1%	14.9%	12.7%
No, did not need to talk with counselor	52.7%	32.5%	32.5%	56.2%	30.9%	32.1%

When parents were asked about their satisfaction regarding the level of communication with their child's school counselor, 60 percent of middle school parents indicated being satisfied, whereas 54 percent of elementary school parents and 48 percent of high school parents were satisfied (see Table 21). The percentages of parents who were satisfied increased at the secondary levels but declined at the elementary school level in comparison to the previous year. Similar patterns were found in regard to parent agreement that their child's school counselor communicated with them about their child's needs, with the highest agreement at the middle school level and the lowest at the high school level, and a notable decline in the agreement percentage at the elementary school level in comparison to the previous year.

Table 21: Parent Perceptions Regarding Communication With Their Child's Counselor

Item	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Parents satisfied with communication	64.9%	44.8%	41.1%	54.1%	60.0%	48.3%
School counselor communicated with parents about child's needs	74.1%	51.8%	48.3%	50.0%	64.9%	45.1%

A variety of opportunities for parental engagement were listed on the stakeholder surveys, and parents and school counselors were asked to indicate the activities that were used by the school counseling program to engage parents in supporting their child's development. Both parents and school counselors indicated that academic planning and individual conferences were the predominant modes of parental participation. The most often selected opportunity for involvement by parents was "academic planning" at the secondary level and "individual conferences" at the elementary school level, while school counselors most often selected "individual conferences" at all levels (see tables 22 and 23).

Table 22: Counselor Perceptions Regarding Ways the School Counseling Program Encouraged Parent Involvement

Item	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Academic Planning	91.4%	80.6%	89.2%	87.9%	76.9%	87.1%
Parent Representation on GAC	77.1%	38.7%	51.4%	48.5%	46.2%	38.7%
Parent Workshops	22.9%	48.4%	54.1%	27.3%	42.3%	48.4%
Individual Conferences	100%	96.8%	100%	**97.0%**	**100%**	**96.8%**

	2017-2018			2018-2019		
Item	ES	MS	HS	ES	MS	HS
Facilitate Parent Volunteer Opportunities	54.3%	25.8%	13.5%	45.5%	34.6%	29.0%

Table 23: Parent Perceptions Regarding Ways the School Counseling Program Encouraged Parent Involvement

	2017-2018			2018-2019		
Item	ES	MS	HS	ES	MS	HS
Academic Planning	23.1%	35.7%	35.4%	19.2%	**47.8%**	**44.1%**
Parent Representation on GAC	13.8%	12.5%	5.1%	8.3%	8.7%	7.8%
Parent Workshops	23.1%	21.4%	13.1%	15.0%	11.6%	13.7%
Individual Conferences	33.8%	32.1%	28.3%	**20.8%**	26.1%	22.5%
Facilitate Parent Volunteer Opportunities	10.8%	5.4%	3.0%	9.2%	7.2%	3.9%

School counselors were asked to provide additional information about topics addressed during parent workshops. Counselors indicated that workshops focused on areas related to academics (e.g., ACP, PSAT, and AP courses), college information (e.g., financial aid, college night), social-emotional information (e.g., growth mindset, anxiety, depression, bullying), various programs (e.g., AVID, MYP), and transition issues for rising middle and high school students.

Parents who attended parent workshops were asked to list the topics that were addressed. Most parents indicated they did not attend or did not know there were workshops. Of those who indicated they did attend, parent responses indicated that they attended workshops on academic planning (e.g., course selection, graduation requirements), college preparation (SAT preparation, scholarships), and programs (e.g., gifted).

Lastly, parents and staff were asked to rate their perceptions of the extent to which school counselors engaged parents to support children's development. All school counselors at the elementary and middle school levels (100%) and 90 percent of high school counselors agreed that school counselors engaged parents with the goal of helping them support their child's development (see Table 24). In addition, at least 83 percent of teachers and administrators, depending on level, agreed that school counselors engaged parents. Lower agreement was found for parents, with 58 percent of elementary school parents, 62 percent of middle school parents, and 44 percent of high school parents agreeing. Consistent with previous patterns with parent perceptions, there was an increase in the agreement percentage at the middle school level but decline in the agreement percentage at the elementary school level in comparison to the previous year.

Table 24: Perceptions of School Counselor Engaging Parents to Support Children's Development

	2017-2018			2018-2019		
Item	ES	MS	HS	ES	MS	HS
Parents	70.8%	44.6%	49.5%	57.5%	62.3%	43.6%
Counselors	100%	100%	100%	100%	100%	90.3%
Teachers	83.7%	86.4%	79.1%	89.4%	90.2%	82.5%
Administrators	93.1%	89.2%	91.2%	91.1%	93.1%	82.9%

Characteristics of Students

Student Demographic Characteristics

The school division's comprehensive school counseling program serves all students from kindergarten through grade twelve. Based on September 30, 2018 data, this included a total of 66,578 students (30,331 in elementary school, 15,825 in middle school, and 20,422 in high school). Table 25 provides the demographic information for 2018-2019 students by school level.

Table 25: Student Demographics by School Level

Characteristic	ES #	ES %	MS #	MS %	HS #	HS %	Division #	Division %
Female	14,619	48.2%	7,821	49.4%	9,923	48.6%	32,363	48.6%
Male	15,712	51.8%	8,004	50.6%	10,499	51.4%	34,215	51.4%
African American	6,771	22.3%	3,797	24.0%	4,998	24.5%	15,566	23.4%
American Indian	56	0.2%	51	0.3%	50	0.2%	157	0.2%
Caucasian	14,576	48.1%	7,486	47.3%	10,195	49.9%	32,257	48.4%
Hispanic	3,790	12.5%	1,922	12.1%	2,019	9.9%	7,731	12.0%
Asian	1,805	6.0%	914	5.8%	1,321	6.5%	4,040	6.1%
Hawaiian/Pacific Islander	160	0.5%	69	0.4%	112	0.5%	341	0.5%
Multiracial	3,173	10.5%	1,586	10.0%	1,727	8.5%	6,486	9.7%
Economically Disadvantaged	13,982	44.3%	6,333	40.0%	7,161	34.7%	27,476	40.1%
Special Education	3,015	9.9%	1,865	11.8%	2,149	10.5%	7,029	10.6%
English Learner	1,036	3.4%	518	3.3%	344	1.7%	1,898	2.9%
Gifted	3,354	11.1%	3,087	19.5%	3,459	16.9%	9,900	14.9%
Military Connected	7,589	25.0%	3,069	19.4%	3,116	15.3%	13,774	20.7%

Note: Based on September 30, 2018 data. Free/reduced lunch data based on November 2018 data.

Students Working With School Counselors

Although the comprehensive school counseling program serves all the division's students through various activities and programs, several survey items asked students the extent to which they knew their school counselor and met with him or her during the school year. Of the 10,224 students across the division who responded to the survey item, 96 percent indicated that they knew who their school counselor was. Percentages varied slightly by school level with 99 percent of fifth-grade students, 95 percent of middle school students, and 94 percent of high school students reporting that they knew who their school counselor was. These percentages were increases from the previous year. Students were also asked how many times they met with their school counselor as well as how many times they worked with their counselor individually and in a classroom setting during the 2018-2019 school year. Results are shown in Table 26.

The largest percentages of students at the secondary levels reported meeting with their counselor one to two times during the school year, whereas the largest percentage of fifth grade students reported meeting with their counselor seven or more times. Consistent with the previous year, in comparison to the other levels, the highest percentage of students who indicated they did not meet with their school counselor was at the middle school level (27%), and the lowest percentage of students who indicated they did not meet with their school counselor was at the high school level (11%). These patterns regarding the frequency of students meeting with their school counselor by level were consistent compared to the previous year.

Table 26: Student Indicated Knowing and Meeting With Their School Counselor

Item	2017-2018 ES	2017-2018 MS	2017-2018 HS	2018-2019 ES	2018-2019 MS	2018-2019 HS
Knew counselor	98.3%	91.2%	88.3%	99.2%	95.1%	94.1%
Met with counselor						
Never	16.6%	27.6%	14.3%	16.5%	26.9%	11.0%
1-2 times	18.5%	**38.6%**	**46.4%**	18.1%	**39.5%**	**47.9%**
3-4 times	17.7%	21.8%	25.6%	17.1%	21.8%	26.1%
5-6 times	12.0%	4.2%	6.7%	11.2%	4.5%	7.2%
7+ times	**35.2%**	7.9%	7.0%	**37.0%**	7.3%	7.9%

Students' responses varied by school level when asked about meeting with school counselors individually and within a classroom setting. The largest percentages of students at elementary and middle school levels indicated never meeting with a school counselor individually, whereas the largest percentage of high school students indicated meeting with their school counselor one to two times individually (see Table 27). In contrast, nearly 83 percent of elementary students indicated they worked with their counselor three or more times in the classroom. The highest percentage of elementary students indicated they worked with their school counselor in the classroom seven or more times. Approximately half of middle school students indicated they have worked with their school counselor in the classroom one or two times, whereas 56 percent of high school students indicated they have never worked with their school counselor in the classroom.

Table 27: Student Indicated Frequency of Meeting With Their School Counselor

Met with Counselor	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Individually						
Never	**54.9%**	**61.8%**	34.1%	**52.6%**	**59.2%**	27.2%
1-2 times	28.1%	27.9%	**43.8%**	29.2%	29.5%	**47.5%**
3-4 times	9.1%	6.7%	14.6%	9.6%	7.1%	15.8%
5-6 times	3.0%	1.3%	3.7%	2.8%	1.5%	4.8%
7+ times	4.9%	2.3%	3.8%	5.9%	2.7%	4.6%
In class						
Never	8.5%	21.0%	**50.7%**	7.5%	20.3%	**56.4%**
1-2 times	10.7%	**49.5%**	40.9%	10.0%	**48.4%**	35.6%
3-4 times	24.2%	24.6%	6.7%	24.2%	26.6%	6.3%
5-6 times	19.4%	3.1%	0.9%	18.5%	3.1%	0.9%
7+ times	**37.2%**	1.8%	0.8%	**39.8%**	1.6%	0.9%

Progress Toward Meeting Goals and Objectives

The year-three evaluation of the school counseling program assessed the third program goal, which focused on the role of the school counseling program in students' personal and social development. The overall goal of the program's personal and social component was to ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens. Nine specific objectives outlined the areas in which the school counseling program supported students' personal and social development. Data from stakeholder surveys were used to assess the extent to which each objective was met.

Goal 3: The school counseling program will ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens.

Objective 1: Students will demonstrate a healthy balance of mental, social/emotional, and physical well-being as measured by student and parent survey responses.

The first objective focused on the school counseling program's role in helping students demonstrate a healthy balance of mental, social/emotional, and physical well-being. As shown in Figure 3, elementary school students had the highest agreement (81%) that their school counselor helped them demonstrate this healthy balance, while high school students had the lowest agreement percentage (55%). When parents were asked about their child's school counselor helping their child demonstrate a healthy balance of well-being, the highest parent agreement percentage was at the middle school level (65%), while the lowest parent agreement percentage was at the high school level (46%).

Figure 3: Student and Parent Agreement Regarding School Counselor Helping Balance Mental, Social/Emotional, and Physical Well-Being
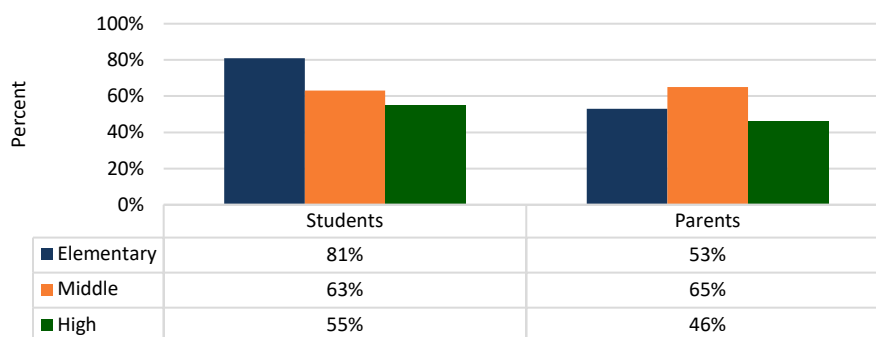
	Students	Parents
■ Elementary	81%	53%
■ Middle	63%	65%
■ High	55%	46%

***Objective 2**: Students will demonstrate the ability to balance school, home, and community activities as measured by survey responses from students who worked with their counselor in this area.*

The second objective focused on the school counseling program's role in helping students demonstrate the ability to balance school, home, and community activities. This objective was applicable for students who indicated that they specifically worked with their school counselor in this area in 2018-2019. The percentages of students who indicated they worked with their school counselor on this balance varied by school level, with almost half of elementary school students (45%) indicating they worked with their school counselor in this area, while slightly more than one-fourth of students at the secondary levels indicated they had (see Table 28). Of those students who worked with their school counselor on balancing school, home, and community activities, between 83 and 91 percent of students agreed that their school counselor helped them in this area depending on level.

Table 28: Percentages of Students Who Worked With Their Counselor on Balancing Activities and Agreed Their Counselor Helped Them

School Level	Worked With Counselor	Agreed Helped
Elementary	44.5%	90.8%
Middle	28.8%	83.3%
High	25.8%	86.6%

***Objective 3**: Students will feel a sense of belonging in the school environment as measured by student and parent survey responses.*

The third objective focused on the school counseling program's role in helping students feel a sense of belonging in the school environment. As shown in Figure 4, the highest student agreement percentage regarding their school counselor helping them feel a sense of belonging was at the elementary school level (86%). The lowest student agreement percentage was at the high school level (62%). Parent agreement regarding their child's school counselor helping their child with a sense of belonging was highest at the middle school level (64%), while lowest agreement was found at the high school level (48%).

Figure 4: Student and Parent Agreement Regarding School Counselor Helping Students Feel a Sense of Belonging

	Students	Parents
■ Elementary	86%	57%
■ Middle	70%	64%
■ High	62%	48%
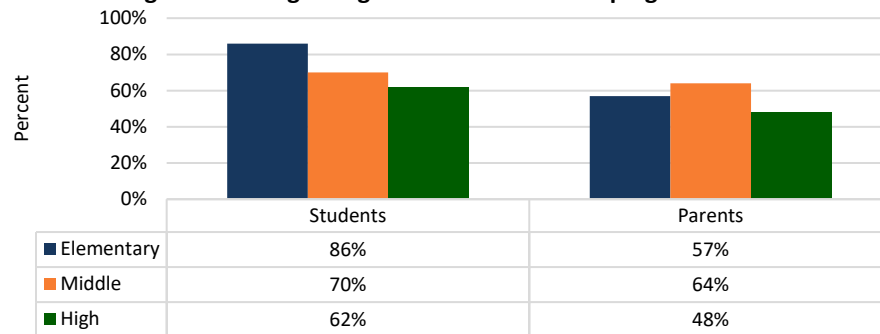
Objective 4: Students will demonstrate the ability to manage transitions and to adapt to changing situations and responsibilities as measured by student and parent survey responses.

The fourth objective focused on the school counseling program's role in helping students demonstrate the ability to manage transitions and to adapt to changing situations and responsibilities. A similar pattern as other data emerged with the highest student agreement at the elementary school level (86%), while the lowest student agreement was found at the high school level (64%) (see Figure 5). Parent agreement regarding their child's school counselor helping their child with managing transitions and adapting to change was again highest at the middle school level (63%) and lowest at the high school level (46%).

Figure 5: Student and Parent Agreement Regarding School Counselor Helping Students Manage Transitions and Adapt to Change
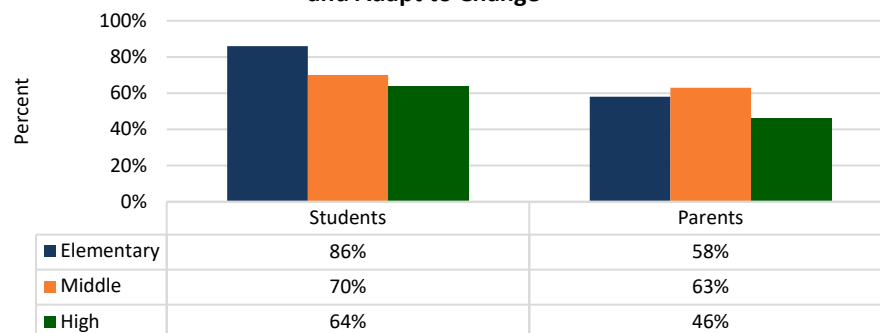
	Students	Parents
■ Elementary	86%	58%
■ Middle	70%	63%
■ High	64%	46%

Objective 5: Student behavior will improve as measured by survey results from students who worked with their counselor in this area (e.g., mediation, restorative practices), as well as parent survey results.

The fifth objective focused on the school counseling program's role in helping students improve their behavior. This objective was applicable for students who indicated that they specifically worked with their school counselor in this area, such as through mediation or restorative practices, in 2018-2019. At the elementary school level, 40 percent of students indicated they worked with their school counselor on their behavior, while 24 percent of middle school students and 14 percent of high school students indicated they had. Of those students who indicated they worked with their counselor on improving their behavior, between 84 and 91 percent of students agreed that their school counselor helped them depending on level. Compared to student percentages, at each level, higher percentages of parents indicated that their child worked with their school counselor on improving their behavior (44% to 54%) (see Table 29). Of those parents who indicated their child worked with their school counselor on behavior, 75 percent of middle school parents agreed that their child's counselor helped them, while 52 percent of high school parents and 55 percent of elementary school parents agreed.

Table 29: Percentages of Students and Parents Who Worked With Their Counselor on Behavior and Agreed Their Counselor Helped Them

School Level	Student		Parent	
	Worked With Counselor	Agreed Helped With Behavior	Child Worked With Counselor	Agreed Helped With Behavior
Elementary	39.3%	90.7%	44.8%	54.7%
Middle	23.9%	83.6%	54.3%	75.0%
High	14.3%	86.6%	43.9%	52.0%

Objective 6*: Students will develop effective coping and problem-solving skills when confronted with challenges as measured by survey responses from students who worked with their counselor in this area.*

The sixth objective focused on the school counseling program's role in helping students develop effective coping and problem-solving skills when confronted with challenges. This objective was applicable for students who indicated that they specifically worked with their school counselor in this area in 2018-2019. The percentages of students who indicated they worked with their counselor in this area again varied by school level (see Table 30). Approximately 64 percent of elementary school students indicated their counselor worked with them on coping and problem solving, while 36 percent of middle school students and 22 percent of high school students indicated they had. Of those students who indicated they received help in this area, depending on level, from 80 to 87 percent of students agreed that their counselor helped them with coping and from 85 to 90 percent of students agreed that their counselor helped them with problem solving.

Table 30: Percentages of Students Who Worked With Their Counselor on Coping and Problem Solving and Agreed Their Counselor Helped Them

School Level	Worked With Counselor	Agreed Helped With Coping	Agreed Helped With Problem Solving
Elementary	63.9%	86.6%	90.3%
Middle	35.7%	79.8%	84.5%
High	22.1%	86.2%	88.6%

Objective 7*: Students will develop conflict resolution skills as measured by survey responses from students who worked with their counselor in this area (e.g., mediation, restorative practices).*

The seventh objective focused on the school counseling program's role in helping students develop conflict resolution skills. This objective was applicable for students who indicated that they specifically worked with their school counselor in this area in 2018-2019. Consistent with the pattern found with receiving help in the other areas, the percentages of students who indicated they worked with their counselor on conflict resolution varied by school level (see Table 31). Approximately 63 percent of elementary school students indicated their counselor worked with them on conflict resolution, while 35 percent of middle school students and 19 percent of high school students indicated they had. Of those students who indicated they received help in this area, depending on level, from 87 to 91 percent of students agreed that their counselor helped them with conflict resolution.

Table 31: Percentages of Students Who Worked With Their Counselor on Conflict Resolution and Agreed Their Counselor Helped Them

School Level	Worked With Counselor	Agreed Helped
Elementary	62.7%	91.3%
Middle	34.6%	86.7%
High	18.5%	89.5%

Objective 8*: Students will develop the ability to empathize and cultivate positive relationships with their peers as measured by student and parent survey responses.*

The eighth objective focused on the school counseling program's role in helping students develop the ability to empathize and cultivate positive relationships with their peers. Similar to previous patterns, highest student agreement percentages were found at the elementary school level regarding their school counselor helping them develop the ability to empathize with their peers (84%) and cultivate positive relationships with their peers (86%) (see figures 6 and 7). Lowest student agreement percentages were found at the high school level regarding empathizing (54%) and cultivating relationships (56%). When parents were asked about their child's school counselor helping their child with peers, the highest parent agreement percentages were at the middle school level (64% regarding empathizing; 61% regarding cultivating relationships). Lowest parent agreement percentages were at the high school level (45% regarding empathizing; 43% regarding cultivating relationships).

Figure 6: Student and Parent Agreement Regarding School Counselor Helping Students Empathize With Peers

	Students	Parents
Elementary	84%	57%
Middle	66%	64%
High	54%	45%
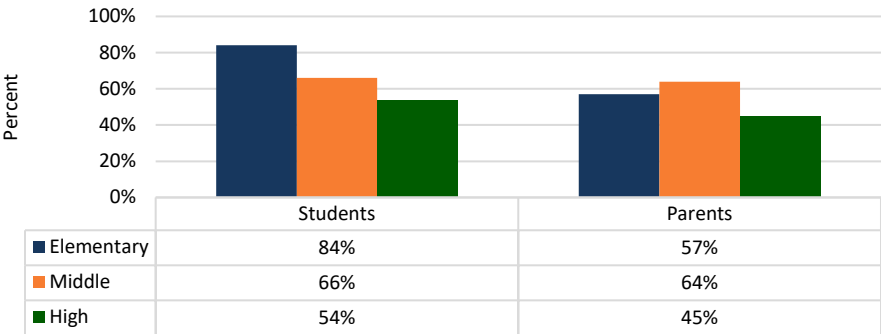
Figure 7: Student and Parent Agreement Regarding School Counselor Helping Students Cultivate Positive Relationships With Peers
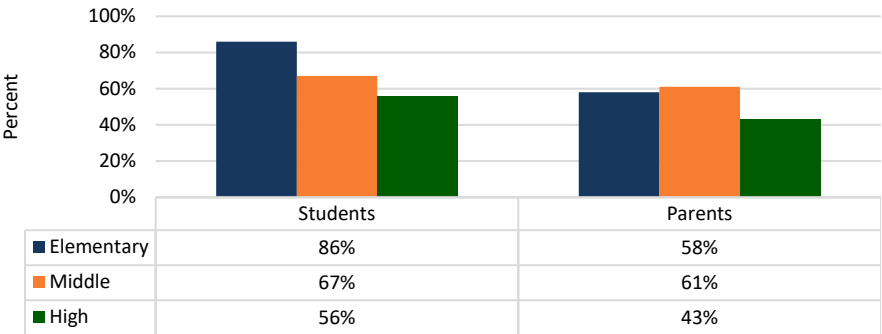
	Students	Parents
Elementary	86%	58%
Middle	67%	61%
High	56%	43%

Objective 9*: Students will demonstrate ethical decision making and social responsibility as measured by participation in community service projects and numbers earning the state civics seal.*

The ninth objective focused on the school counseling program's role in helping students demonstrate ethical decision making and social responsibility. This objective was measured by student participation in community service projects and the numbers of students earning the state civics seal. Survey responses showed that 68 percent of elementary school students indicated they had participated in community service projects either as part of school or outside of school (see Table 32 for breakdown). Slightly more than half of the students at the secondary levels indicated they had participated in community service projects either as part of school or outside of school (52% at the middle school level, 58% at the high school level).

Table 32: Percentages of Students Who Agreed They Participated in Community Service Projects

School Level	Community Service in School	Community Service not in School	Community Service Either in or out of School
Elementary	53.7%	45.9%	67.9%
Middle	27.1%	42.8%	51.9%
High	30.1%	50.3%	58.1%

There were 496 students who graduated from VBCPS in 2018-2019 and earned the Civic Education seal on their diploma. This was 10 percent of all students who graduated with a standard, advanced, or IB diploma (see Table 33). Of the students who graduated with an IB diploma, 83 percent earned the Civic Education seal.

Table 33: Numbers and Percentages of Students Who Graduated With The Civic Education Seal

	Standard Diploma	Advanced Diploma	IB Diploma	Total
Civic Education Seal on Diploma	62	342	92	496
Percent of Graduates	3.3%	12.4%	82.9%	10.4%

Stakeholder Perceptions

Overall Perceptions

In addition to survey items focused on operational aspects of the program and the goals and objectives of the program, stakeholders also answered general perception questions. Students and parents were asked several general survey items about their school counselor, including the school counselor's availability, ability to help them, and whether they understood the students' goals/challenges. Results in Table 34 demonstrate that students have high agreement percentages overall regarding their school counselors. At least 82 percent of students at all school levels agreed that their school counselor was available if they needed him or her and 85 percent of students at all school levels agreed that their school counselor helped them if they had a question or a problem. In addition, at least 90 percent of students at all levels agreed that their school counselor believed all students can succeed and at least 79 percent of secondary students agreed that their school counselor was an advocate for all students. While percentages were relatively high across all school levels as noted, the general pattern showed that the lowest agreement percentages were at the high school level, though there were increases in student high school agreement percentages in comparison to the previous year.

Table 34: Students' Perceptions Regarding Their School Counselor

Area	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Is available if I need to talk to him/her	89.5%	88.4%	77.2%	88.2%	86.4%	81.8%
Helps me if I have a question/problem	93.3%	88.9%	80.9%	91.7%	86.2%	84.8%
Is an advocate for all students	-	87.8%	74.3%	-	85.3%	79.3%
Believes all students can succeed	97.1%	92.9%	87.3%	97.5%	92.4%	89.9%

Results for parents shown in Table 35 demonstrated that parents' agreement percentages were lower than was found for students. Across all items, highest parent agreement was found at the middle school level, with agreement ranging from 80 percent to 90 percent regarding availability or helping if needed, being an advocate, and believing all students can succeed. Lower agreement percentages were found for parents at the elementary and high school levels with agreement ranging from 67 to 79 percent, though high school parent agreement on all items improved from the previous year.

Table 35: Parents' Perceptions Regarding Their Child's School Counselor

Area	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Is available if I need to talk to him/her	69.3%	71.9%	63.0%	77.0%	87.3%	67.3%
Helps me if I have a question/problem	63.0%	63.2%	65.3%	67.3%	81.2%	72.3%
Is an advocate for all students	75.0%	66.7%	60.7%	70.4%	80.0%	70.8%
Believes all students can succeed	80.8%	75.0%	76.1%	74.3%	90.0%	79.1%

In comparison to these general perceptions of school counselors, there was lower student and parent agreement regarding counselors' understanding of students' goals and challenges. While 78 percent of fifth-grade students agreed that school counselors understood them and their personal and social goals and challenges, 53 percent of middle school students and 54 percent of high school students agreed. Parent agreement levels were between 44 to 66 percent depending on the level (see Table 36).

Table 36: Agreement Regarding School Counselor Knowing The Student and Understanding The Goals and Challenges

Group	ES	MS	HS
Students	78.2%	52.8%	54.2%
Parents	51.4%	65.8%	44.3%

Among staff, agreement percentages about the school counselors' accessibility, actions, and beliefs were high overall. From 90 to 100 percent of school counselors at each school level agreed that counselors were accessible to students, accessible to teachers, helped students if they had a question/problems, advocated for all students, and believed all students can succeed (see Table 37). In addition, teachers and administrators demonstrated high agreement percentages with at least 85 percent of teachers and 86 percent of administrators at all school levels agreeing that school counselors were accessible, helped students if needed, advocated for students, and believed all students can succeed (see Table 37). In comparison to the previous year, counselor, teacher, and administrator agreement percentages on these items improved or maintained the same with the exception of high school teachers' agreement that school counselors believe all students can succeed (93% to 91%); elementary and high school administrators' agreement regarding school counselors being accessible to students (98% to 95% for elementary school, 97% to 91% for high school), being accessible to teachers (98% to 93% for elementary school, 100% to 86% for high school), and helping students if they have a question/problem (98% to 95% for elementary school, 100% to 97% for high school); and high school administrators' agreement regarding school counseling being advocates for all students (94% to 89%).

Table 37: Staff Perceptions Regarding School Counselors

Area	School Counselors			Teachers			Administrators		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Accessible to students	97.0%	96.0%	90.3%	87.0%	89.6%	85.2%	94.6%	100%	91.2%
Accessible to teachers	100%	100%	93.5%	88.7%	91.2%	88.2%	92.9%	96.6%	85.7%
Help students if they have a question/problem	100%	100%	100%	92.5%	94.2%	91.4%	94.6%	100%	97.1%
Are advocates for all students	100%	100%	100%	95.5%	93.5%	85.5%	96.4%	96.6%	88.6%
Believe all students can succeed	100%	100%	100%	98.3%	96.1%	90.7%	98.2%	100%	97.1%

Satisfaction

All stakeholder groups were asked to indicate their level of overall satisfaction with the school counseling program. In 2018-2019, approximately 92 percent of fifth graders were satisfied, and 82 percent of middle
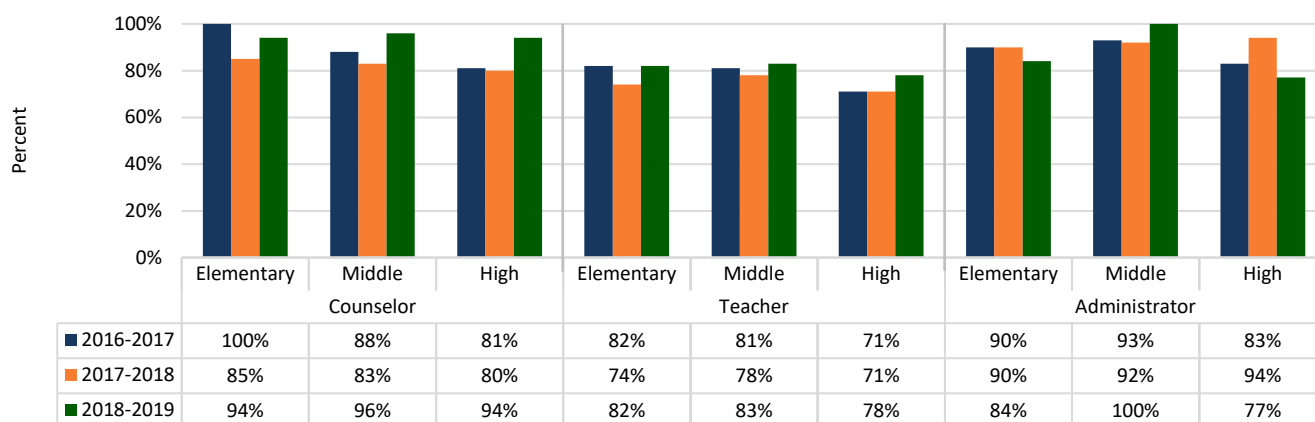
school students were satisfied (see Figure 8). Consistent with the pattern of high school students' perceptions on other survey items, a lower percentage of high school students were satisfied (72%), though this was an improvement from the previous year. Parents' satisfaction was lower than students' satisfaction (see Figure 8). At the elementary level, 64 percent of parents were satisfied, which was a decline from the previous year. At the secondary levels, middle school and high school parent satisfaction percentages were 69 and 55 percent. Although these percentages were relatively low, these percentages were improvements from the previous year.

Figure 8: Student and Parent Satisfaction

	Student			Parent		
	Elementary	Middle	High	Elementary	Middle	High
2016-2017	92%	84%	71%	63%	63%	59%
2017-2018	91%	78%	60%	70%	41%	46%
2018-2019	92%	82%	72%	64%	69%	55%
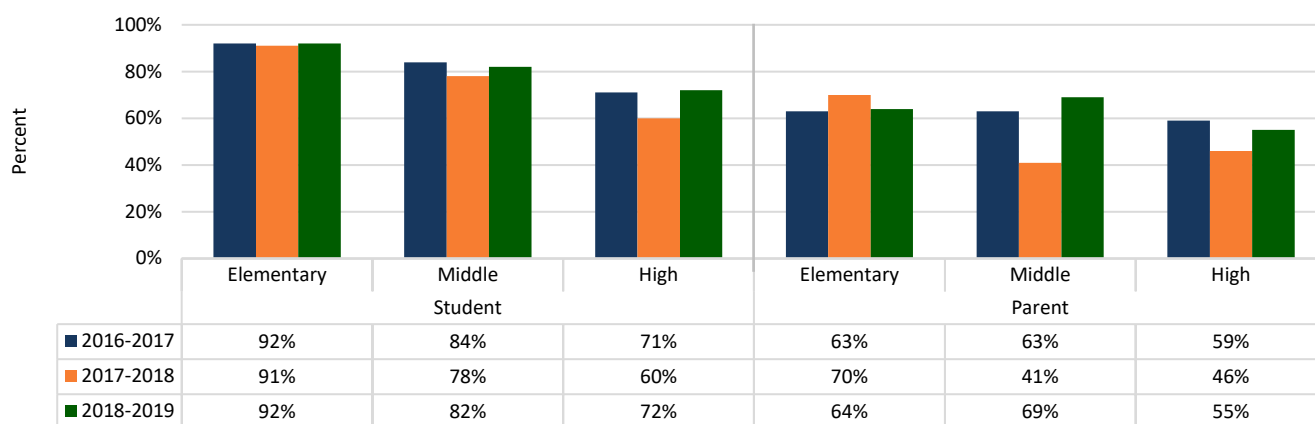
Staff satisfaction levels were relatively high for all groups (see Figure 9). From 94 to 96 percent of school counselors, 78 to 83 percent of teachers, and 77 to 84 percent of administrators were satisfied with the program depending on school level. Overall, highest staff satisfaction for each group was at the middle school level. In comparison to the previous year, there were increases in the percentages of staff who were satisfied with the program at all levels, with the exception of elementary and high school administrators.

Figure 9: Staff Satisfaction

	Counselor			Teacher			Administrator		
	Elementary	Middle	High	Elementary	Middle	High	Elementary	Middle	High
2016-2017	100%	88%	81%	82%	81%	71%	90%	93%	83%
2017-2018	85%	83%	80%	74%	78%	71%	90%	92%	94%
2018-2019	94%	96%	94%	82%	83%	78%	84%	100%	77%

Program Strengths and Areas for Improvement

Open-ended survey items provided the opportunity for participants to comment about the program's strengths and areas for improvement. Several themes emerged from responses about the strengths of the school counseling program. General themes of the program's strengths across all stakeholders (students, parents, school counselors, administrators, and teachers) focused on traits of school counselors, including being caring, kind, and passionate towards students and their work. For specific stakeholder groups, students

who provided comments about areas of strengths focused on the school counselors' ability to help students as well as that they listened to them and understood them. In response to this open-ended item, several parents indicated that there were not any strengths, either due to mostly having concerns about the program or lack of awareness of the program. Of those parents who indicated strengths, comments focused on the school counselors having been helpful and supportive.

School counselors also indicated that areas of strength included the dedication of school counselors, including their ability to collaborate and work with one another as a team, as well as their availability and accessibility. Additional school counselor comments mentioned school counselors' relationships and rapport with students as well as the student-centered approach the counseling program takes. Administrators also commented that school counselors' hard-working nature and the relationships that counselors have with students and staff were strengths of the program. In addition to comments related to the counselors being caring and hardworking, teachers commented that school counselors were available and accessible to students and staff.

Regarding areas for improvements, across all stakeholder groups, a frequently identified area for improvement included the need for more counselors or support staff due to concerns regarding counselors' caseload and lack of time to work directly with students, especially as it related to providing social-emotional support for students. Overall, many students indicated that they did not know of any areas for improvement (either because none needed to be made, they did not participate in the school counseling program, or they did not know who their school counselor was). Of those students who provided areas for improvement, many students indicated that an improvement would be school counselors having more availability to meet with students, especially individually; and that school counselors should meet with or be more involved with more (or all) students. Additionally, several students indicated that they would like the school counselor to reach out to students more and form a closer relationship. Parents indicated that an area of improvement was primarily communication between school counselors and parents. These comments included suggestions for more communication between school counselors and parents in general and concerns about previously having trouble receiving responses from counselors (e.g., responses to emails) or having no communication at all.

Several counselors also commented that they spend significant amounts of time doing administrative tasks, such as work related to conducting 504 meetings, or non-school counseling related tasks. Similar concerns were provided by administrators and teachers, including concerns regarding time spent on unnecessary tasks and not enough time for students' social-emotional needs, the need to relieve school counselors' caseload, and additional allocations needed either for school counselors or support staff. Administrators also indicated a need for additional training for school counselors.

Actions Taken Regarding Year-Two Evaluation Recommendations

The final evaluation question focused on the actions taken regarding the recommendations from the year-two evaluation that focused on the program's college and career component. Information to address this evaluation question was provided by the coordinator of school counseling services and the chief officer of communications and community engagement. The first recommendation from the year-two evaluation was to continue the school counseling program with the following five recommendations requiring action:
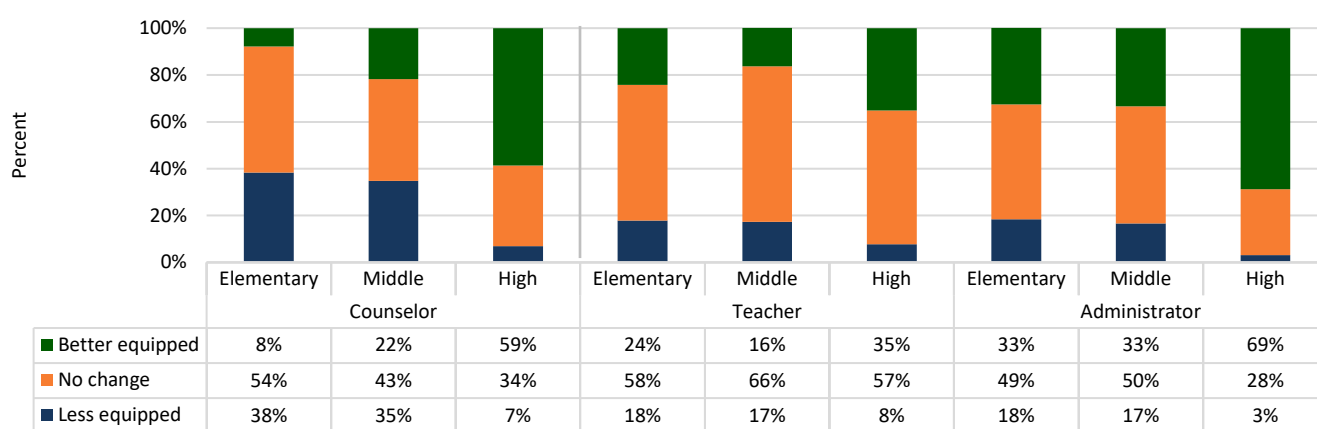
Recommendation #2: Develop a plan to provide additional staff for 2019-2020 to support the school counseling program to allow school counselors to have additional time to meet students' needs.

Based on results of the 2017-2018 evaluation, the second recommendation focused on providing additional staff to support the school counseling program. It was recommended that a plan be developed to provide additional staff (e.g., social workers, psychologists, school counselors, etc.) for 2019-2020 to support the school counseling program to allow school counselors to have additional time to meet students' needs. The

need for additional staff was confirmed in July 2018 by recommendations from the Blue Ribbon Panel on School Safety and Security, which was a committee that analyzed safety procedures throughout the division.[25] The recommendations included increasing behavior and mental health staff available to students to aid in early identification and support of students exhibiting mental health needs. In addition, new legislation that became effective July 1, 2019 stated that school counselors are required "to spend at least 80 percent of his staff time during normal school hours in the direct counseling of individual students or groups of students."[26] This further emphasized the importance of school counselors having additional time to meet students' needs. Throughout the 2018-2019 school year, there were several steps taken regarding developing a plan to provide additional staff for the 2019-2020 school year to support the school counseling program. In November 2018, staff from the Office of Student Support Services continued discussions with Senior Staff regarding the need for additional staff, which resulted in additional behavior intervention specialist positions being allocated for the remainder of the 2018-2019 school year. In addition, according to the Superintendent's Estimate of Needs for 2019-2020, it was proposed that the budget would include funding for 5 additional psychologists, 5 behavior intervention specialists, and 13 elementary school counselors.[27] Additionally, during the summer of 2019, staff from the Office of Student Support Services met with the Department of School Leadership staff to discuss placements of the new elementary school counselors to ensure that students' needs would be met.

A similar recommendation regarding allocations was provided in the year-one evaluation, which was to develop a plan to provide additional school counselor allocations for 2018-2019 at the high school level to ensure that high school students' needs can be met. Twelve new high school counselor positions were added for the 2018-2019 school year. On the 2018-2019 survey, school counselors, teachers, and administrators were asked how equipped school counselors have been to meet students' needs given the school counseling program allocations and students' needs in comparison to the previous year. Across all staff groups, the highest percentages of staff who indicated they were better equipped in comparison to the previous year was at the high school level (see Figure 10). However, in 2018-2019, 38 percent of elementary school counselors and 35 percent of middle school counselors indicated they were less equipped in comparison to the previous year.

Figure 10: Staff Perceptions Regarding How Equipped School Counselors Have Been in Comparison to Previous Year

	Counselor			Teacher			Administrator		
	Elementary	Middle	High	Elementary	Middle	High	Elementary	Middle	High
Better equipped	8%	22%	59%	24%	16%	35%	33%	33%	69%
No change	54%	43%	34%	58%	66%	57%	49%	50%	28%
Less equipped	38%	35%	7%	18%	17%	8%	18%	17%	3%

As previously reported, school counselors, teachers, and administrators were also asked to indicate whether the school counselor allocations provided at their school allowed the school counseling program to meet the students' needs. In 2018-2019, although high school staff agreement percentages regarding this item were low (from 21% to 61% depending on group), in comparison to the 2017-2018 school year, there were increases for each staff group (16% to 21% for counselors, 54% to 61% for teachers, 34% to 49% for administrators). At the other levels, elementary and middle school staff agreement percentages for each staff group declined in

2018-2019 (declines ranging from -6% to -18%), with the exception of middle school counselors, which remained nearly the same (42%).

Recommendation #3: Continue to seek additional parent engagement and education strategies to ensure increased interaction with parents and parent awareness of the role and responsibilities of school counselors.

The third recommendation focused on continuing to seek additional parent engagement and education strategies to ensure increased interaction with parents and parent awareness of the role and responsibilities of school counselors. In August and September 2018, as part of several open house events, school counseling departments offered information sessions. In addition, from September through February, school counseling departments reviewed their roles at several evening events (e.g., senior and college information nights, rising sixth and ninth grade orientations, and Navigating the Journey). School counselors throughout the division also leveraged school websites and social media to keep families informed and involved. School newsletters, particularly at the middle school level, have also been used by school counselors to communicate information to parents. In addition, from September through March, elementary school counselors conducted daytime events with parent groups to engage them in conversations about their students and ways in which the school counselor could support them. Additionally, during the summer of 2018, the Department of Communications and Community Engagement reorganized and updated the division website to ensure the most searched information can be easily accessible as well as launched the VBSchools mobile application that allows parents to access information more easily. In March 2019, the Department of Communications and Community Engagement attended and publicized employee mediation training through social media and the Kaleidoscope, which provided the general public, including parents, information about school counselors' training in this area.[28] Any events for students related to career planning and counseling were also posted on the Parent Connection Calendar.

As previously reported, parents were asked whether they knew their child's school counselor and whether they talked with them. During 2018-2019, at the middle school and high school levels, the percentages of parents who indicated they knew their child's school counselor increased slightly (69% to 71% at middle school, 73% to 78% at high school), whereas there was a slight decline in the percentage of elementary school parents who indicated they knew their child's school counselor (47% to 45%). Regarding talking with their child's counselor, the percentage of middle school parents who indicated they talked with him or her remained relatively the same from the previous year (53% to 54%), whereas there was an increase in the percentage of high school parents who indicated they talked with their child's school counselor (45% to 55%). There were also declines in the percentages of middle school (33% to 31%) and high school parents (23% to 13%) who indicated they did not talk with their child's school counselor but would have liked to, although this decline was slight at the middle school level. There was a slight decline in the percentage of elementary school parents who indicated they talked with him or her (31% to 25%), while there was a small increase in the percentages of elementary school parents who indicated they would have liked to talk with their child's counselor (16% to 19%).

In addition, parents were asked their agreement regarding having a clear understanding of school counselors' responsibilities as well as the role school counselors play in students' overall education. There were notable increases in the percentages of middle school parents who agreed they had a clear understanding of the responsibilities (48% to 69%) and role of counselors (53% to 73%) (see Table 38). There was less improvement found in the perceptions at the other levels with small increases at the elementary school level regarding both items, and small declines at the high school level.

Table 38: Parent Agreement Regarding Understanding Responsibilities and Role of Counselors

Area	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Understood Responsibilities	55.9%	47.6%	62.5%	58.5%	69.1%	61.7%
Understood Role in Education	58.6%	53.0%	66.7%	60.6%	73.4%	65.4%

Recommendation #4: Develop alternative methods for publicizing activities and resources available to secondary students for college and career preparation.

The fourth recommendation focused on developing alternative methods for publicizing activities and resources available to secondary students for college and career preparation. Throughout the 2018-2019 school year, the school counseling program utilized Schoology, VBCPS's Learning Management System, as an alternative method for communicating with secondary students about college and career options. In particular, school-based school counseling Schoology groups were created, through which resources (e.g., graduation requirements, social and emotional support tips) and event postings (e.g., college representative visits) could be shared with students and students could engage in dialogue with their school counselors (e.g., posting questions regarding the college application process). School counselors also utilized these groups to share resources amongst themselves. In addition, school counselors used targeted student groups to provide equitable access to events and opportunities. The VBSchools mobile application that was launched in August 2018 by the Department of Communications and Community Engagement offered students the ability to view calendars, activities, and resources from the division, including Scholarship Central. In September 2018, a parent connection series titled "Navigating college options for military children" was hosted. In February and May 2019, staff from the Department of Communications and Community Engagement attended and publicized the inaugural Career Signing and College Onsite Acceptance events through social media and The Core.

This recommendation was based on low secondary student agreement percentages in 2017-2018 regarding their school counselor helping them understand career options, participate in enrichment or extracurricular activities, and become aware of scholarship opportunities. In 2018-2019, students were again asked their agreement regarding receiving support and resources in these areas. As shown in Table 39, although agreement percentages regarding receiving support and resources in these areas remained low, there were improvements at both secondary levels in the percentages of students who agreed that their school counselor helped them better understand career options (61% to 68% at middle school, 46% to 50% at high school) and helped their awareness of scholarship opportunities (58% to 62% at middle school, 49% to 56% at high school). There were slight declines in the percentages of students who agreed that their school counselor helped them participate in enrichment or extracurricular activities related to their career interests (63% to 59% at middle school, 49% to 48% at high school).

Table 39: Student Perceptions Regarding Counselor Helping Student With College and Career Preparation

Survey Item	2017-2018		2018-2019	
	MS	HS	MS	HS
Better understand career options	61.1%	45.8%	67.8%	49.6%
Participate in enrichment or extracurricular activities related to career interests	63.3%	49.4%	59.0%	48.0%
Awareness of scholarship opportunities	57.7%	49.1%	61.6%	56.4%

As shown in Table 40, there were also increases in student agreement percentages when looking exclusively at student awareness of scholarship opportunities at grades 11 and 12 (48% to 53% at grade 11, 65% to 68% at grade 12).

Table 40: Student Scholarship Awareness for Grade 11 and 12 Students

Survey Item	2017-2018		2018-2019	
	11th grade	12th grade	11th grade	12th grade
Awareness of scholarship opportunities	48.3%	64.7%	53.4%	68.2%

In addition, in 2017-2018, low percentages of students indicated their counselors provided certain activities related to college and career preparation, such as encouraging enrichment opportunities, holding career fairs and college nights, and facilitating college representative visits. Students were again asked to select activities and resources that were provided by their school counselor in 2018-2019. The percentages of secondary students who selected these activities as having been provided by their counselor either declined or remained relatively consistent in comparison to the previous year at both levels (see Table 41).

Table 41: Student Selected College and Career Related Activities Provided by Counselor

Survey Item	2017-2018		2018-2019	
	MS	HS	MS	HS
Encouraging enrichment opportunities	48.8%	31.5%	37.7%	33.6%
Holding career fairs	21.2%	22.7%	14.8%	24.7%
Holding college night	19.3%	20.4%	15.0%	22.3%
Facilitating college representative school visit	19.8%	18.5%	16.3%	19.6%

Recommendation #5: Review, revise as needed, and communicate expectations for elementary school counselors' responsibilities regarding college and career activities.

The fifth recommendation focused on reviewing, revising as needed, and communicating expectations for elementary school counselors' responsibilities regarding college and career activities. In October 2018, the coordinator of counseling services communicated and reviewed the expectations for elementary school counselors in the form of recommended activities and tasks for the year. In December 2018, the coordinator sought feedback from elementary school counselors to review their needs related to the academic and career planning (ACP) expectations. In January 2019, the coordinator met with elementary school counselor zone leaders to discuss how ACP work and planning was progressing for the school year. Discussions were held, and clarifications were provided where needed, and zone leaders provided further explanations with other school counselors at their January zone meetings.

In 2018-2019, agreement percentages of elementary school counselors and administrators regarding college and career expectations being clearly defined and reasonable were higher than in 2017-2018. The percentages of elementary school counselors and administrators who agreed that college and career counseling expectations were clearly defined and reasonable improved for each item (see Table 42). In particular, elementary school counselor agreement percentages improved from 41 percent to 79 percent regarding college expectations being clearly defined and from 69 percent to 94 percent regarding career expectations being clearly defined. Additionally, elementary school teachers' understanding of the role of school counselors in college and career preparation improved. The percentages of elementary school teachers who agreed that they understood the school counselors' role in college preparation improved from 44 percent to 62 percent and the school counselor's role in career preparation improved from 53 percent to 67 percent (see Table 43).

Table 42: Elementary Stakeholder Perceptions Regarding College and Career Counseling Expectations

Area	2017-2018		2018-2019	
	Counselors	Admin	Counselors	Admin
College counseling expectations are clearly defined	41.2%	46.7%	79.4%	66.0%
College counseling expectations are reasonable	50.0%	46.7%	76.5%	56.9%
Career counseling expectations are clearly defined	68.6%	63.6%	94.1%	75.0%
Career counseling expectations are reasonable	74.3%	61.8%	79.4%	63.5%

Table 43: Elementary Teachers' Perceptions Regarding Understanding the Role of School Counselors

	2017-2018	2018-2019
Role in college preparation	43.8%	61.9%
Role in career preparation	52.6%	66.9%

Recommendation #6: Continue to ensure that students are aware of the academic and career planning process and work to develop their academic and career plans.

The sixth recommendation focused on continuing to ensure that students are aware of the academic and career planning process and work to develop their academic and career plans. Throughout the 2018-2019 school year, there were several steps taken regarding this recommendation, including continuing to implement the ACP scope and sequence, which involves a focus of awareness at the elementary level, exploration at the middle school level, and readiness at the high school level. This was primarily implemented through classroom instruction at the elementary school level and advisory sessions at the secondary level. This was the first year that advisory was implemented at the middle schools. In February 2019, the first On-Site Admissions Night was held, which served as a celebratory, culminating event for the ACP process for many students. In addition, in May 2019, the Career Signing Night was held for the first time to honor students from the Technical and Career Education Center and Advanced Technology Center as students and their future employers signed letters of intent of employment. In March 2019, the coordinator of counseling services met with select administrators, school counselors, and the Department of School Leadership to discuss the ACP scope and sequence, make revisions, and share recommendations for the process.

Students in grades 5, 7 or 8, and 10 were required to complete an academic and career plan with their school counselors that detailed their desired courses. On the 2018-2019 survey, 63 percent of grade 5 students, 45 percent of grade 7 students, 50 percent of grade 8 students, and 34 percent of grade 10 students selected this as an activity their school counselor helped them with (see Table 44). At each grade level, these percentages declined or stayed consistent in comparison to the previous year.

Table 44: Percentage of Students Who Indicated Completing Academic and Career Plans With Counselor

Survey Item	2017-2018				2018-2019			
	5th Grade	7th Grade	8th Grade	10th Grade	5th Grade	7th Grade	8th Grade	10th Grade
Completing academic and career plans	66.4%	46.2%	53.4%	40.0%	63.5%	44.5%	49.5%	34.4%

When students were asked more specifically about their counselor helping them explore or identify goals related to academic and career planning, at least 89 percent of elementary school students agreed, whereas between 56 and 77 percent of middle school students and 50 and 68 percent of high school students agreed (see Table 45). Although these percentages at the secondary levels were relatively low, there were improvements (between +2% and +5% improvements) in all goal areas in comparison to the previous year.

Table 45: Student Percentage Agreement Regarding Counselor Helping Explore or Identify Goals

Area	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Academic	81.7%	75.3%	63.8%	88.7%	77.0%	67.5%
Career	83.3%	64.3%	45.0%	90.8%	68.9%	50.3%
College	-	52.3%	49.4%	-	56.0%	54.8%

Students were also asked their agreement regarding their school counselor helping with awareness of academic and career pathways. Between 86 and 91 percent of elementary school students agreed that their school counselor helped them become aware of career options, understand classes related to their career interests, understand the transition process to the next level, and become aware of programs available to them (See Table 46). Lower agreement percentages were found at the secondary levels, with 66 to 79 percent

of middle school students agreeing and 52 to 68 percent of high school students agreeing with similar items. Again, although these percentages at the secondary levels were relatively low, there were improvements in all goal areas in comparison to the previous year.

Table 46: Student Perceptions Regarding School Counselor Helping Them With Awareness of Academic and Career Pathways

Survey Item	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Become aware of career options	85.8%	66.9%	49.3%	91.3%	71.7%	51.8%
Understand classes related to career interests	76.0%	64.4%	54.2%	86.1%	65.5%	57.4%
Understand transition process to next level	87.7%	74.1%	53.4%	93.9%	78.7%	63.3%
Aware of programs available	82.1%	70.1%	63.6%	90.4%	72.9%	67.6%

Summary

The VBCPS comprehensive school counseling program promotes student growth in the areas of academic success, college and career readiness, and personal and social development. The program is based on the American School Counseling Association (ASCA) national model and is developmentally designed to serve all students. This year-three evaluation focused specifically on support in the area of personal and social development. Two previous evaluations have focused on the areas of academics in 2016-2017 and college and career preparation in 2017-2018.

A major component of the school counseling program involves delivery of services to students, which according to the ASCA model, should represent 80 percent or more of school counselors' time. When school counselors were asked their agreement regarding spending at least 80 percent of their time working *directly or indirectly* counseling students, 63 percent of elementary school counselors, 69 percent of middle school counselors, and 51 percent of high school counselors agreed. Additionally, depending on level, from 42 to 54 percent of school counselors agreed that their daily schedule allowed time to provide counseling to students in personal and social development and 29 to 35 percent of counselors agreed that students have enough time with counselors to plan personal and social development goals.

The school counseling program offers services in counseling, classroom guidance, consultation, and coordination. Within these service areas, school counselors focus their skills on seven primary activities, including academic planning; administrative tasks; building a college-going culture; career counseling; college application process, including scholarships and financial aid; mental health issues of students; and professional learning. When asked to rank these activities by time spent, school counselors at all levels ranked mental health of students and academic planning as accounting for the most time. When school counselors were asked to select the supports they provided in the area of personal and social development, the majority of counselors at all levels indicated they provided support through individual counseling, consulting with staff and families, and collaborating with staff, students, and families to identify and support roles of stakeholders.

The VBCPS school counseling program has outlined key school counseling responsibilities within the areas of academics, college and career preparation, and personal and social development that are aligned with Virginia standards and the ASCA framework. In 2018-2019, counselors were asked to indicate the extent to which they were involved with each key responsibility within the personal and social development area. At least 80 percent of school counselors at all levels indicated they were involved to a large extent with the following responsibilities and activities: providing individual counseling, mandated reporting of child abuse/neglect, and providing crisis response and grief and loss counseling.

Stakeholders were asked their perceptions of the role of school counselors, including their perceptions about expectations related to personal and social development counseling. Although elementary and middle school counselors and administrators had high agreement percentages that the expectations were clear, lower agreement percentages were found at the high school level, with 71 percent of school counselors and 62 percent of administrators agreeing that expectations were clearly defined. Additionally, secondary teachers had lower agreement percentages regarding having a clear understanding of counselors' role in this area with 65 percent of middle school teachers and 54 percent of high school teachers agreeing.

Recommended staffing allocations are provided by ASCA and the Virginia Standards of Quality guidelines. Based on the total school counselor FTE allocations at each school level in 2018-2019, VBCPS school counselor allocations met the SOQ guidelines, but did not meet the ASCA recommendations. When counselors were asked about their perceptions of whether the allocations that were provided allowed the program to meet the students' needs, between 17 and 42 percent agreed, depending on school level.

Various professional learning opportunities were provided to school counselors throughout the 2018-2019 school year. When asked about these opportunities, at least 76 percent of counselors at each level agreed that they received adequate professional learning opportunities overall. When asked specifically about professional learning in personal and social development, 94 percent of elementary school counselors agreed, while 69 percent of middle school counselors and 70 percent of high school counselors agreed.

Another component of the school counseling program is collaborating with parents. When parents were asked whether they knew their child's school counselor, 45 percent of elementary school parents, 71 percent of middle school parents, and 78 percent of high school parents indicated they did. Regarding whether parents talked with their child's school counselor, 25 percent of elementary school parents, 54 percent of middle school parents, and 55 percent of high school parents reported talking with their child's school counselor. In addition, 19 percent of elementary school parents, 15 percent of middle school parents, and 13 percent of high school parents indicated that they would have liked to talk to their child's school counselor but did not.

The school counseling program is expected to serve all students from kindergarten through grade 12. Almost all students (96%) indicated they knew who their school counselor was. The largest percentages of students at the secondary level reported meeting with their school counselor one to two times during the school year (40% at middle school, 48% at high school), whereas the largest percentage of fifth-grade students reported meeting with their counselor seven or more times (37%). Elementary school and middle school students were more likely to meet with their school counselor in the classroom, while high school students were more likely to meet with their school counselor individually.

The goal for the personal and social component assessed in this year-three evaluation was to ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens. Nine related objectives were evaluated. Elementary students had high agreement percentages regarding their school counselors providing support in this area with between 81 to 86 percent of elementary students agreeing their school counselor helped them demonstrate a healthy balance of mental, social/emotional, and physical well-being; feel a sense of belonging; manage transitions and adapt to change; and empathize and cultivate positive relationships with peers. Lower agreement percentages were found at the secondary levels, with 63 to 70 percent of middle school students agreeing and 54 to 64 percent of high school students agreeing with similar items. Students who worked with counselors in specific areas, such as balancing school, home, and community activities; improving behavior; developing coping and problem-solving skills; and developing conflict resolution skills, were also asked their agreement about counselors' support in these areas. At least 80 percent of students at all levels agreed that their school counselor helped them in each of these areas.

Students and parents were asked several general survey items about their school counselor, including the school counselor's availability, ability to help them, and whether they understood the students' goals/challenges. At least 77 percent of students at all school levels agreed that their school counselor was available if they needed him or her and 81 percent of students at all school levels agreed that their school counselor helped them if they had a question or a problem. In addition, at least 87 percent of students at all levels agreed that their school counselor believed all students can succeed and 74 percent of secondary students agreed that their school counselor was an advocate for all students. Across all items, highest parent agreement was found at the middle school level, with agreement ranging from 80 percent to 90 percent regarding being available, helping if needed, being an advocate, and believing all students can succeed. Lower agreement percentages were found for parents at the elementary and high school levels with agreement ranging from 67 to 79 percent. In comparison to these general perceptions of school counselors, there was lower student and parent agreement regarding counselors' understanding of students' goals and challenges. While 78 percent of fifth-grade students agreed that school counselors understood them and their personal and social goals and challenges, 53 percent of middle school students and 54 percent of high school students agreed. Staff agreement percentages regarding the school counselors' accessibility, actions, and beliefs were high, with 90 to 100 percent agreement.

From 77 to 100 percent of school counselors, teachers, and administrators, depending on level, were satisfied with the school counseling program. Overall, highest staff satisfaction for each group was at the middle school level. For students, satisfaction was highest at the elementary school level (92%), followed by the middle school (82%) and high school levels (72%). For parents, satisfaction was also highest at the middle school level (69%), followed by the elementary school (64%) and high school levels (55%).

Recommendations from the evaluation in 2017-2018 focused on providing additional staff to support the school counseling program to meet students' needs, seeking additional parent engagement and education strategies, publicizing college and career activities and resources for secondary students, reviewing elementary school counselor expectations in college and career preparation, and ensuring student awareness of the academic and career planning process. Throughout the 2018-2019 school year, there were several steps taken regarding these recommendations with some improvements in the area of parent engagement and education strategies as well as publicizing activities and resources to secondary students for college and career. Notable improvements were found in the recommendation area of expectations for elementary school counselors' responsibilities regarding college and career activities.

For the current evaluation, the recommendations based on data collected in 2018-2019 included modifying the personal and social development component of the school counseling program for secondary students, continuing to ensure secondary students are supported through the academic and career planning process, and continuing to implement new strategies for school counselors to involve, engage, and communicate with parents. To monitor progress in these areas and to assess the impact of additional staff allocations and programmatic efforts in 2019-2020, an evaluation update was also recommended.

Recommendations and Rationale

Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 5. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The first recommendation is to continue the school counseling program with modifications noted in recommendations 2 through 5. 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. Because the school counseling program is already intended to be an integral part of the educational experience for all students across the division and serves all students through a variety of activities, the recommendation to continue the program with modifications is made to enhance continuous improvement efforts toward meeting Virginia and ASCA standards for school counseling programs.

Recommendation #2: Modify the personal and social development component of the school counseling program for high school students by assessing students' needs in this area and using the information to revisit the expectations and responsibilities of school counselors, along with related professional development opportunities to support school counselors' work. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The second recommendation is to modify the personal and social development component of the school counseling program for high school students by assessing students' needs in this area and using the information to revisit the expectations and responsibilities of school counselors, along with related professional development opportunities to support school counselors' work. Analysis of high school staff perceptions regarding personal and social counseling expectations showed that 71 percent of high school counselors and 62 percent of high school administrators agreed that expectations in this area were clearly defined, while 53 percent of high school counselors and 56 percent of high school administrators agreed that the expectations were reasonable. In addition, 54 percent of high school teachers agreed that they had a clear understanding of the role of school counselors in students' personal and social development, although 81 percent of high school teachers agreed that they had a clear understanding of the overall role of school counselors. Perceptions related to professional learning in personal and social development were relatively low at the high school level, with 70 percent of high school counselors agreeing that adequate professional learning opportunities were provided in personal and social development, though 76 percent of high school counselors agreed that there were adequate professional learning opportunities overall. High school student agreement percentages regarding receiving support from their school counselor in various areas related to personal and social development were also low. The percentages of high school students who agreed that their counselor was an important resource for personal and social issues, their counselor provided class presentations or small-group instruction in this area, and they felt informed about resources ranged from 42 to 59 percent. In addition, 54 percent of high school students agreed that their counselor knew them and understood their personal and social goals and challenges. Regarding the objectives related to the personal and social development goal, from 54 to 64 percent of high school students agreed that their school counselor helped them with various areas of personal and social development, such as demonstrating a healthy balance, feeling a sense of belonging, managing transitions, and empathizing and cultivating positive relationships with peers.

Recommendation #3: Continue to ensure secondary students are supported through the academic and career planning process to develop their academic and career goals and plans. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The third recommendation is to continue to ensure students are supported through the academic and career planning process to develop their academic and career goals and plans. In grades 5, 7 or 8, and 10, students were required to complete an academic and career plan with their school counselors that detailed their desired courses. When surveyed about whether school counselors helped students complete academic and career plans, 63 percent of grade 5 students, 45 percent of grade 7 students, 50 percent of grade 8 students, and 34 percent of grade 10 students selected this as an activity their school counselor helped them with. At each grade level, these percentages declined or stayed consistent with the previous year. When students were asked more specifically about their counselor helping them explore or identify goals related to academic and career planning (i.e., goals in the areas of academics, college, and career), whereas between 56 and 77 percent of middle school students and 50 and 68 percent of high school students agreed. In addition, between 86 and 94 percent of elementary school students agreed that their school counselor helped them become aware of career options, understand classes related to their career interests, understand the transition process to the next level, and become aware of programs available to them. Lower agreement percentages were found at the secondary levels, with between 66 and 79 percent of middle school students agreeing and 52 and 68 percent of high school students agreeing with similar items. The percentages of these more specific survey items showed improvement in comparison to the previous year; however, at the secondary levels the agreement percentages regrading having receiving support from their school counselors in these areas related to the academic and career planning process remained relatively low.

Recommendation #4: Continue to implement new strategies for school counselors to involve, engage, and communicate with parents. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The fourth recommendation is to continue to implement new strategies for school counselors to involve, engage, and communicate with parents. The ASCA position statement on school-family-community partnerships states that it is part of the school counselor's role to "actively pursue collaboration with family members…" which is believed will benefit the school's counseling program by increasing the program's effectiveness and improving the efficiency of delivering school counseling program services. Consistent with findings from the two previous evaluations, parents' agreement percentages related to the school counseling program were lower than other stakeholder groups throughout all areas of the evaluation. For example, satisfaction with the school counseling program was higher for all staff groups (ranging from 77% to 100%) and students (ranging from 72% to 92%) at all levels in comparison to parents at all levels (ranging from 54% to 69%). Although there were patterns of improvement in parent satisfaction at the secondary levels in comparison to the previous year, especially at the middle school level (+27%), parent satisfaction remained low at all levels (64% at elementary school, 69% at middle school, 55% at high school). In addition, when parents were asked their agreement regarding school counselors engaging with parents to support child development, 58 percent of elementary school parents, 62 percent of middle school parents, and 44 percent of high school parents agreed. Consistent with patterns elsewhere, in comparison to the previous year, there was an increase in the parent agreement percentage at the middle school level but a decline in the agreement percentage at the elementary school level. In regards to communication with the school counselor, there was an increase in the percentage of elementary school parents who indicated they would have liked to talk with their child's counselor (16% to 19%), while this percentage remained relatively consistent at the middle school level (15%) and declined at the high school level (23% to 13%) in comparison to the previous year. In response to an open-ended survey item about areas of improvement, parents indicated that communication between school counselors and parents was a primary area of improvement. The comments included suggestions for

more communication between school counselors and parents in general and concerns about previously having trouble receiving responses from counselors (e.g., responses to emails) or having no communication at all.

Recommendation #5: Conduct an evaluation update during 2019-2020 focused on the extent to which additional staffing allocations and programmatic efforts enable the school counseling program to meet students' needs as well as progress related to the year-three evaluation recommendations. *(Responsible Group: Office of Planning, Innovation, and Accountability – Office of Research and Evaluation)*

Rationale: A final recommendation is to conduct an evaluation update during 2019-2020 focused on the extent to which additional staffing allocations, such as additional elementary school counselors and behavior intervention specialists, and programmatic efforts enable the school counseling program to meet students' needs as well as progress related to the current recommendations. Due to new legislation regarding staff allocations and time spent working directly with students, additional school counselor and mental health-related staff positions (e.g., behavior intervention specialists, psychologists) have been added for the 2019-2020 school year. Therefore, it is recommended to continue to monitor staff, student, and parent perceptions through 2019-2020 regarding the ability for the school counseling program to meet students' needs. In addition, the evaluation update will monitor the progress related to the recommendations, including reassessing and modifying the personal and social development component of the school counseling program for secondary students, continuing to ensure secondary students are supported through the academic and career planning process, and continuing to implement new strategies for school counselors to involve, engage, and communicate with parents. Progress toward the recommendations will be evaluated through school counselor, teacher, administrator, student, and parent perceptions.

Appendices

Appendix A: VBCPS *Essential Counseling Services by Level*

VIRGINIA BEACH CITY PUBLIC SCHOOLS' – ESSENTIAL COUNSELING SERVICES BY LEVEL

VBCPS' SCHOOL COUNSELING RESPONSIBILITIES (based on school needs)	ES	MS	HS	AREA	VA & VBCPS STANDARDS	*STUDENT MINDSETS AND BEHAVIORS
Comprehensive Guidance Curriculum	√	√	√	**Academic**	**VA Standard** Students will acquire the academic preparation essential to choose from a variety of educational, training and employment options upon completion of secondary school. **VBCPS Standards** **Standard 1:** Students will acquire the attitudes, knowledge and skills necessary for effective learning. **Standard 2:** Students will understand their academic status toward meeting graduation requirements and the preparation necessary to transition to post-secondary options. **Standard 3:** Students will attain the knowledge and skills necessary to make a successful transition to post-secondary options and skills needed for independent living.	MINDSETS: √ Self-confidence in ability to succeed √ Positive attitude toward work and learning BEHAVIORS: ✓ Use time-management, organizational and study skills ✓ Identify long- and short-term academic, career and social/emotional goals ✓ Set high standards of quality ✓ Actively engage in challenging coursework ✓ Demonstrate ability to work independently ✓ Demonstrate the ability to overcome barriers to learning ✓ Use effective oral and written communication skills and listening skills ✓ Create relationships with adults that support success
Small Group Guidance – Academic Issues	√	√	√			
Individual Counseling and Parent Conferences around Academic Concerns	√	√	√			
Academic and Career Plans (Grades 5,7,8,10)	√	√	√			
Conduct Parent Workshops (SOL Nights, PSAT, SAT, ACT)	√	√	√			
Develops **504** Plans and Serves as Case Managers (as needed)	√	√	√			
Assists with Academic Incentives, Functional Behavioral Assessments, Behavior Intervention Plans and SRT/Special Education Committees	√	√	√			
Academic Advisement and Course Selection	√	√	√			
Referrals to Specialty Middle, Academies and High School Programs	√	√	√			
Senior Notification – Graduation Plan/Jeopardy Letters			√			
Certifies Student Records for Graduation; Credit Checks			√			
Promote Academy Night and MYP & KLMS Programs	√	√				
Re-enrollment/Truancy/Drop Out Prevention	√	√	√			
Matriculation to Middle/High School/College	√	√	√			
Coordination of Transitional Orientation	√	√	√			
Peer Tutoring	√	√	√			
Bolsters Academic Skills –Study, Test and Note Taking, Organization, Time Management, Improvement Programs	√	√	√			
Counseling Students with Individualized Education Plans when Identified	√	√	√			
Support Service Learning Opportunities	√	√	√	**College/Career**	**VA Standard** Students will investigate the world of work in order to make informed career decisions. **VBCPS Standards** **Standard 4:** Students will develop the skills necessary to explore self-interests that should influence informed career decisions. **Standard 5:** Students will develop interpersonal skills and professional standards needed for successful employment. **Standard 6:** Students will develop and maintain skills necessary to identify global societal and economic trends that influence employment opportunities and future training.	MINDSETS: √ Understanding that postsecondary education and life-long learning are necessary for long-term career success √ Belief in using abilities to their fullest to achieve high-quality results and outcomes BEHAVIORS: ✓ Apply self-motivation and self-direction to learning ✓ Apply media and technology skills
Conduct Career Interest Inventory (5,7,8,10)	√	√	√			
College and Career Awareness, Exploration and Selection (Classroom Guidance, School-Wide Activities, Individual Planning)	√	√	√			
College and Career Readiness Sessions with Parents	√	√	√			
Student Enrichment (Job Shadowing, Apprenticeships, Student Leadership, Clubs, Gold, Athletics, Organizations)	√	√	√			
Military Recruiter Visits			√			
Support College Admissions (Applications, Transcripts, Recommendations, Resumes)			√			

VIRGINIA BEACH CITY PUBLIC SCHOOLS' – ESSENTIAL COUNSELING SERVICES BY LEVEL

VBCPS' SCHOOL COUNSELING RESPONSIBILITIES (based on school needs)	GRADE LEVEL			AREA	COUNSELING STANDARDS	*STUDENT MINDSETS AND BEHAVIORS
	ES	MS	HS			
Informs, Encourages and Refers Students to College Preparatory Programs (AVID, Spartan Prep, ACCESS, Gear-Up, Upward Bound)	√	√	√	College/Career	**VA Standard** Students will investigate the world of work in order to make informed career decisions. **VBCPS Standards** **Standard 4**: Students will develop the skills necessary to explore self-interests that should influence informed career decisions. **Standard 5**: Students will develop interpersonal skills and professional standards needed for successful employment. **Standard 6**: Students will develop and maintain skills necessary to identify global societal and economic trends that influence employment opportunities and future training.	✓ Participate in enrichment and extracurricular activities ✓ Demonstrate advocacy skills and ability to assert self, when necessary
College and Career Admissions Testing and Interpretation (ASVAB, SAT, ACT, PSAT & AP)			√			
College Affordability Planning (Scholarships, Financial Aid Information, Savings Plan)			√			
Schedule and/or Promote College and Career Day/Fair, Career Connections, College Representative Visits, College Night	√	√	√			
Connects Students with Community Programs, Mentoring, Tutoring, Enrichment Activities and Summer Programs (Horizons/Tech Camps)	√	√	√			
Informs Students Regarding Options for Acceleration and Diversified Learning (MYP & KLMS Programs, Virtual Virginia, Concurrent and Dual Enrollment)	√	√	√			
Individual and Small Group Counseling	√	√	√	Personal/Social	**VA Standard** Students will acquire an understanding of, and respond for, self and others, and the skills to be responsible citizens. **VBCPS Standards** **Standard 7**: Students will continue to use family, peer, school, and community resources to make decisions and understand consequences of their choices. **Standard 8**: Students will continue to acquire the appropriate developmental skills necessary to recognize and respect individual differences, learn effective communication, and demonstrate an understanding of rules, laws, and safety of others. **Standard 9**: Students will continue to develop appropriate communication and conflict resolution skills with peers and adults to achieve goals.	MINDSETS: √ Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being √ Sense of belonging in the school environment BEHAVIORS: ✓ Demonstrate effective coping skills when faced with a problem ✓ Demonstrate the ability to balance, school, home and community activities ✓ Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities ✓ Create positive and supportive relationships with other students ✓ Demonstrate empathy ✓ Demonstrate ethical decision-making and social responsibility
Mandated Reporting of Child Abuse/Neglect	√	√	√			
Suicidal Ideation; Self-Mutilation; Identity	√	√	√			
Support Registration of Homeless Families	√	√	√			
Support Pregnant Girls' Continuation of Education		√	√			
Homebound and Hospital Teaching Process	√	√	√			
Crisis Response and Grief and Loss Counseling	√	√	√			
Bullying and Harassment Reporting And Investigation	√	√	√			
Presentations To Building Staff: Bullying and Intimidation	√	√	√			
Consultation with Teachers; Observation of Students with Academic and Behavioral Needs	√	√	√			
Citizen of the Month, Principles of American Citizenship	√	√				
Deployment Assistance	√	√	√			
Behavior Incentive Programs	√	√				
Mentorship, Peer Mentoring, New Student Programs	√	√	√			
Advisory Council for School Counseling Program	√	√	√			

VBCPS Office of Student Support Services   *American School Counselor Association Mindsets & Behaviors*

October 2016

Appendix B: School Counseling Program Goals and Objectives

Goal #1: The school counseling program will ensure that students acquire the academic preparation that is essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

Objective 1: Students will set high standards and engage in challenging coursework as measured by advanced course (e.g., dual enrollment, Advanced Placement) enrollment (high schools), advanced coursework (middle schools), and survey data (elementary schools).

Objective 2: Students will understand diploma course requirements as measured by survey responses and will graduate on time as measured by the Virginia cohort on-time graduation rate.

Objective 3: Students will understand the relevance and importance of the SOL assessments for graduation as measured by student survey responses.

Objective 4: Students will understand the connection between attendance and academic success as measured by survey responses from students who worked with their counselor in this area.

Objective 5: Students will cultivate relationships with adults and skills that support success, including time management, organization, and study skills as measured by survey responses from students who worked with their counselor in these areas.

Objective 6: Students will develop effective oral and written communication and listening skills as measured by survey responses from students who worked with their counselor in this area, as well as teacher and administrator survey responses.

Objective 7: Students will develop self-confidence in their ability to succeed and have a positive attitude toward work and learning as measured by survey responses from students who worked with their counselor in this area.

Objective 8: Students will demonstrate the ability to work independently, solve problems, and overcome barriers to success as measured by survey responses from students who worked with their counselor in these areas.

Objective 9: Students will have the opportunity to explore (elementary schools) and identify (middle and high schools) long- and short-term academic, career, and social-emotional goals through the academic and career planning process (grades 5, 7-8, and 10) as measured by survey data.

Objective 10: Middle and high school students are aware of academic and career pathways and work with their school counselor to select coursework that is aligned with their pathway as measured by student and parent survey responses.

Goal #2: The school counseling program will ensure that students will investigate the world of work in order to make informed career decisions.

Objective 1: Students will believe that using their abilities to the fullest extent will allow them to achieve high-quality results as measured by student survey responses.

Objective 2: Students and their parents will be aware of academic and career pathways and their program enrollment options in middle school and high school (e.g., academy programs, TCE, ATC, etc.) as measured by student and parent survey responses.

Objective 3: Students will report an improved understanding of career options as measured by student survey responses.

Objective 4: Students and parents will be aware of scholarship opportunities as measured by student and parent survey responses.

Objective 5: Students will apply self-motivation and self-direction to learning as measured by survey responses from students who worked with their counselor in this area.

Objective 6: Students will demonstrate advocacy skills and the ability to assert oneself, when necessary, as measured by student, parent, and teacher survey responses.

Objective 7: Students will apply media and technology skills related to career interests based on their work with school counselors as measured by student survey responses.

Objective 8: Students will participate in enrichment and extracurricular activities related to career exploration and interests as measured by student survey responses.

Objective 9: Students' experiences in VBCPS will allow them to reach their post-high school goals as measured by student and parent survey responses.

Objective 10: Students will understand that life-long learning and postsecondary education are necessary for long-term career success as measured by student survey responses.

Objective 11: Students will enroll in postsecondary education within one year of graduating from high school as measured by National Student Clearinghouse college enrollment data, be accepted into the military as measured by data reported by high schools, or plan to be employed as measured by student survey responses.

Goal #3: The school counseling program will ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens.

Objective 1: Students will demonstrate a healthy balance of mental, social/emotional, and physical well-being as measured by student and parent survey responses.

Objective 2: Students will demonstrate the ability to balance school, home, and community activities as measured by survey responses from students who worked with their counselor in this area.

Objective 3: Students will feel a sense of belonging in the school environment as measured by student and parent survey responses.

Objective 4: Students will demonstrate the ability to manage transitions and to adapt to changing situations and responsibilities as measured by student and parent survey responses.

Objective 5: Student behavior will improve as measured by survey results from students who worked with their counselor in this area (e.g., mediation, restorative practices), as well as parent survey results.

Objective 6: Students will develop effective coping and problem-solving skills when confronted with challenges as measured by survey responses from students who worked with their counselor in this area.

Objective 7: Students will develop conflict resolution skills as measured by survey responses from students who worked with their counselor in this area (e.g., mediation, restorative practices).

Objective 8: Students will develop the ability to empathize and cultivate positive relationships with their peers as measured by student and parent survey responses.

Objective 9: Students will demonstrate ethical decision making and social responsibility as measured by participation in community service projects and numbers earning the state civics seal.

**Appendix C: Total Staffing Allocations Including
Guidance Department Chairs and School Counselors – 2018-2019**

Elementary Schools	Staffing Allocation
Alanton	1
Arrowhead	1
Bayside	1
Bettie F. Williams	1
Birdneck	1
Brookwood	1.2
Centerville	1.2
Christopher Farms	1.2
College Park	1
W.T. Cooke	1
Corporate Landing	1
Creeds	1
Diamond Springs	1
Fairfield	1
Glenwood	1.8
Green Run	1
Hermitage	1.2
Holland	1
Indian Lakes	1
John B. Dey	1.6
Kempsville	1
Kempsville Meadows	1
King's Grant	1
Kingston	1
Landstown	1.4
Linkhorn Park	1.2
Luxford	1
Lynnhaven	1
Malibu	1
New Castle	1.4
Newtown	1
North Landing	1
Ocean Lakes	1
Old Donation School	1
Parkway	1
Pembroke	1
Pembroke Meadows	1
Point O'View	1.4
Princess Anne	1
Providence	1
Red Mill	1.2
Rosemont	1
Rosemont Forest	1
Salem	1
Seatack	1

Elementary Schools	Staffing Allocation
Shelton Park	1
Strawbridge	1.2
Tallwood	1
Thalia	1.2
Thoroughgood	1.2
Three Oaks	1.4
Trantwood	1
White Oaks	1
Windsor Oaks	1
Windsor Woods	1
Woodstock	1.2
TOTAL	61

Middle Schools	Staffing Allocation
Bayside 6	2
Bayside	3
Brandon	4
Corporate Landing	4
Great Neck	4
Independence	3
Kempsville	3
Landstown	5
Larkspur	5
Lynnhaven	3
Old Donation School	2
Plaza	3
Princess Anne	4
Salem	3
Virginia Beach	3
TOTAL	51

High Schools	Staffing Allocation
Bayside	6
Frank W. Cox	6
First Colonial	6.4
Green Run	6
Floyd E. Kellam	7
Kempsville	6
Landstown	7
Ocean Lakes	7
Princess Anne	6
Salem	6
Tallwood	7
TOTAL	70.4

Specialty Schools	Staffing Allocation
Advanced Technology Center	1
Green Run Collegiate	1
Renaissance Academy	4
Student Support Services*	2
Tech & Career Ed Center	1
TOTAL	9

Note: Data as of July 3, 2019.
Total counselor FTEs = 191.4
*Military-connected

Endnotes

[1] Source: https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121

[2] Source: https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121

[3] Source: https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121

[4] Source: School Guidance/Counseling Program. Retrieved from
https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121

[5] Source: School Guidance/Counseling Program. Retrieved from
https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121

[6] Due to the anticipated complexity of determining the additional cost to the school division for the school counseling program, a separate cost analysis of the school counseling program would need to be conducted as a separate project at a later date if necessary.

[7] Hanover Research (June 2016). Research Brief: Evaluating Guidance Programming.

[8] W.K. Kellogg Foundation Handbook, W.K. Kellogg Foundation, January 2004, pgs. 6-7. Retrieved from
http://www.wkkf.org/~/media/62EF77BD5792454B807085B1AD044FE7.ashx

[9] Source for sample size calculations: http://www.raosoft.com/samplesize.html

[10] Source: http://www.doe.virginia.gov/support/school_counseling/counselingstandards.pdf

[11] Source: https://schoolcounselor.org/Ascanationalmodel/media/ANM-templates/ANMExecSumm.pdf

[12] Source: https://www.schoolcounselor.org/administrators/role-of-the-school-counselor

[13] Source: http://www.doe.virginia.gov/administrators/superintendents_memos/2006/inf180.html (Section 8VAC20-131-240. Administrative and support staff; staffing requirements.)

[14] Source: Superintendent's Memo #136-19. June 14, 2019.

[15] Source: https://www.schoolcounselor.org/administrators/role-of-the-school-counselor

[16] Source: https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121

[17] Source: https://www.schoolcounselor.org/asca/media/asca/home/appropriate-activities-of-school-counselors.pdf

[18] Source: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SupportStaff.pdf

[19] Source: 2017 Standards of Quality: §22.1-253.13.2. Standard 2. Instructional, administrative, and support personnel. Paragraph H.4.

[20] Source: Superintendent's Memo #136-19. June 14, 2019.

[21] Source: https://budget.lis.virginia.gov/item/2019/1/HB1700/Chapter/1/136

[22] Source: https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

[23] Source: R. Jamison, Personal communication, May 3, 2018.

[24] Source: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Partnerships.pdf

[25] http://www2.vbschools.com/press_releases/prfy19/002.html

[26] Source: Superintendent's Memo #136-19. June 14, 2019.

[27] Source: https://www.vbschools.com/cms/one.aspx?portalId=78094&pageId=1708699

[28] Source: VBSchools Facebook March 16 post – link to VBCPSBlogs.com VBCPS employees hone mediation skills – Kaleidoscope.

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VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

December 2019

PLANNING, INNOVATION, AND ACCOUNTABILITY
Office of Research and Evaluation

School Counseling Program (K-12): Comprehensive Evaluation – Personal and Social Development Component

The table below indicates the proposed recommendations resulting from the **School Counseling Program (K-12): Comprehensive Evaluation – Personal and Social Development Component**. 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> December 10, 2019 <u>Consent</u> January 14, 2020	School Counseling Program (K-12): Comprehensive Evaluation – Personal and Social Development Component	1. Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 5. (*Responsible Group: Department of Teaching and Learning*) 2. Recommendation #2: Modify the personal and social development component of the school counseling program for high school students by assessing students' needs in this area and using the information to revisit the expectations and responsibilities of school counselors, along with related professional development opportunities to support school counselors' work. (*Responsible Group: Department of Teaching and Learning*) 3. Recommendation #3: Continue to ensure secondary students are supported through the academic and career planning process to develop their academic and career goals and plans. (*Responsible Group: Department of Teaching and Learning*) 4. Recommendation #4: Continue to implement new strategies for school counselors to involve, engage, and communicate with parents. (*Responsible Group: Department of Teaching and Learning*)	The administration concurs with the recommendations from the program evaluation.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2019 Program Evaluation	Administration's Recommendations
		5. Recommendation #5: Conduct an evaluation update during 2019-2020 focused on the extent to which additional staffing allocations and programmatic efforts enable the school counseling program to meet students' needs as well as progress related to the year-three evaluation recommendations. (*Responsible Group: Office of Planning, Innovation, and Accountability – Office of Research and Evaluation*)	

Subject: 2Revolutions Update _____**Item Number:** 14C_____

Section: Information _____**Date:** December 10, 2019_____

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

Prepared by: Lisa A. Banicky, Ph.D., Executive Director _____
Office of Planning, Innovation, and Accountability _____

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

Recommendation:

That the School Board receive an update on the partnership between Virginia Beach City Public Schools (VBCPS) and 2Revolutions, including an overview of the prototyping work that occurred during the 2018-2019 school year and plans for implementing two of the prototypes during the 2019-2020 school year.

Background Summary:

In January of 2018, VBCPS entered into a partnership with 2Revolutions, an education design lab, for the purpose of developing more integrative and innovative solutions for challenges that persist in education. This partnership was formed and funded as part of the Carnegie Corporation of New York's Integration Design Consortium. Throughout the spring of 2018, 2Revolutions conducted a comprehensive, independent landscape analysis to identify existing assets, barriers, and assess community readiness for transformation. They also conducted community visioning sessions to engage stakeholders in collaboratively defining the future. The School Board received information about this work as part of their July 2018 retreat. Throughout the 2018-2019 school year, teams of stakeholders served as members of prototyping networks to identify solutions addressing equity and transformational mindsets. At the end of the year, the network members shared their learnings and recommendations for moving forward with the prototyped solutions.

Source:

Budget Impact:

None

Subject: Textbook Adoption: *AP* United States Government and Politics **Item Number:** 14D

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

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning
Prepared by: Matthew D. Delaney, Executive Director of Secondary Teaching and Learning
        Kristine M. Troch, Secondary Social Studies Coordinator

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

Recommendation:
That the School Board review and approve the following high school Advanced Placement (AP) United States Government and Politics textbook as recommended by the AP United States Government and Politics Textbook Adoption Committee for implementation in the fall of 2020.

Course Title	Textbook	Publisher	Copyright
Advanced Placement United States Government and Politics	*American Government: Stories of a Nation*	Bedford, Freeman, and Worth	2019

Background Summary:
The members of the AP United States Government and Politics Textbook Adoption Committee reviewed textbooks and materials sent by publishers once.. The committee evaluated the textbooks for correlation to the College Board standards. Correlation to the Virginia Standards of Learning and the Virginia Beach City Public Schools' curriculum objectives were also examined. The textbooks were reviewed by teachers, parents, student representatives, and a university representative. The textbooks were placed in two public libraries, as well as the main entrance of the School Administration Building, for public review and comment. After reviewing the textbooks, the AP United States Government and Politics Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2020.

A negotiation team including the Director of K-12 and Gifted Programs, the Coordinator for Secondary Social Studies, and the Executive Director of Secondary Teaching and Learning communicated with the appropriate personnel from the publishing companies to discuss a preliminary contract for the full adoption cycle pending approval by the School Board.

The proposed textbook will replace the current textbook as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
Advanced Placement United States Government and Politics	*Government in America: People Politics, and Policy,* 15th edition	2011	8

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

Budget Impact:
Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
Advanced Placement United States Government and Politics	$176,056	$177,117

AP United States Government and Politics
Textbook Adoption
Implementation for Fall 2020

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs (5%)	Total Implementation Cost
Advanced Placement United States Government and Politics	**First Choice:** *American Government: Stories of a Nation.* Abernathy and Waples. Bedford, Freeman & Worth, 2019.	1420	$176,056	$44,014	$220,070
	Second Choice: *Government in America: People, Politics, and Policy 2016 Presidential Election Edition, 7th edition.* Edwards. Pearson, 2018.	1420	$177,117	$44,280	$221,252

TEXTBOOK ADOPTION RECOMMENDATION

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

December 10, 2019

AP UNITED STATES GOVERNMENT AND POLITICS
TEXTBOOK ADOPTION TIMELINE

March 2018	Memo calling for AP United States Government and Politics teachers to serve on the Textbook Adoption Committee through an application process.
April 2018	Request for Proposal initiated. Applications due and teachers notified of selection on committee.
May 2018	Teachers were given three textbooks and associated materials/online access to review.
June 2018	The Textbook Adoption Committee members shared concerns in initial reviews of textbooks and the decision to delay adoption was made.
May 2019	Response for Proposal initiated. Textbook Adoption Committee reconvened.
June 2019	The Textbook Adoption Committee received four titles of textbooks and materials to examine.
August 2020	The Textbook Adoption Committee met to discuss the reviewed textbooks and select a first- and second-choice option. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks.
Oct. – Nov. 2019	The recommended textbooks were placed at the Central Library, the Kempsville Library and the School Administration Building for public review. The director of K-12 and Gifted Programs was notified of the placement so that notification could be posted on the Internet. No public comments were received.
October 2019	Negotiations were conducted with appropriate representatives of the publishers, the Executive Director of Secondary Teaching and Learning, the director of K-12 and Gifted Programs, a coordinator from Distribution Services, a contract specialist from Purchasing Services and the Secondary Social Studies coordinator.
November 2019	The Secondary Social Studies coordinator used the recommendations from the committee to prepare the report for the School Board.

AP UNITED STATES GOVERNMENT AND POLITICS
TEXTBOOK ADOPTION COMMITTEE

Instructor Representatives
> Angela Cosimano, Princess Anne High School
> Andrew Midgette, Kempsville High School
> Thalia Serino, Kellam High School
> Andrea Stover, Ocean Lakes High School
> Michelle Sturgis, Salem High School

Parent Representative
> Kristi Patton, parent, Salem High School
> Stasia Laroche, parent, Ocean Lakes High School
> Mrs. Minter, parent, Ocean Lakes High School

University Representative
> Georgeanne Hribar, Ph.D., Old Dominion University

Student Representatives
> Four AP US Government and Politics students, Salem High School
> Two former AP US Government and Politics students, Ocean Lakes High School

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS
GRADE 12

FIRST-CHOICE RECOMMENDATION

The Advanced Placement United States Government and Politics Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

American Government: Stories of a Nation. **Abernathy and Waples. Bedford, Freeman & Worth, 2019.**

The recommended textbook displays the following strengths:

- Correlates with *Advanced Placement United States Government and Politics* framework and objectives as set forth by the College Board.
- Provides relevant and authentic visuals that contribute to deeper understandings.
- Organized in thoughtful chapters that are sequential.
- Embeds questions within the texts, as well as includes practice tests.
- Includes historical and current perspectives, bringing in modern issues.
- Highlights key documents, vocabulary, and cases.
- Offers valuable additional resources to include *"Foundational Documents and Court Cases Reader"*.

FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (5%)	Total Implementation
Student Edition Bundle (text+online)	24 Class sets (30 texts per class set)	$141.34	720 print + online	$101,764.80	$25,441.20	$127,206.00
Student Edition Online only	1 online license per student	$122.39	607 online licenses	$74,290.73	$18,572.70	$92,863.43
Student Edition Online only	1 online license per student	$0.00	93 online licenses	$0.00	$0.00	$0.00
Total Implementation Cost				**$176,055.53**	**$44,013.90**	**$220,069.43**

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS
GRADE 12

SECOND-CHOICE RECOMMENDATION

The Advanced Placement United States Government and Politics Textbook Adoption Committee recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:

Government in America: People, Politics, and Policy 2016 Presidential Election Edition, 7th edition. **Edwards. Pearson, 2018.**

The recommended textbook displays the following strengths:

- Includes online access to additional resources.
- Includes relevant and helpful tables and charts.
- Provides chapter review sections, as well as relevant policy sections.
- Offers "Then and Now" perspectives.

The recommended textbook displays the following limitations:

- Lacks redesigned questions and alignment to AP United States Government and Politics exam.
- Lacks complete alignment to the redesign of the course.
- Organized without attention to Advanced Placement articulation.
- Lacks complete alignment in resource materials.

SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (5% per year)	Total Implementation
Student Edition Bundle (text+online)	24 Class sets (30 texts per class set)	$142.97	720 print + online	$102,938.40	$25,734.60	$128,673.00
Student Edition Online only	1 online license per student	$105.97	700 online licenses	$74,179.00	$18,544.75	$92,723.75
Total Implementation Cost				**$177,117.40**	**$44,279,35**	**$221,396.75**

Subject: New Course: *Engineering Practicum*   **Item Number:** 14E1a

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

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

Prepared by: Matthew D. Delaney, Executive Director of Secondary Teaching and Learning
          Sara L. Lockett, Ed.D., Director of Technical and Career Education
          Michael D. Taylor, Director of the Advanced Technology Center

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

Recommendation:
That the School Board receive information regarding the proposed course, *Engineering Practicum,* and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:
The proposed *Engineering Practicum* course is designed to provide students with a culmination of three years in an Engineering pathway at the Advanced Technology Center. Students will gain hands-on experience by specifying, designing and producing a full system. This objective may be achieved as an individual or as a team. The proposed *Engineering Practicum* is extremely demanding in terms of hours needed to complete tasks, self-motivation, team dynamics and time management skills. Students are expected to be self-starters and follow strict time-lines as established by the teacher to complete a capstone project.

The proposed course is targeted at:

● Students pursuing a career in Engineering, Design, Additive or Subtractive Manufacturing.
● Students interested in exploring design software applications in engineering.
● Provision of internships and mentorships in industrial settings for practicum students

Source:
CTE Resource Center, http://www.cteresource.org/verso/courses/8453/engineering-practicum-iv-description
Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2018 Edition*, https://www.bls.gov/ooh/architecture-and-engineering/industrial-engineers.htm,visited Oct 1, 2019.

Budget Impact:
Implementing this course will not require the addition of any full time FTE assigned to the Advanced Technology Center at this time and no additional Lab equipment is required. Should enrollment warrant additional staff in the future a separate request will be made during the associated budget year. Educational resources to begin offering this third-year option in engineering will be funded with local and Carl D. Perkins federal grant monies. The budget impact for the implementation of the *Engineering Practicum* course is approximately $9,000 and includes:

• Instructional resources and software
• Curriculum development
• Professional Development for teachers

Course Proposal:

Engineering Practicum

Course Description:
Engineering Practicum is a yearlong, three credit optional course proposed for the Advanced Technology Center for students interested in a third-year culminating experience in the engineering pathway. Students will bring together knowledge gained in previous Engineering courses to complete a capstone project and research of additional curriculum topics and such as computer numerical control, computer aided drafting and design, renewable energy, modeling & simulation and robotic control systems. A capstone project approach will enable students to develop and sharpen skills under conditions closely resembling those in industry to be more successful in a post-secondary environment.

Pre-requisites:
AT8437 Engineering Technology II

Aims:
The *Engineering Practicum* course will:
- Provide additional opportunities for students to received advanced experiences in engineering disciplines.
- Enable in-depth study in engineering fields of study in a more concentrated atmosphere.
- Provide solutions to engineering problems in a wide variety of disciplines.

Goals:
Students will:
- Complete a research and design project as a culmination of knowledge and skills gained form previous engineering courses.
- Continue to investigate a variety of engineering specialty fields and related careers to further prepare for post-secondary endeavors.
- Produce a capstone project either individually or as a team to apply concepts from Engineering I and II.
- Participate in an industry internship or other type of Work-Based learning experience related to the field of engineering.
- Obtain additional industry credentials not previously earned as part of the curriculum at the ATC including but not limited to OSHA 30, Solidworks Professional, AutoCAD Inventor, FANUC and Siemens automation.

Competencies:
- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.
- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.

- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.
- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.
- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization for Technology Education (TSA) as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.
- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.
- Research a principal field of interest in engineering.
- Identify educational requirements for the chosen field.
- Research postsecondary education opportunities.
- Compile requirements for Professional Engineering license.
- Develop a professional résumé.
- Complete the job application process.
- Participate in a mock interview.
- Build a complete work portfolio.
- Define the engineering design process.
- Analyze the similarities and differences between the engineering design process and the scientific method.
- Summarize the National Society of Professional Engineers Code of Ethics.
- Identify the types of intellectual property rights and how they are protected and enforced.
- Define patent and its function.
- Identify the patent application process.
- Perform a patent search.
- Identify the legal consequences of patent violation.
- Explain the necessity of the marketing process.
- Evaluate safety of designs.
- Compare professional and personal ethics.
- Identify ethical theories (i.e., utilitarianism, duty, rights, virtue).
- Write an engineering technical report for your engineering practicum.
- Present a proposal to an engineering challenge.
- Peer review all proposals.
- Identify the need or opportunity for an engineering solution.
- Define a design problem.
- Identify the constraints of a design problem.
- Research potential solutions for a design problem.
- Generate new (i.e., original) solutions for the design problem.

- Evaluate potential solutions.
- Sketch/diagram solutions for a design problem.
- Identify potential risks involved with the solution(s).
- Research model-driven engineering.
- Create a model for the technological problem.
- Test the model's effectiveness in solving the design problem.
- Evaluate potential solutions to a design problem.
- Analyze potential risk list.
- Choose the optimal solution to a design problem based on constraints and original identified solutions.
- Develop a budget.
- Create a work schedule.
- Implement the solution to the design problem.
- Communicate solution to stakeholders.
- Test the solution.
- Evaluate test results.
- Improve the solution.
- Deliver a final project presentation.
- Document a final project report.
- Develop a schedule using industry-standard software applications to ensure the solution can be completed during the course.
- Research cost-estimation tools and methods in the engineering field.
- Develop an engineering journal to compile important information.
- Control engineering project managerial tools.

Parameters of Implementation/Program Operation:
- The course will be offered as a year-long course at the Advanced Technology Center.
- Students will select this course and coordinate course of study with the teacher.

Staffing:
- Staff to teach this course must be certified in Technology Education and hold appropriate industry credentials.
- Additional staffing is not requested at this time.

Estimated Budget:
- $9,000 for instructional resources, software, professional development, and curriculum writing.
- Subject guides and the Schoology learning management system are available at no additional cost to the division.

Subject: New Course: Introduction to Engineering Design   Item Number: 14E1bi

Section: Information   Date: December 10, 2019

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

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

**   Sara L. Lockett, Ed.D., Director of Technical and Career Education**

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

Recommendation:
That the School Board receive information regarding the proposed course, *Introduction to Engineering Design* for the Governor's STEM Academy and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:
In *Introduction to Engineering Design* students pursuing the Engineering Technology pathway will use Project Lead the Way (PLTW) to explore 3-D computer modeling software as they learn the engineering-design process and solve design problems for which they develop, analyze and create product models. These activities not only build knowledge and skills in engineering, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration and perseverance. This course is targeted at 10th grade students and is the gateway to four higher-level sequences in the Engineering Technology pathway.

This course contains rigorous curriculum for pre-engineering students. This course will engage students with real-world activities such as programing a robotic arm or designing a home. Students will work together to design and develop solutions to local and global challenges.

Engineers apply theoretical knowledge of math and the physical sciences to create practical solutions for everyday problems. According to the U.S. Department of Labor, the total number of engineers in the USA will increase by 139,300 to from 1.68 million to 1.82 million from 2016 to 2026. This 10th grade course will allow our academy students the opportunity to explore the various areas of the engineering fields as well as provide a solid foundation leading into their 11th and 12th grade year in the academy.

Source:
http://www.cteresource.org/verso/courses/8439/introduction-to-engineering-design-pltw-description
https://toughnickel.com/industries/Top-10-Fastest-Growing-Engineer-Jobs-in-the-USA-until-2020
https://www.pltw.org/our-programs/pltw-engineering

Budget Impact:
Minimal budget impact for the implementation of the *Introduction to Engineering Design* course is expected. The course will be taught with the staff already allocated to Landstown High School for the 2020-21 school year and use the existing engineering labs. Budget expenses are limited to implementation of the Project Lead the Way curriculum and training and will not exceed $6,000. These funds are guaranteed through existing streams through the Carl D. Perkins V federal grant and the Governor's STEM Academy budget.

Course Proposal:

Introduction to Engineering Design

Course Description:
Introduction to Engineering Design is a single block, yearlong course proposed serve as the 10th grade elective for the students entering the Engineering and Technology pathway at the Governor's STEM Academy Landstown High School beginning in the 2020-2021 school year.

Pre-requisites:
None

Parameters of Implementation/Program Operation:
- The course will be offered as a single-blocked yearlong elective in the Governor's STEM Academy at Landstown High School.
- The course will be offered to students in the Governor's STEM Academy who express interest in pursuing the Engineering Technology pathway. If seats are available students not in the academy will be able to access the course.

Staffing:
- Staff currently in place at Landstown High School will teach this new course.
- Staffing will be allocated based on the high school staffing guidelines.
- Staff to teach this course must be certified in Technology Education with appropriate industry credentials.

Aims:
The new course will:
- Allow students to dig into the engineering design process, apply science, mathematics, and engineering standards to relevant hands-on projects.
- Provide students opportunities to work in teams to design solutions to a variety of problems using 3-D modeling software and usage of an engineering notebook to document their work.
- Introduce engineering prior to their selection for the sequential 11th and 12th focused engineering pathway.

Goals:
Students will:
- Explore general engineering careers, history, practices, and concepts
- Use tools and machines for designing and analyzing mechanical parts
- Apply mathematical and scientific principles to technical problems
- Write reports and create drawings to solve problems

Competencies:
Demonstrating Personal Qualities and Abilities
- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills
- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry
- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life
- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning
- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Project Lead the Way Engineering Competencies
- Engineering Competencies from Project Lead the Way are propriatory and may not be republished.

Subject: New Courses: Aerospace Technology I and II_____ **Item Number:** 14E1bii & iii_____

Section: Information_____ **Date:** December 10, 2019_____

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

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

Sara L. Lockett, Ed.D., Director of Technical and Career Education_____

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

Recommendation:
That the School Board receive information regarding the proposed course, *Aerospace Technology I and II* for the Governor's STEM Academy and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:
Aerospace Technology I offers an introduction to the aerospace industry through a hands-on approach and exploration of topics such as flight, space and supporting technologies. *Aerospace Technology II* provides an advanced exploration of flight, space travel and supporting technologies through a practical approach centered around problem solving.

These courses are targeted for 11th and 12th grade students and constitute one of four higher-level sequences in the Engineering Technology pathway for the Governor's STEM Academy.

According to the 2019 Boeing's Market Outlook, the demand projects that 804,000 new civil aviation pilots, 769,000 new maintenance technicians and 914,000 new cabin crew will be required to fly and maintain the world fleet over the next 20 years. The prediction is comprehensive of the business aviation, commercial aviation and civil helicopter industries.

There are several applications for sUAS, UAV or drone operators such as photography and videography, real estate and construction, civil/government, engineering, aerial surveys, aerial inspection, disaster relief and aviation.

Source:
http://www.cteresource.org/verso/courses/8487/aerospace-technology-i-description
http://www.cteresource.org/verso/courses/8488/aerospace-technology-ii-description
https://www.boeing.com/commercial/market/pilot-technician-outlook/
https://www.gleimaviation.com/stem/#simulation

Budget Impact:
Minimal budget impact for the implementation of the *Aerospace Technology I and II* courses are expected. The courses will be taught with the staff already allocated to Landstown High School for the 2020-21 school year and use the existing engineering labs. Budget expenses are limited adding a flight simulation and instructional materials and supplies. Initial costs will not exceed $8,000. These funds are guaranteed through existing streams from the Carl D. Perkins V federal grant and the Governor's STEM Academy budget. Additional funds will not be requested.

Course Proposal:
Aerospace Technology I and II

Course Description:
Both *Aerospace Technology I and II* are single block, yearlong courses proposed serve as the 11th and 12th grade electives for the students in the Engineering and Technology pathway at the Governor's STEM Academy Landstown High School beginning in the 2020-2021 school year.

Aerospace Technology I offers an introduction to the aerospace industry through a hands-on approach and exploration of topics such as flight, space and supporting technologies. Students explore the aviation and space industries by examining the history of aviation, aerodynamics and aircraft components, flight conditions, airport and flight operations, space *systems, rocketry and living and working in space*

Aerospace Technology II provides an advanced exploration of flight, space travel and supporting technologies through a practical approach centered around problem solving. Students explore concepts in aircraft operations; aircraft design, flight safety, and maintenance; airport infrastructure; and small unmanned aircraft systems (sUAS).

Pre-requisites:
None

Parameters of Implementation/Program Operation:
- These courses will be offered as single-blocked yearlong electives in the Governors STEM Academy at Landstown High School.
- The course will be offered to students in the Governor's STEM Academy who express interest in pursuing the Engineering Technology pathway. If seats are available, students not in the academy will be able to access the course.

Staffing:
- Staff currently in place at Landstown High School will teach this new course.
- Staffing will be allocated based on the high school staffing guidelines.
- Staff to teach this course must be certified in Technology Education with appropriate industry credentials.

Aims:
The new course will:
- Provide students the opportunity to earn their ground pilot license with an FAA-approved virtual cockpit.
- Provide students training for the FAA Part 107 Remote Pilot Certificate to become an FAA certificated remote pilot.
- Keep students motivated and apply the skills learned in the classroom in a safe, controlled, environment
- Expose students to the various applications and opportunities for being a drone operator.

Goals:
Students will:
- The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.
- Select and effectively use multimodal tools to design and develop presentation content.
- Credit information sources.
- Demonstrate the ability to work collaboratively with diverse teams.
- Anticipate and address alternative or opposing perspectives and counterclaims.
- Evaluate the various techniques used to construct arguments in multimodal presentations.
- Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- Critique effectiveness of multimodal presentations.

Competencies:
Workplace Readiness Skills
Demonstrating Personal Qualities and Abilities
- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills
- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry
- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life
- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning
- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Aerospace Technology I
Exploring the History of Aviation
- Identify the contributions of the pioneers of aviation.
- Create a flying device.
- Describe the construction and initial flight of the first powered aircraft.
- Construct helicopters.
- List major milestones in the development of aviation.
- Describe the effects of war on aviation technology and the growth of civil aviation.
- Describe how aviation has influenced the development of civilization since the advent of powered flight.
- Research industry trends in aviation.

Applying Aerodynamics
- Describe the four forces of flight and how each affects an aircraft in flight.
- Apply Bernoulli's principle to flight.
- Apply Newton's laws to aerodynamics.
- Create virtual airfoils.
- Define common aerodynamics terms.
- Describe the concept of angle of attack and airfoil stall.
- Create a model airfoil.
- Design a model aircraft.
- Construct a model aircraft without an electric or gas engine.

Exploring Aircraft Components
- Demonstrate an airplane moving about the center of gravity through each of the three axes of flight by operating the rudder, aileron, winglets and elevator deflection.
- Categorize aircraft instrumentation.
- Summarize the operation of a turboprop and turbojet engine.
- Use flight instruments to simulate flight.
- Construct an aircraft powered by an electric or gas engine(s).
- Operate an aircraft.
- Describe the functions of, and the relationships among, the parts of an aircraft.
- Demonstrate the functions of the four major control surfaces of an airplane.

Exploring Flight Conditions
- Identify atmospheric conditions and their effect on aircraft performance.
- Describe how heat, pressure and the Earth's rotation interact to affect global wind patterns.
- Describe how temperature and moisture affect the stability of the atmosphere.
- Identify the characteristics of clouds and their effects on flight.
- Describe the characteristics of air mass boundaries.
- Analyze flight hazards caused by various atmospheric conditions.
- Chart atmospheric data.

Examining Airport and Flight Operations
- Compare the function of air traffic control (ATC) in visual flight rules (VFR) and instrument flight rules (IFR) environments.
- Describe the layout and facilities of a typical airport.
- Identify the functions of the FAA.
- Describe the NAS and types of airspace.

Exploring Space Systems
- Identify the role of NASA.
- Outline the history of the U.S. space program and international space program events.
- Describe how Earth's low, medium, and high orbits affect space mission operations.
- Identify components of orbital mechanics.
- Describe satellites and other space systems.
- Evaluate the commercialization of space.

Exploring Rocketry
- Outline the evolution of rocketry.
- Apply Newton's three laws of motion to rocketry.
- Calculate the altitude of launched rockets.
- Demonstrate the function of rocket systems.
- Construct a one-stage rocket.
- Launch a rocket.

Living and Working in the Space Environment
- Identify the effects of the space environment on manned operations.
- Identify applications of unmanned spacecraft.
- Examine hazards identified with space operations.
- Plan a space mission.

Aerospace Technology II
Understanding Aircraft Operations
- Identify the licenses required to become a pilot
- Complete a preflight checklist.
- Simulate flight operations and maneuvers.
- Plan a flight.
- Simulate the navigation of aircraft, using instrumentation.

Designing Aircraft
- Apply the design process to aircraft design.
- Construct an airfoil.
- Test an airfoil.
- Analyze airfoil test results.
- Describe factors that affect aircraft design.
- Construct an aircraft.
- Identify emerging aircraft technologies.
- Explain the importance of following a periodic aircraft maintenance schedule.
- Identify aircraft maintenance and repair concerns.
- Identify flight-line safety protocols when performing aircraft maintenance.
- Identify flight-line safety equipment.

Examining Aviation Flight Safety
- Identify flight crew safety protocols.
- Research an aviation accident.
- Identify flight safety equipment and safety protocols.
- Describe the air traffic control (ATC) system.
- Describe the responsibilities of ATC.

Working with Model Rockets
- Model an extraterrestrial surface exploration vehicle.
- Describe extra-orbital space exploration systems.
- Design a device to solve a potential problem in space exploration.
- Research trends in the space industry.
- Design a multistage rocket.
- Construct a multistage rocket.
- Operate a multistage rocket.
- Discuss advanced space travel theories and concepts.

Exploring sUAS Technology
- Identify types of sUAS.
- Research the evolution of UAS.
- Analyze the commercial operations of sUAS.
- Describe the recreational use of sUAS.

- Describe regulations and requirements for sUAS.
- Complete a flight simulation.
- Plan a flight mission.
- Construct a UAS.
- Troubleshoot sUAS.
- Operate an sUAS.
- Research careers that use sUAS.

Subject: New Course: Biotechnology Foundations   **Item Number:** 14E1biv

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

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

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

   Sara L. Lockett, Ed.D., Director of Technical and Career Education

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

Recommendation:
That the School Board receive information regarding the proposed course, *Biotechnology Foundations* for the Governor's STEM Academy and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:
In *Biotechnology Foundations* students pursuing the Engineering Technology pathway would have selected the Biomedical Engineering sequence. This sequence provides experiences in the fields of genetic engineering, applying biotechnology to the environment, examining the role of biotechnology in agriculture and medicine and investigate forensics. This course is targeted at 12th grade students and is the second paired course in the Engineering sequence.

Biomedical engineers design the next generation of systems and treatments that will advance the quality of life for patients. They develop medical devices, materials and computer models that detect and treat disease. Biotechnology is technology that utilizes biological systems, living organisms or parts of this to develop or create different products.

According to Northeastern University, the biotechnology field has applications in many industries which will allow one the opportunity to choose to work for a variety of organizations, including government agencies, private companies or clinical laboratories. Biotechnology employers vary in type from global pharmaceutical leaders to federally-funded organizations such as the Department of Agriculture and National Institutes of Health.

Source:
http://www.cteresource.org/verso/courses/8468/biotechnology-foundations-in-technology-education-description
https://www.odu.edu/eng
https://www.northeastern.edu/graduate/blog/biotechnology-careers/

Budget Impact:
Minimal budget impact for the implementation of the *Biotechnology Foundations* course is expected. The course will be taught with the staff already allocated to Landstown High School for the 2020-21 school year and use the existing engineering labs. Budget expenses are limited to instructional materials and supplies and will not exceed $2,000. These funds are guaranteed through existing streams through the Carl D. Perkins V federal grant and the Governor's STEM Academy budget.

Course Proposal:

Biotechnology Foundations

Course Description:
Biotechnology Foundations is a single block, yearlong course proposed to serve as the 12th grade elective for the students completing the Engineering Technology pathway at the Governor's STEM Academy Landstown High School beginning in the 2020-2021 school year.

Biotechnology Foundations focuses on various techniques that are used to modify living organisms or parts of organisms, to improve plants and animals and the development of microorganisms for specific purposes. Student activities range from bioprocessing and deoxyribonucleic acid (DNA) analysis, to medicine and the environment. Students gain insight and understanding about biotechnology career fields.

Pre-requisites:
Biomedical Engineering

Parameters of Implementation/Program Operation:
- The course will be offered as a single-blocked yearlong course in the Governor's STEM Academy at Landstown High School.
- The course will be offered to students in the Governor's STEM Academy who express interest in pursuing the Engineering Technology pathway. If seats are available, students not in the academy will be able to access the course.

Staffing:
- Staff currently in place at Landstown High School will teach this new course.
- Staffing will be allocated based on the high school staffing guidelines.
- Staff to teach this course must be certified in Technology Education with appropriate industry credentials.

Aims:
The new course will:
- Provide students with the opportunity to explore the biomedical engineering fields.
- Allow students to gain insight and understanding about biotechnology career fields.
- Create opportunities for students to make connections interdisciplinarity with biology, chemistry and engineering.

Goals:
Students will:
- The student will read, interpret, analyze, and evaluate nonfiction texts.
- Analyze text features and organizational patterns to evaluate the meaning of texts.
- Recognize an author's intended audience and purpose for writing.
- Skim materials to develop an overview and locate information.
- Compare and contrast informational texts for intent and content.
- Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- Analyze and synthesize information in order to solve problems, answer questions and generate new knowledge.
- Analyze ideas within and between selections providing textual evidence.
- Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- Use reading strategies throughout the reading process to monitor comprehension.

Competencies:
Demonstrating Personal Qualities and Abilities
- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills
- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry
- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life
- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.
- **Exploring Work-Based Learning**
- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Exploring Foundations in Biotechnology
- Define *biotechnology*.
- Give examples of biotechnology milestones.
- Describe social implications of biotechnology.
- Describe technology transfer in biotechnology.
- Identify careers related to biotechnology.

Preparing for Biotechnology Experiences
- Demonstrate understanding of required safety practices and procedures in the classroom and laboratory environment.
- Use the scientific method and the technological/engineering method to solve biotechnology problems.
- Analyze data generated from lab activities.

Exploring Biochemistry
- Explain the roles of sciences applicable to biotechnology, including organic chemistry, biochemistry and microbiology.
- Prepare buffer stock solutions and reagents.
- Explain the structure and cellular function of organic macromolecules.
- Analyze how organic macromolecules are manipulated and detected, using biotechnological tools.
- Explain the function of carbohydrates and lipids.
- Differentiate among the types of proteins found in organisms.
- Explain the basic principles of protein utilization in organisms.
- Explain the advantages of protein utilization in organisms.
- Illustrate the function or use of an enzyme, using a prototype or model.

Investigating Genetic Engineering
- Define *genetic engineering*.
- Develop a timeline of genetic engineering milestones.
- Model deoxyribonucleic acid (DNA).
- Assess the importance of the genetic information contained in DNA.
- Describe the function of DNA, ribonucleic acid (RNA), and protein in living cells.
- Demonstrate how the structure of DNA influences its function, analysis, and manipulation.
- Demonstrate how manipulation of nucleic acids through genetic engineering alters the function of proteins and subsequent cellular processes.
- Explain how genetic engineering is used in plants, animals and medicine.
- Explain the importance of genetic mapping.
- Analyze social implications of genetic engineering.

Applying Biotechnology to the Environment
- Assess the social implication of environmental quality management.
- Investigate biotreatment systems.
- Examine the potential benefits of biological controls in plant and animal systems.
- Design a bioremediation system.
- Plan a biorestoration system.
- Demonstrate the use of biotechnology to restore or remediate contaminated environments.

Examining the Role of Biotechnology in Agriculture
- Demonstrate various procedures used with tissue cultures.
- Analyze social implications of biotechnology in agriculture.
- Identify microbial applications in agriculture.
- Summarize the role of biotechnology in crop modification.
- Identify factors that jeopardize food safety.
- Examine advances of biotechnology in food science.

Exploring Bioprocessing
- Define *bioprocessing*.
- Describe the process of fermentation.
- Prepare a product generated from bioprocessing.
- Describe genetic engineering applications used in bioprocessing.
- Demonstrate the application of microbes in bioprocessing.
- Describe the social and environmental effects of bioprocessing.
- Perform separation and purification techniques.
- Illustrate the design of bioprocessing systems.

Examining the Role of Biotechnology in Medicine
- Identify the influence of biotechnology on medicine.
- Describe the ethical, legal, and social implications of biomedicine.
- Explain vaccine (i.e., immunology) research and development.
- Describe the effects of molecular research on society.
- Identify emerging healthcare technologies.
- Explain the applications of genetics in pharmacology.
- Describe the effects of biotechnology on preventive healthcare.

Investigating Forensics
- Define *forensic science.*
- Describe situations in which medical forensics can be used.
- Describe situations in which forensic science can be used in criminal investigations.
- Describe situations in which biological forensic science can be used.
- Demonstrate the basic instrumentation used in DNA analysis for forensic purposes.

Understanding Biomedical Engineering
- Define *bioengineering*.
- Identify uses of nanobiotechnology.
- Identify examples of biowarfare.
- Design and produce a biomechanism.

Examining Social Aspects and Ethics of Biotechnology
- Define *bioethics*.
- Assess implications of biotechnology, including gene therapy, patenting of living tissue, and cloning.
- Differentiate among ethical principles that reflect social, religious, economic and political perspectives.
- Identify regulations that affect biotechnology.

Subject: New Courses: Game Design & Development/Advanced Game Design & Development **Item Number:** 14E1bv & vi

Section: Information _____**Date:** December 10, 2019

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

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

   Sara L. Lockett, Ed.D., Director of Technical and Career Education _____

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

Recommendation:
That the School Board receive information regarding the proposed course, *Game Design and Development/Advanced Game Design and Development* for the Governor's STEM Academy and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:
The game design industry is the fastest revenue growing entertainment medium and has created many new job disciplines. *Game Design and Development and Advanced Game Design and Development* offer an introduction to the industry through a hands-on approach that leads students to grow their programming, computer science and multimedia skills to prepare them for varied careers in computer science and software design. Students will work collaboratively in teams to refine their game design skills as they apply graphic design, animation, audio and writing skills to create innovative games for education and entertainment.

These courses are targeted for 11th and 12th grade students and constitute one of four higher-level sequences in the Business and Information Technology pathway for the Governor's STEM Academy.

The game design industry is the fastest revenue growing entertainment medium and has created many new job disciplines. Game design is an all-encompassing technical field, where cutting edge technology is combined with creative minds.

Source:
http://www.cteresource.org/verso/courses/8400/game-design-and-development-description
http://www.cteresource.org/verso/courses/8401/game-design-and-development-advanced-description
https://www.animationcareerreview.com/articles/game-design-development-schools-virginia

Budget Impact:

Minimal budget impact for the implementation of the *Game Design and Development/Advanced Game Design and Development* course is expected. The course will be taught with the staff already allocated to Landstown High School for the 2020-2021 school year and use the existing Business and Information Technology labs. Budget expenses are limited to instructional materials and supplies. Initial costs will not exceed $2,000. These funds are guaranteed through existing streams from the Carl D. Perkins V federal grant and the Governors STEM Academy budget. Additional funds will not be requested.

Game Design & Development
Advanced Game Design & Development

Course Description:
Both *Game Design and Development/Advanced Game Design and Development* are single block, yearlong courses proposed serve as the 11th and 12th grade electives for the students in the Information Technology pathway at the Governors STEM Academy Landstown High School beginning in the 2020-2021 school year.

In the project-based *Game Design and Development* course, students will create innovative games through the application of graphic design, animation, audio and writing skills. Students will work in teams while developing problem-solving, critical thinking and effective communication skills. They will analyze, design, prototype and critique interactive games within a project management environment. Career opportunities across multiple industries, including the entertainment and educational arenas, will be explored.

In the *Advanced Game Design and Development* course, students will work collaboratively in teams to refine their game design skills as they apply graphic design, animation, audio and writing skills to create innovative games for education and entertainment. This advanced course enhances problem solving, project management and communication skills through the analysis, design, construction and critique of interactive games. Students will learn about career opportunities in game design and development and investigate the training and certification requirements.

Pre-requisites:
None

Parameters of Implementation/Program Operation:
- These courses will be offered as a single-blocked yearlong electives in the Governor's STEM Academy at Landstown High School.
- The course will be offered to students in the Governor's STEM Academy who express interest in pursuing the Information Technology pathway. If seats are available, students not in the academy will be able to access the course.

Staffing:
- Staff currently in place at Landstown High School will teach this new course.
- Staffing will be allocated based on the high school staffing guidelines.
- Staff to teach this course must be certified in Business Education with appropriate industry credentials.

Aims:
The new course will:
- Provide students a way to apply computer science through project-based learning.
- Provide students completer courses that add relevancy to a field they have an interest in.

Goals:
Students will:
- Read, interpret, analyze and evaluate a variety of nonfiction texts including employment documents and technical writing.
- Apply information from texts to clarify understanding of concepts.
- Read and correctly interpret an application for employment, workplace documents or an application for college admission.
- Analyze technical writing for clarity.
- Paraphrase and synthesize ideas within and between texts.
- Draw conclusions and make inferences on explicit and implied information using textual support.

- Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
- Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
- Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

Competencies:
Workplace Readiness Skills
Demonstrating Personal Qualities and Abilities
- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills
- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry
- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life
- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.

- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning
- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Game Design and Development
Exploring the History, Culture, and Purpose of Games
- Define a *game*.
- Differentiate between entertainment, serious games, and simulation.
- Define terms associated with the game industry.
- Examine the cultural connections and/or sensitivities of games.
- Analyze the influence of the game industry and serious games on society.
- Summarize the history of game development.
- Interpret the significant role of controversy in the development of games.

Identifying Ethical Concerns in Game Design
- Differentiate between public domain and intellectual property.
- Adhere to intellectual property laws.
- Describe ethical issues related to the game industry.
- Analyze the implications of ethical and unethical behavior.

Exploring Game Industry Fundamentals
- Identify game genres.
- Differentiate among the classifications of games.
- Describe trends in the gaming industry.
- Describe gaming hardware.
- Identify organizational components associated with game design.

Introducing Games
- Explain the foundations of a successful game.
- Describe the components of game design.
- Design a game prototype.
- Create a physical model/mock-up of a game.
- Develop a production plan for the game design.
- Perform quality assurance (QA).
- Examine a game for accessibility.
- Create user documentation.

Examining Narrative Design
- Define *narrative design*.
- Identify the components of storytelling.
- Explain perspective.
- Plan the setting.
- Evaluate game assets.
- Design game assets.
- Analyze a storyboard.

Creating Game Art
- Animate game assets.
- Create art for a game.
- Create a sprite.
- Edit an image using image editing software.
- Apply the elements of design.
- Apply the principles of design.
- Describe the components of 3D images.
- Create visual effects (VFX) for games.

Incorporating Audio Components in Game Design
- Manipulate sounds.
- Incorporate sounds appropriate to a particular game scenario.
- Evaluate the role of sound and music.

Utilizing Logic and Programming
- Identify types of game engines.
- Identify game engines.
- Identify game development techniques.
- Describe different platforms for game development.
- Apply a script.

Building a Game
- Complete a game design document.
- Develop storyboards.
- Create games.

Examining Marketing Strategies
- Explain how market segmentation is used to identify a target market.
- Examine marketing strategies and their importance.

Preparing for Career Opportunities
- Compile a multimedia portfolio.
- Explore careers associated with game design.

Advanced Game Design and Development
Interpreting the Culture and Purpose of Games
- Analyze the elements of a successful game.
- Explain the effects of games on the user.
- Explain the effects of games on society.
- Identify the purposes of games.
- Define the *culture* of a game.

Applying Ethics and Regulations to Game Design
- Investigate accessibility guidelines for game platforms.
- Adhere to intellectual property laws.
- Interpret the Entertainment Software Rating Board (ESRB) rating system.
- Explain end user license agreements (EULA).
- Summarize the security concerns of the user and developer.

Investigating the Functionality of Games
- Differentiate among game genres.
- Compare game platforms.

Working with Narrative/Concept Design
- Describe the components of storytelling.
- Develop a storyline.
- Apply a perspective.
- Develop a setting.
- Develop characters and assets.
- Create a storyboard.
- Present a narrative/concept.

Exploring Game Design and Development Teams
- Perform the role of a team member.
- Collaborate with team members in performing different game design roles.
- Evaluate role as a team member.

Planning the Production of a Game
- Implement the elements of a successful game.
- Describe the audience.
- Identify the components of a game engine.
- Plan a timeline for production.
- Create a flow chart for game progression.

Creating Assets
- Build a playable or nonplayable actor.
- Build an object.
- Create an environment.
- Apply visual effects.
- Apply audio effects.
- Develop a user interface.

Creating a Game Build
- Integrate assets into a game.
- Implement interactivity into a game.

Performing Quality Assurance
- Perform alpha testing.
- Perform beta testing.
- Examine beta testing feedback/results.

Exploring Game Publication
- List ways that games are published.
- Explain digital rights management (DRM).
- Define *porting*.

Capturing the Market
- List marketing options.
- Evaluate the influence of marketing on the success of a game.
- Create marketing materials.
- Research economic principles as they relate to the marketing of games.

Ensuring Career Readiness
- Update a multimedia portfolio.
- Outline a chosen career pathway in game design and development.
- Describe the process and requirements for obtaining industry certifications related to the Game Design and Development, Advanced course.

Subject: New Course: Cybersecurity Software Operations_____Item Number: 14E1bvii_____

Section: Information _____ Date: December 10, 2019_____

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

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

Sara L. Lockett, Ed.D., Director of Technical and Career Education_____

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

Recommendation:
That the School Board receive information regarding the proposed course, *Cybersecurity Software Operations* for the Governors STEM Academy and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:
Cybersecurity Software Operations is a capstone course in the Information Technology pathway. Student demand for courses in this area currently exceeds the number of available seats. Students pursuing the Information Technology pathway will learn many aspects of computer support and network administration. This course is targeted at 12th grade students and completes one of four higher level sequences in the Information Technology pathway.

The New York Times published an article by Paulette Perhach stating that an estimate of 3.5 million cybersecurity jobs will be available but unfilled by 2021, according to predictions from Cybersecurity Ventures. Comparitech's analysis showed that the state of Virginia has the highest number of people in information security roles and the most current job openings.

Source:
http://www.cteresource.org/verso/courses/6304/cybersecurity-software-operations-description
https://www.nytimes.com/2018/11/07/business/the-mad-dash-to-find-a-cybersecurity-force.html
https://www.comparitech.com/vpn/cybersecurity-cyber-crime-statistics-facts-trends/

Budget Impact:
Minimal budget impact for the implementation of the *Cybersecurity Software Operations* course is expected. The course will be taught with the staff already allocated to Landstown High School for the 2020-2021 school year and use the existing Business and Information Technology labs. Initial budget expenses are limited to instructional materials and supplies and will not exceed $2,000. These funds are guaranteed through existing streams through the Carl D. Perkins V federal grant and the Governors STEM Academy budget.

Course Proposal:
Cybersecurity Software Operations

Course Description:
Cybersecurity Software Operations is a single block, yearlong course proposed serve as the 12th grade elective for the students entering the Information Technology pathway at the Governors STEM Academy Landstown High School beginning in the 2020 - 2021 school year.

Cybersecurity Software Operations is designed to teach many aspects of computer support and network administration. Students learn networking concepts, from usage to components, and create peer-to-peer network systems and client server networks. Students learn how to install and configure network cards and connect them to networks; to install the operating systems; to create, set up and manage accounts; to load software; and to establish, implement and maintain network integrity security plans. This course may cover software-based network operating systems, such as Windows Server or Linux, to prepare students with a foundation in computer network administration.

Pre-requisites:
Cybersecurity Fundamentals (available at Landstown HS and at the Advanced Technology Center)

Parameters of Implementation/Program Operation:
- The course will be offered as a single-blocked yearlong course in the Governors STEM Academy at Landstown High School.
- The course will be offered to students in the Governors STEM Academy who express interest in pursuing the Information Technology pathway. If seats are available, students not in the academy will be able to access the course.

Staffing:
- Staff currently in place at Landstown High School will teach this new course.
- Staffing will be allocated based on the high school staffing guidelines.
- Staff to teach this course must be certified in Business Education with appropriate industry credentials.

Aims:
The new course will:
- Provide the many aspects of computer support and network administration.
- Create a pipeline for students to enter computer science programs in college and possibly go into the cyber field.
- Learn how to monitor systems and mitigate threats when they happen.

Goals:
Students will:
- Learn networking concepts, from usage to components, and create peer-to-peer network systems and client server networks.
- Learn how to install and configure network cards and connect them to networks; to install the operating system; to create, set up and manage accounts.
- Design many aspects of computer support and network administration.

Competencies:
Demonstrating Personal Qualities and Abilities
- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills
- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry
- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety and environmental issues related to an industry/organization.

Addressing Elements of Student Life
- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning
- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Using Desktop Systems Concepts
- Navigate an end user's digital operating system network/environment.
- Compare current digital operating systems.
- Navigate the digital operating system environment.
- Demonstrate the procedures followed when installing digital operating systems.
- Manage a file system structure.
- Compare server operating systems.

- Explain different types of drive partitions and file system formats.
- Explain file system formats.
- Analyze current and emerging specialized server hardware.
- Manage partitions and volumes.
- Explain the authentication of users in a network environment.
- Install applications.

Introducing Network Design Essentials
- Define aspects of networks.
- Define types of network architecture.
- Differentiate between distributed and centralized computing.
- Identify services delivered by a server.
- Describe standard network LAN topologies.
- Describe variations of standard topologies.
- Describe the role of the network adapter.
- Describe the functions of networking infrastructure (e.g., adapter, router, switch, bridge, wireless access point).
- Describe the primary features of each major access method.

Exploring Networking Media
- Define terms related to wired and wireless network media.
- Identify the types and uses of wired network media.
- Identify the types and uses of wireless network media.
- Describe the concept of broadband.
- Describe the types of modems.

Understanding Networking Standards and Models
- Describe each layer of the Open Systems Interconnection (OSI) model.
- Describe devices in a network environment and their place in the OSI model.
- Define the basic components of a network packet.
- Describe networking protocols.
- Map network processes.
- Identify the workings of a WAN.

Conducting TCP/IP Activities
- Describe TCP/IP.
- Compare static and dynamic IP routing.
- Configure TCP/IP.
- Test a TCP/IP configuration, using operating-system-specific commands.
- Identify the network and host identifications' TCP/IP addresses.
- Compare IPv4 and IPv6.
- Explain the function of a subnet mask and classless inter-domain routing (CIDR) format.
- Describe a loopback address.
- Describe the services provided by Network Basic Input/Output System (NetBIOS) over TCP/IP.
- Explain the process of host name resolution.
- Modify the host's file to resolve host names.
- Configure File Transfer Protocol (FTP).
- Explain the purpose of the Simple Network Management Protocol (SNMP).
- Describe the implementation of a virtual LAN (VLAN).

Ensuring Network Security
- Monitor network traffic.
- Analyze network systems for security vulnerabilities.
- Explain the core security principles used in network management.
- Analyze threats and risks to networks and local account policies.
- Analyze internal and external threats to computer networks.
- Identify strategies to mitigate risk.
- Identify sustainable computer networking practices.
- Install a virtualized operating system.
- Describe the different types of network adapter modes for virtual operating systems.
- Incorporate security scanning tools such as Intrusion Detection System (IDS) and Intrusion Prevention System (IPS) and/or security appliances.
- Identify threats and vulnerabilities from users.
- Identify security measures to physical threats to network systems.
- Identifying other risks and threats to systems.

Providing Basic User Training and Support
- Identify training needs.
- Provide an orientation to a network system (system onboarding).
- Develop a training plan.
- Provide training to users.
- Create a user manual.
- Provide ongoing basic user support.

Performing Legal and Ethical Functions
- Identify copyright and licensing laws that apply to computer use and network administration.
- Describe procedures to ensure the proper licensing of a client-server operating system and applications.
- Identify ethical behavior that is expected of users and administrators.
- Describe procedures for documentation found in network policies.
- Explain network hardening.
- Manage a network.
- Optimize a network.

Preparing for Industry Certification
- Describe the process and requirements for obtaining industry certifications.
- Identify testing skills/strategies for a certification examination.
- Demonstrate ability to complete selected practice examinations (e.g., practice questions similar to those on certification exams).
- Complete an industry certification examination representative of skills learned in this course.

Developing Employability Skills
- Research careers in networking and systems security.
- Compose a résumé for electronic processing.
- Assemble a professional portfolio that contains representative samples of student work.
- Create a cover letter to accompany a résumé.
- Complete manual and electronic application forms.
- Participate in an internship program.
- Research a company in preparation for a job interview.
- Participate in a mock interview.
- Compose an interview follow-up letter.
- Identify the steps to follow when resigning from a position.
- Identify potential employment barriers for nontraditional groups and ways to overcome these barriers.

Subject: New Course: Communications Systems_____**Item Number:** 14E1bviii_____

Section: Information _____ **Date:** December 10, 2019_____

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

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

　　　　Sara L. Lockett, Ed.D., Director of Technical and Career Education_____

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

Recommendation:
That the School Board receive information regarding the proposed course, *Communications Systems*, for the Governor's STEM Academy and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:
Communications Systems provides experiences in the fields of imaging technology, graphic productions, video and media, technical design and various modes of communicating information through the use of data. This course will be team taught in a double block with the existing Marketing elective (ME8120). This pairing allows students to explore both the theory and execution of digital promotion. Students develop critical-thinking and problem-solving skills using the universal systems model. Students also learn about the impact of communication on society and potential career fields relating to communications. This course is targeted at 10th grade students and is the first paired course in the STEMarketing pathway.

Marketing is a discipline that guides companies as they advance products, target customers, develop a brand and choose supply networks. A marketing plan includes strategies for communicating a company's approach, including public relations, advertising, social media and promotions. In short, marketing can be considered business planning and strategy, while communication is the execution side of selling. This interdisciplinary course will combine both skills so that students are able to execute both the marketing component as well as the communication of the product both effectively and responsibly.

Source:
http://www.cteresource.org/verso/courses/8415/communication-systems-description
https://smallbusiness.chron.com/
http://www.cteresource.org/verso/courses/8120/marketing-description

Budget Impact:
Minimal budget impact for the implementation of the *Communications Systems* course is expected. The course will be taught with the staff already allocated to Landstown High School for the 2020-21 school year and use the existing engineering labs and classrooms. Budget expenses are limited to instructional materials and supplies and will not exceed $2,000. These funds are guaranteed through existing streams through the Carl D. Perkins V federal grant and the Governor's STEM Academy budget.

Course Proposal:

Communications Systems

Course Description:
Communications Systems is a double-blocked pair with Marketing (ME8120). Students develop critical-thinking and problem-solving skills using the universal systems model. Students also learn about the impact of communication on society and potential career fields relating to communications. This yearlong course pairing will serve as the 10th grade elective for the students entering the STEM Marketing pathway at the Governor's STEM Academy Landstown High School beginning in the 2020-2021 school year.

Pre-requisites:
None

Parameters of Implementation/Program Operation:
- The course will be offered as a yearlong course in the Governor's STEM Academy at Landstown High School.
- The course is paired with Marketing (ME8120) and the two courses will be taught in a double-block.
- The course will be offered to students in the Governors STEM Academy who express interest in pursuing the STEMarketing pathway. If seats are available, students not in the academy will be able to access the course.

Staffing:
- Staff currently in place at Landstown High School will teach this new course.
- Staffing will be allocated based on the high school staffing guidelines.
- Staff to teach this course must be certified in Technology Education with appropriate industry credentials.

Aims:
The new course will:
- Provide students with an interdisciplinary experience with Marketing and Communication Systems.
- Allow students to apply the technical components for marketing while learning the marketing competencies.

Goals:
Students will:
- Introduce communication systems with Marketing and Business in the workplace
- Explore digital visualization and imaging technology in Marketing
- Examine graphic production and video and media technology in Marketing
- Explore communications careers and advancement by developing a career

Competencies:
Demonstrating Personal Qualities and Abilities
- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills
- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry
- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life
- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning
- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Introducing Communication Systems
- Define *communication*.
- Explain ethics as they relate to communication systems.
- Identify technology used in communication.
- Identify types of communication.
- Define *digital communication technology*.
- Research the history and development of various types of communication systems.
- Analyze the impact of communication systems.
- Analyze communication systems problems/challenges.
- Describe elements of design.
- Describe principles of design.
- Explain the design process.

Exploring Digital Visualization
- Identify the components of a storyboard.
- Create a storyboard for a simple animation.
- Generate a simple, two-dimensional animation.
- Generate a simple, digital, three-dimensional model.
- Modify a simple, digital, three-dimensional model.
- Animate a simple, digital, three-dimensional model.

Exploring Imaging Technology
- Identify various systems for capturing and transmitting images.
- Examine the theories and properties of light.
- Explore photographic and other imaging media.
- Incorporate composition elements.
- Capture a digital image.
- Manipulate digital images.
- Mount a photograph.

Examining Graphic Production
- Explain graphic production.
- Describe the different methods of graphic production.
- Prepare images for output.
- Identify the different types of coding used to create data communication systems.
- Identify basic concepts of developing a web page.
- Create a web page.
- Describe channels for delivering web communication.
- Identify elements of typography.
- Produce a finished graphic product.

Examining Video and Media Technology
- Describe the concepts of audio and video communication.
- Describe audio and video production equipment and terminology.
- Describe the production process.
- Produce a video or an animation, using the production process.
- Output video to analog or digital format.

Exploring Communications Careers and Advancement
- Describe careers related to communication systems.
- Create a portfolio including work from Communication Systems.

Subject: New Course: Video Imaging Technology   **Item Number: 14E1bix**

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

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

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

       Sara L. Lockett, Ed.D., Director of Technical and Career Education

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

Recommendation:
That the School Board receive information regarding the proposed course, *Video Imaging Technology*, for the Governor's STEM Academy and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:
The *Video Imaging Technology* course offers students a hands-on opportunity to study all aspects of video and media production. Students will conceptualize, plan, and contribute through all production phases: preproduction, production and postproduction. This course will be team taught in a double block with the existing Internet Marketing elective (ME8125). This pairing allows students to explore both the theory and execution of digital promotion. Students hone their developing critical-thinking and problem-solving skills. Students also learn about the impact of communication on society and potential career fields relating to communications. This course is targeted at 11th grade students and is the second paired course in the STEMarketing pathway.

Marketing is a discipline that guides companies as they advance products, target customers, develop a brand and choose supply networks. A marketing plan includes strategies for communicating a company's approach, including public relations, advertising, social media and promotions. In short, marketing can be considered business planning and strategy, while communications is the execution side of selling. This interdisciplinary course will combine both skills so that students are able to execute both the marketing component as well as the communication of the product both effectively and responsibly.

Source:
http://www.cteresource.org/verso/courses/8497/video-and-media-technology-description
https://smallbusiness.chron.com/
http://www.cteresource.org/verso/courses/8125/digital-and-social-media-marketing-tasklist

Budget Impact:
Minimal budget impact for the implementation of the *Video Imaging Technology* course is expected. The course will be taught with the staff already allocated to Landstown High School for the 2020-21 school year and use the existing engineering labs and classrooms. Budget expenses are limited to instructional materials and supplies and will not exceed $2,000. These funds are guaranteed through existing streams through the Carl D. Perkins V federal grant and the Governor's STEM Academy budget.

Course Proposal:

Video Imaging Technology

Course Description:
The *Video Imaging Technology* course offers students a hands-on opportunity to study all aspects of video and media production. Students will conceptualize, plan and contribute through all production phases: preproduction, production and postproduction. In addition, students will practice various methods of gathering and recording information and creating novel content to create a variety of video and media productions while operating studio editing software and video and audio equipment. *Video Imaging Technology* is a double-blocked pair with Digital Marketing (ME8125). This yearlong course pairing will serve as the 11th grade elective for the students entering the STEMarketing pathway at the Governor's STEM Academy Landstown High School beginning in the 2020-2021 school year.

Pre-requisites:
Communications Systems

Parameters of Implementation/Program Operation:
- The course will be offered as a yearlong course in the Governors STEM Academy at Landstown High School.
- The course is paired with Internet Marketing (ME8125) and the two courses will be taught in a double-block.
- The course will be offered to students in the Governors STEM Academy who express interest in pursuing the STEMarketing pathway. If seats are available students not in the academy will be able to access the course.

Staffing:
- Staff currently in place at Landstown High School will teach this new course.
- Staffing will be allocated based on the high school staffing guidelines.
- Staff to teach this course must be certified in Technology Education with appropriate industry credentials.

Aims:
The new course will:
- Provide students with an interdisciplinary experience with Digital & Social Media Marketing and Video & Media Technology.
- Allow students to apply the technical components of video formats while applying the tools and tactics for digital and social media in marketing

Goals:
Students will:
- Determine the role of media in society with the fundamentals of digital and social media marketing
- Explore the types of video formats with the tools and tactics for digital and social media marketing
- Discover the processes of Preproduction, Production and Postproduction for video
- Explore the ethical, legal and security aspects of digital and social media

Competencies:
Demonstrating Personal Qualities and Abilities
- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills
- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry
- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life
- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning
- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Determining the Role of Media in Society
- Research the development of broadcasting from early radio to present-day television and broadband.
- Describe the function, role, and influence of video media on society.
- Analyze the expanding media landscape, the top media delivery providers, and the effects on media production and consumer habits.
- Evaluate the laws and ethical concerns affecting video media.

Exploring Types of Video Formats
- Identify various video formats and their characteristics.
- Compare the physical compositions of various recording media.
- Compare international broadcast standards.

Preproduction: Writing for Video Media
- Analyze the format, components, and composition techniques in a video storyboard and script.
- Compose a video script.
- Write a public service announcement (PSA) storyboard and script.
- Write a news story or long news feature script.
- Write a commercial storyboard and script.
- Write a(n) instructional, biographical, documentary or historical storyboard and script.

Preproduction: Planning the Production
- Identify the objectives of a production.
- Create a production proposal (i.e., treatment).
- Prepare a production budget.
- Develop a production schedule.
- Define roles of production personnel and their tasks.

Production: Exploring the Elements
- Demonstrate production safety techniques.
- Identify video production commands and terminology.
- Demonstrate video production commands and terminology.
- Demonstrate camera techniques.

Production: Using Video Production Equipment
- Identify the types and essential parts of video cameras.
- Demonstrate situational awareness.
- Identify microphones and their applications.
- Identify the operating procedures for essential production equipment.
- Create full-screen graphics and boxes, using a graphics generator or computer-based graphics program.
- Apply various lighting instruments and lighting techniques.
- Produce a video.

Postproduction: Editing Video
- Define time code.
- Edit video, using software-based editing equipment.
- Demonstrate file-management techniques.
- Apply basic audio levels, overmodulation, and mixing techniques.
- Edit a simple multi-track, mixed-media sequence.
- Apply basic video effects and transitions.

Postproduction: Mastering the Video
- Demonstrate file compression techniques for various distribution methods.
- Critique video productions.
- Analyze final audio enhancements.
- Assemble a final video reel or portfolio.

Subject: New Course: IB DP Compulsory Topics   **Item Number:** 14E2a

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

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

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

       George Coker, Secondary Mathematics Coordinator

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

Recommendation:

That the School Board receive information regarding the proposed course, *IB DP Compulsory Topics* and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:

The proposed one-year course *IB DP Compulsory Topics* would serve as a mathematics credit for students in the International Baccalaureate Program at Princess Anne High School. The course is part of the newly revised mathematics curriculum within the Diploma Program that provides a rigorous pre-university course of study designed for students in high school.

This course is specifically designed for 10th or 11th graders to recognize the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world while building deep conceptual understanding. It is designed to prepare students for entry into any of the standard level or higher-level mathematics International Baccalaureate courses.

Sources:

International Baccalaureate Organization Ltd. (2019). *Mathematics: Analysis and Approaches Guide*. Cardiff, Wales.

International Baccalaureate Organization Ltd. (2019). *Mathematics: Applications and Interpretations Guide*. Cardiff, Wales.

Budget Impact:

There will be no budget impact to implement this course.

Course Proposal:

IB DP Compulsory Topics

Course Description:

The proposed one-year course *IB DP Compulsory Topics* would serve as a mathematics credit for students in the International Baccalaureate program at Princess Anne High School. The course is part of the newly revised mathematics curriculum within the Diploma Program that provides a rigorous pre-university course of study designed for students in high school.

This course is specifically designed for 10th or 11th graders to recognize the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world and build deeper understanding. It is designed to prepare students for entry into any of the standard level or higher-level mathematics International Baccalaureate courses.

Pre-requisites:

Algebra II/Trig

Budget Impact:

No budget impact for the implementation of the *IB DP Applications and Interpretations Standard Level* is expected. The course will be taught by staff already allocated to Princess Anne High School for the 2020-21 school year. No new expenses are anticipated to support the implementation.

Aims:

The aims of all DP mathematics courses are to enable students to:

1. develop a curiosity and enjoyment of mathematics and appreciate its elegance and power.
2. develop an understanding of the concepts, principles and nature of mathematics.
3. communicate mathematics clearly, concisely and confidently in a variety of contexts.
4. develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics.
5. employ and refine their powers of abstraction and generalization.
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities.
7. appreciate how developments in technology and mathematics influence each other.
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics.
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives.
10. appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course.
11. develop the ability to reflect critically upon their own work and the work of others.
12. independently and collaboratively extend their understanding of mathematics.

Competencies:

Topic 1: Number and Algebra

Essential Understanding: Number and algebra allow us to represent patterns, show equivalencies and generalize which enable us to model real-world situations. Algebra is an abstraction of numerical concepts and employs variables to solve mathematical problems.

Content Specific Conceptual Understandings:

- Modelling real-life situations with the structure of arithmetic and geometric sequences and series allows for prediction, analysis and interpretation.
- Different representations of numbers enable quantities to be compared and used for computational purposes with ease and accuracy.
- Numbers and formulae can appear in different, but equivalent forms, or representations, which can help us to establish identities.
- Formulae are a generalization made on the basis of specific examples, which can then be extended to new examples

Topic 2: Functions

Essential Understanding: Models are depictions of real-life events using expressions, equations or graphs while a function is defined as a relation or expression involving one or more variables. Creating different representations of functions to model the relationships between variables, visually and symbolically as graphs, equations and tables represents different ways to communicate mathematical ideas.

Content Specific Conceptual Understandings:

- Different representations of functions, symbolically and visually as graphs, equations and tables provide different ways to communicate mathematical relationships.
- The parameters in a function or equation may correspond to notable geometrical features of a graph and can represent physical quantities in spatial dimensions.
- Moving between different forms to represent functions allows for deeper understanding and provides different approaches to problem solving.
- Our spatial frame of reference affects the visible part of a function and by changing this "window" can show more or less of the function to best suit our needs.

Topic 3: Geometry and Trigonometry

Essential Understanding: Geometry and trigonometry allows us to quantify the physical world, enhancing our spatial awareness in two and three dimensions. This topic provides us with the tools for analysis, measurement and transformation of quantities, movements and relationships.

Content Specific Conceptual Understandings:

- The properties of shapes are highly dependent on the dimension they occupy in space
- Volume and surface area of shapes are determined by formulae, or general mathematical relationships or rules expressed using symbols or variables.
- The relationships between the length of the sides and the size of the angles in a triangle can be used to solve many problems involving position, distance, angles and area.

Topic 4: Statistics and Probability

Essential Understanding: Statistics is concerned with the collection, analysis and interpretation of data and the theory of probability can be used to estimate parameters, discover empirical laws, test hypotheses and predict the occurrence of events. Statistical representations and measures allow us to represent data in many different forms to aid interpretation. Probability enables us to quantify the likelihood of events occurring and so evaluate risk. Both statistics and probability provide important representations which enable us to make predictions, valid comparisons and informed decisions. These fields have power and limitations and should be applied with care and critically questioned to differentiate between the theoretical and the empirical/observed. Probability theory allows us to make informed choices, to evaluate risk, and to make predictions about seemingly random events.

Content Specific Conceptual Understandings:

- Organizing, representing, analyzing and interpreting data, and utilizing different statistical tools facilitates prediction and drawing of conclusions.
- Different statistical techniques require justification and the identification of their limitations and validity.
- Approximation in data can approach the truth but may not always achieve it.

Topic 5: Calculus

Essential Understanding: Calculus describes rates of change between two variables and the accumulation of limiting areas. Understanding these rates of change and accumulations allow us to model, interpret and analyze real-world problems and situations. Calculus helps us to understand the behavior of functions and allows us to interpret the features of their graphs.

Content Specific Conceptual Understandings:

- The derivative may be represented physically as a rate of change and geometrically as the gradient or slope function.
- Integrals can be represented as anti-derivatives and represents the area of an enclosed region between the function and the axis.

Parameters of Implementation/Program Operations

- The course will be offered as a single-block one-year course at Princess Anne High School.
- The course will be offered to students in the International Baccalaureate program at Princess Anne High School pursuing an International Baccalaureate Diploma or Certificate.

Staffing:

- Staff currently in place at Princess Anne High School will teach this new course.
- Staff to teach this course must be licensed to teach mathematics and take part in an International Baccalaureate workshop about the new course.
- Staffing will be allocated based on the high school staffing guidelines.

Estimated Budget:

- There are no anticipated budget needs attached to this request.

Subject: New Course: IB DP Applications and Interpretation Standard Level   **Item Number:** 14E2b

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

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

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

   George Coker, Secondary Mathematics Coordinator

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

Recommendation:
That the School Board receive information regarding the proposed course, *IB DP Applications and Interpretations Standard Level* and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:
The proposed one-year course *IB DP Applications and Interpretations Standard Level* would serve as a mathematics credit for students in the International Baccalaureate program at Princess Anne High School. The course is part of the newly revised mathematics curriculum within the Diploma Program that provides a rigorous pre-university course of study designed for students in high school.

This course is specifically designed for 11th or 12th graders to recognize the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. At the high-level students will develop strong algebraic skills, the ability to understand simple proofs, and an appreciation for the solving challenging problems.

Sources:
International Baccalaureate Organization Ltd. (2019). *Mathematics: Applications and Interpretations Guide*. Cardiff, Wales.

Budget Impact:
There will be no budget impact to implement this course.

Course Proposal:

IB DP Applications and Interpretations Standard Level

Course Description:

IB DP Applications and Interpretations Standard Level would serve as a mathematics credit for students in the International Baccalaureate Program at Princess Anne High School beginning in the 2020-2021 school year.

This course is specifically designed for 11th or 12th graders to recognize the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. At the high-level students will develop strong algebraic skills, the ability to understand simple proofs, and an appreciation for the solving challenging problems.

Pre-requisites:

IB DP Compulsory Topics

Budget Impact:

No budget impact for the implementation of the *IB DP Applications and Interpretations Standard Level* is expected. The course will be taught by staff already allocated to Princess Anne High School for the 2020-21 school year. No new expenses are anticipated to support the implementation.

Aims:

The aims of all DP mathematics courses are to enable students to:

1. develop a curiosity and enjoyment of mathematics and appreciate its elegance and power.
2. develop an understanding of the concepts, principles and nature of mathematics.
3. communicate mathematics clearly, concisely and confidently in a variety of contexts.
4. develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics.
5. employ and refine their powers of abstraction and generalization.
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities.
7. appreciate how developments in technology and mathematics influence each other.
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics.
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives.
10. appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course.
11. develop the ability to reflect critically upon their own work and the work of others.
12. independently and collaboratively extend their understanding of mathematics.

Competencies:

Topic 1: Number and Algebra

Essential Understanding: Number and algebra allow us to represent patterns, show equivalencies and make generalizations which enable us to model real-world situations. Algebra is an abstraction of numerical concepts and employs variables to solve mathematical problems.

Content Specific Conceptual Understandings:
- Modelling real-life situations with the structure of arithmetic and geometric sequences and series allows for prediction, analysis and interpretation.
- Different representations of numbers enable quantities to be compared and used for computational purposes with ease and accuracy.
- Numbers and formulae can appear in different, but equivalent forms, or representations, which can help us to establish identities.
- Formulae are a generalization made on the basis of specific examples, which can then be extended to new examples
- Mathematical financial models such as compounded growth allow computation, evaluation and interpretation of debt and investment both approximately and accurately.
- Approximation of numbers adds uncertainty or inaccuracy to calculations, leading to potential errors but can be useful when handling extremely large or small quantities.
- Quantities and values can be used to describe key features and behaviors of functions and models, including quadratic functions.

Topic 2: Functions

Essential Understanding: Models are depictions of real-life events using expressions, equations or graphs while a function is defined as a relation or expression involving one or more variables. Creating different representations of functions to model the relationships between variables, visually and symbolically as graphs, equations and tables represents different ways to communicate mathematical ideas.

Content Specific Conceptual Understandings:
- Different representations of functions, symbolically and visually as graphs, equations and tables provide different ways to communicate mathematical relationships.
- The parameters in a function or equation may correspond to notable geometrical features of a graph and can represent physical quantities in spatial dimensions.
- Moving between different forms to represent functions allows for deeper understanding and provides different approaches to problem solving.
- Our spatial frame of reference affects the visible part of a function and by changing this "window" can show more or less of the function to best suit our needs.
- Changing the parameters of a trigonometric function changes the position, orientation and shape of the corresponding graph.
- Different representations facilitate modelling and interpretation of physical, social, economic and mathematical phenomena, which support solving real-life problems.
- Technology plays a key role in allowing humans to represent the real world as a model and to quantify the appropriateness of the model.

Topic 3: Geometry and Trigonometry

Essential Understanding: Geometry and trigonometry allows us to quantify the physical world, enhancing our spatial awareness in two and three dimensions. This topic provides us with the tools for analysis, measurement and transformation of quantities, movements and relationships.

Content Specific Conceptual Understandings:
- The properties of shapes are highly dependent on the dimension they occupy in space
- Volume and surface area of shapes are determined by formulae, or general mathematical relationships or rules expressed using symbols or variables.

- The relationships between the length of the sides and the size of the angles in a triangle can be used to solve many problems involving position, distance, angles and area.
- Different representations of trigonometric expressions help to simplify calculations.
- Systems of equations often, but not always, lead to intersection points.
- In two dimensions, the Voronoi diagram allows us to navigate, path-find or establish an optimum position.

Topic 4: Statistics and Probability

Essential Understanding: Statistics is concerned with the collection, analysis and interpretation of data and the theory of probability can be used to estimate parameters, discover empirical laws, test hypotheses and predict the occurrence of events. Statistical representations and measures allow us to represent data in many different forms to aid interpretation. Probability enables us to quantify the likelihood of events occurring and so evaluate risk. Both statistics and probability provide important representations which enable us to make predictions, valid comparisons and informed decisions. These fields have power and limitations and should be applied with care and critically questioned to differentiate between the theoretical and the empirical/observed. Probability theory allows us to make informed choices, to evaluate risk, and to make predictions about seemingly random events.

Content Specific Conceptual Understandings:
- Organizing, representing, analyzing and interpreting data, and utilizing different statistical tools facilitates prediction and drawing of conclusions.
- Different statistical techniques require justification and the identification of their limitations and validity.
- Approximation in data can approach the truth but may not always achieve it.
- Correlation and regression are powerful tools for identifying patterns and equivalence of systems.
- Modelling and finding structure in seemingly random events facilitate prediction.
- Different probability distributions provide a representation of the relationship between the theory and reality, allowing us to make predictions about what might happen.

Topic 5: Calculus

Essential Understanding: Calculus describes rates of change between two variables and the accumulation of limiting areas. Understanding these rates of change and accumulations allow us to model, interpret and analyze real-world problems and situations. Calculus helps us to understand the behavior of functions and allows us to interpret the features of their graphs.

Content Specific Conceptual Understandings:
- Students will understand the links between the derivative and the rate of change and interpret the meaning of this in context.
- Students will understand the relationship between the integral and area and interpret the meaning of this in context.
- Finding patterns in the derivatives of polynomials and their behavior, such as increasing or decreasing, allows a deeper appreciation of the properties of the function at any given point or instant. • Calculus is a concise form of communication used to approximate nature.
- Numerical integration can be used to approximate areas in the physical world.
- Optimization of a function allows us to find the largest or smallest value that a function can take in general and can be applied to a specific set of conditions to solve problems.
- Maximum and minimum points help to solve optimization problems.
- The area under a function on a graph has a meaning and has applications in space and time.

Parameters of Implementation/Program Operations

- The course will be offered as a single-block one-year course at Princess Anne High School.
- The course will be offered to students in the International Baccalaureate program at Princess Anne High School pursuing an International Baccalaureate Diploma or Certificate.

Staffing:

- Staff currently in place at Princess Anne High School will teach this new course.
- Staff to teach this course must be licensed to teach mathematics and take part in an International Baccalaureate workshop about the new course.
- Staffing will be allocated based on the high school staffing guidelines.

Estimated Budget:

- There are no anticipated budget needs attached to this request.

Subject: New Courses: IB DP Applications and Interpretation Higher Level I and II **Item Number:** 14E2c&d

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

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

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

            George Coker, Secondary Mathematics Coordinator

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

Recommendation:
That the School Board receive information regarding the proposed course, *IB DP Applications and Interpretation Higher Level I and II* and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:
The proposed two-year course *IB DP Applications and Interpretation Higher Level I and II* would serve as two mathematics credits for students in the International Baccalaureate program at Princess Anne High School. The course is part of the newly revised mathematics curriculum within the Diploma Program that provides a rigorous pre-university course of study designed for students in high school.

This course is specifically designed for 11th and 12th graders to recognize the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. At the higher-level I, students will develop strong algebraic skills, the ability to understand simple proofs, and an appreciation for the solving challenging problems. At higher level II, students will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

Sources:
International Baccalaureate Organization Ltd. (2019). *Mathematics: Analysis and Approaches Guide*. Cardiff, Wales.

Budget Impact:
There will be no budget impact to implement this course.

<div align="center">**Course Proposal:**

IB DP Applications and Interpretation Higher Level I and II</div>

Course Description:

IB DP Applications and Interpretation Higher Level I and II would serve as two mathematics credits for students in the International Baccalaureate program at Princess Anne High School beginning in the 2020-2021 school year.

This course is specifically designed for 11th and 12th graders to recognize the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. At the high-level I, students will develop strong algebraic skills, the ability to understand simple proofs, and an appreciation for the solving challenging problems. At higher level II, students will demonstrate good algebraic skills and have the experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

Pre-requisites:

Algebra II/Trig or IB DP Compulsory Topics

Budget Impact:

No budget impact for the implementation of the *IB DP Applications and Interpretation Higher Level I and II* is expected. The course will be taught by staff already allocated to Princess Anne High School for the 2020-21 school year. No new expenses are anticipated to support the implementation.

Aims:

The aims of all DP mathematics courses are to enable students to:

1. develop a curiosity and enjoyment of mathematics and appreciate its elegance and power.
2. develop an understanding of the concepts, principles and nature of mathematics.
3. communicate mathematics clearly, concisely and confidently in a variety of contexts.
4. develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics.
5. employ and refine their powers of abstraction and generalization.
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities.
7. appreciate how developments in technology and mathematics influence each other.
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics.
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives.
10. appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course.
11. develop the ability to reflect critically upon their own work and the work of others.
12. independently and collaboratively extend their understanding of mathematics.

Competencies:

Topic 1: Number and Algebra

Essential Understanding: Number and algebra allow us to represent patterns, show equivalencies and make generalizations which enable us to model real-world situations. Algebra is an abstraction of numerical concepts and employs variables to solve mathematical problems.

Content Specific Conceptual Understandings:
- Modelling real-life situations with the structure of arithmetic and geometric sequences and series allows for prediction, analysis and interpretation.
- Different representations of numbers enable quantities to be compared and used for computational purposes with ease and accuracy.
- Numbers and formulae can appear in different, but equivalent forms, or representations, which can help us to establish identities.
- Formulae are a generalization made on the basis of specific examples, which can then be extended to new examples
- Mathematical financial models such as compounded growth allow computation, evaluation and interpretation of debt and investment both approximately and accurately.
- Approximation of numbers adds uncertainty or inaccuracy to calculations, leading to potential errors but can be useful when handling extremely large or small quantities.
- Quantities and values can be used to describe key features and behaviors of functions and models, including quadratic functions.
- Utilizing complex numbers provides a system to efficiently simplify and solve problems.
- Matrices allow us to organize data so that they can be manipulated, and relationships can be determined.
- Representing abstract quantities using complex numbers in different forms enables the solution of real-life problems.

Topic 2: Functions

Essential Understanding: Models are depictions of real-life events using expressions, equations or graphs while a function is defined as a relation or expression involving one or more variables. Creating different representations of functions to model the relationships between variables, visually and symbolically as graphs, equations and tables represents different ways to communicate mathematical ideas.

Content Specific Conceptual Understandings:
- Different representations of functions, symbolically and visually as graphs, equations and tables provide different ways to communicate mathematical relationships.
- The parameters in a function or equation may correspond to notable geometrical features of a graph and can represent physical quantities in spatial dimensions.
- Moving between different forms to represent functions allows for deeper understanding and provides different approaches to problem solving.
- Our spatial frame of reference affects the visible part of a function and by changing this "window" can show more or less of the function to best suit our needs.
- Changing the parameters of a trigonometric function changes the position, orientation and shape of the corresponding graph.
- Different representations facilitate modelling and interpretation of physical, social, economic and mathematical phenomena, which support solving real-life problems.
- Technology plays a key role in allowing humans to represent the real world as a model and to quantify the appropriateness of the model.
- Extending results from a specific case to a general form and making connections between related functions allows us to better understand physical phenomena.
- Generalization provides an insight into variation and allows us to access ideas such as half-life and scaling logarithmically to adapt theoretical models and solve complex real-life problems.
- Considering the reasonableness and validity of results helps us to make informed, unbiased decisions.

Topic 3: Geometry and Trigonometry

Essential Understanding: Geometry and trigonometry allows us to quantify the physical world, enhancing our spatial awareness in two and three dimensions. This topic provides us with the tools for analysis, measurement and transformation of quantities, movements and relationships.

Content Specific Conceptual Understandings:
- The properties of shapes are highly dependent on the dimension they occupy in space
- Volume and surface area of shapes are determined by formulae, or general mathematical relationships or rules expressed using symbols or variables.
- The relationships between the length of the sides and the size of the angles in a triangle can be used to solve many problems involving position, distance, angles and area.
- Different representations of trigonometric expressions help to simplify calculations.
- Systems of equations often, but not always, lead to intersection points.
- In two dimensions, the Voronoi diagram allows us to navigate, path-find or establish an optimum position.
- Different measurement systems can be used for angles to facilitate ease of calculation.
- Vectors allow us to determine position, change of position (movement) and force in two and three-dimensional space.
- Graph theory algorithms allow us to represent networks and to model complex real-world problems.
- Matrices are a form of notation which allow us to show the parameters or quantities of several linear equations simultaneously

Topic 4: Statistics and Probability

Essential Understanding: Statistics is concerned with the collection, analysis and interpretation of data and the theory of probability can be used to estimate parameters, discover empirical laws, test hypotheses and predict the occurrence of events. Statistical representations and measures allow us to represent data in many different forms to aid interpretation. Probability enables us to quantify the likelihood of events occurring and so evaluate risk. Both statistics and probability provide important representations which enable us to make predictions, valid comparisons and informed decisions. These fields have power and limitations and should be applied with care and critically questioned to differentiate between the theoretical and the empirical/observed. Probability theory allows us to make informed choices, to evaluate risk, and to make predictions about seemingly random events.

Content Specific Conceptual Understandings:
- Organizing, representing, analyzing and interpreting data, and utilizing different statistical tools facilitates prediction and drawing of conclusions.
- Different statistical techniques require justification and the identification of their limitations and validity.
- Approximation in data can approach the truth but may not always achieve it.
- Correlation and regression are powerful tools for identifying patterns and equivalence of systems.
- Modelling and finding structure in seemingly random events facilitate prediction.
- Different probability distributions provide a representation of the relationship between the theory and reality, allowing us to make predictions about what might happen.
- Statistical literacy involves identifying reliability and validity of samples and whole populations in a closed system.
- A systematic approach to hypothesis testing allows statistical inferences to be tested for validity.
- Representation of probabilities using transition matrices enables us to efficiently predict long-term behavior and outcomes.

Topic 5: Calculus

Essential Understanding: Calculus describes rates of change between two variables and the accumulation of limiting areas. Understanding these rates of change and accumulations allow us to model, interpret and analyze real-world problems and situations. Calculus helps us to understand the behavior of functions and allows us to interpret the features of their graphs.

Content Specific Conceptual Understandings:
- Students will understand the links between the derivative and the rate of change and interpret the meaning of this in context.
- Students will understand the relationship between the integral and area and interpret the meaning of this in context.
- Finding patterns in the derivatives of polynomials and their behavior, such as increasing or decreasing, allows a deeper appreciation of the properties of the function at any given point or instant. • Calculus is a concise form of communication used to approximate nature.
- Numerical integration can be used to approximate areas in the physical world.
- Optimization of a function allows us to find the largest or smallest value that a function can take in general and can be applied to a specific set of conditions to solve problems.
- Maximum and minimum points help to solve optimization problems.
- The area under a function on a graph has a meaning and has applications in space and time.
- Kinematics allows us to describe the motion and direction of objects in closed systems in terms of displacement, velocity, and acceleration.
- Many physical phenomena can be modelled using differential equations and analytic and numeric methods can be used to calculate optimum quantities.
- Phase portraits enable us to visualize the behavior of dynamic systems.

Parameters of Implementation/Program Operations

- The course will be offered as a single-block two-year course sequence at Princess Anne High School.
- The course will be offered to students in the International Baccalaureate Program at Princess Anne High School.

Staffing:

- Staff currently in place at Princess Anne High School will teach this new course.
- Staff to teach this course must be licensed to teach mathematics and take part in an International Baccalaureate workshop about the new course.
- Staffing will be allocated based on the high school staffing guidelines.

Estimated Budget:

- There are no anticipated budget needs attached to this request.

Subject: New Course: IB DP Analysis and Approaches Standard Level   **Item Number:** 14E2e

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

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

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

              George Coker, Secondary Mathematics Coordinator

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

Recommendation:
That the School Board receive information regarding the proposed course, *IB DP Analysis and Approaches Standard Level,* and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:
The proposed one-year course *IB DP Analysis and Approaches Standard Level* would serve as a mathematics credit for students in the International Baccalaureate Program at Princess Anne High School. The course is part of the newly revised mathematics curriculum within the Diploma Program that provides a rigorous pre-university course of study designed for students in high school.

This course is specifically designed for 11th or 12th graders to develop analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, this course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Sources:
International Baccalaureate Organization Ltd. (2019). *Mathematics: Analysis and Approaches Guide*. Cardiff, Wales.

Budget Impact:
There will be no budget impact to implement this course.

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Course Proposal:

IB DP Analysis and Approaches Standard Level

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Course Description:

IB DP Analysis and Approaches Standard Level would serve as a mathematics credit for students in the International Baccalaureate Program at Princess Anne High School beginning in the 2020-2021 school year.

This course is specifically designed for 11th or 12th graders to develop analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, this course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Pre-requisites:

IB DP Compulsory Topics

Budget Impact:

No budget impact for the implementation of the *IB DP: Analysis and Approaches Higher Level I and I* is expected. The course will be taught by staff already allocated to Princess Anne High School for the 2020-21 school year. No new expenses are anticipated to support the implementation.

Aims:

The aims of all DP mathematics courses are to enable students to:

1. develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics
5. employ and refine their powers of abstraction and generalization
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
11. develop the ability to reflect critically upon their own work and the work of others
12. independently and collaboratively extend their understanding of mathematics.

Competencies:

Topic 1: Number and Algebra

Essential Understanding: Number and algebra allow us to represent patterns, show equivalencies and make generalizations which enable us to model real-world situations. Algebra is an abstraction of numerical concepts and employs variables which allow us to solve mathematical problems.

Content Specific Conceptual Understandings:
- Modelling real-life situations with the structure of arithmetic and geometric sequences and series allows for prediction, analysis and interpretation.
- Different representations of numbers enable equivalent quantities to be compared and used in calculations with ease to an appropriate degree of accuracy.
- Numbers and formulae can appear in different, but equivalent, forms, or representations, which can help us to establish identities.
- Formulae are a generalization made on the basis of specific examples, which can then be extended to new examples.
- Logarithm laws provide the means to find inverses of exponential functions which model real-life situations.
- Patterns in numbers inform the development of algebraic tools that can be applied to find unknowns.

Topic 2: Functions

Essential Understanding: Models are depictions of real-life events using expressions, equations or graphs while a function is defined as a relation or expression involving one or more variables. Creating different representations of functions to model the relationships between variables, visually and symbolically as graphs, equations and tables represents different ways to communicate mathematical ideas.

Content Specific Conceptual Understandings:
- Different representations of functions, symbolically and visually as graphs, equations and tables provide different ways to communicate mathematical relationships.
- The parameters in a function or equation correspond to geometrical features of a graph and can represent physical quantities in spatial dimensions.
- Moving between different forms to represent functions allows for deeper understanding and provides different approaches to problem solving.
- Our spatial frame of reference affects the visible part of a function and by changing this "window" can show more or less of the function to best suit our needs.
- Equivalent representations of quadratic functions can reveal different characteristics of the same relationship.
- Functions represent mappings that assign to each value of the independent variable (input) one and only one dependent variable (output).

Topic 3: Geometry and Trigonometry

Essential Understanding: Geometry and trigonometry allows us to quantify the physical world, enhancing our spatial awareness in two and three dimensions. This topic provides us with the tools for analysis, measurement and transformation of quantities, movements and relationships.

Content Specific Conceptual Understandings:
- The properties of shapes depend on the dimension they occupy in space.
- Volume and surface area of shapes are determined by formulae, or general mathematical relationships or rules expressed using symbols or variables.
- The relationships between the length of the sides and the size of the angles in a triangle can be used to solve many problems involving position, distance, angles and area.
- Equivalent measurement systems, such as degrees and radians, can be used for angles to facilitate ease of calculation.
- Different representations of the values of trigonometric relationships, such as exact or approximate, may not be equivalent to one another.
- The trigonometric functions of angles may be defined on the unit circle, which can visually and algebraically represent the periodic or symmetric nature of their values.

Topic 4: Statistics and Probability

Essential Understanding: Statistics is concerned with the collection, analysis and interpretation of data and the theory of probability can be used to estimate parameters, discover empirical laws, test hypotheses and predict the occurrence of events. Statistical representations and measures allow us to represent data in many different forms to aid interpretation. Probability enables us to quantify the likelihood of events occurring and so evaluate risk. Both statistics and probability provide important representations which enable us to make predictions, valid comparisons and informed decisions. These fields have power and limitations and should be applied with care and critically questioned to differentiate between the theoretical and the empirical/observed. Probability theory allows us to make informed choices, to evaluate risk, and to make predictions about seemingly random events.

Content Specific Conceptual Understandings:
- Organizing, representing, analyzing and interpreting data and utilizing different statistical tools facilitates prediction and drawing of conclusions.
- Different statistical techniques require justification and the identification of their limitations and validity.
- Approximation in data can approach the truth but may not always achieve it.
- Some techniques of statistical analysis, such as regression, standardization or formulae, can be applied in a practical context to apply to general cases.
- Modelling through statistics can be reliable, but may have limitations.

Topic 5: Calculus

Essential Understanding: Calculus describes rates of change between two variables and the accumulation of limiting areas. Understanding these rates of change and accumulations allow us to model, interpret and analyze real-world problems and situations. Calculus helps us to understand the behavior of functions and allows us to interpret the features of their graphs.

Content Specific Conceptual Understandings:
- The derivative may be represented physically as a rate of change and geometrically as the gradient or slope function.
- Areas under curves can be can be approximated by the sum of the areas of rectangles which may be calculated even more accurately using integration.
- Examining rates of change close to turning points helps to identify intervals where the function increases/decreases, and identify the concavity of the function.
- Numerical integration can be used to approximate areas in the physical world.
- Mathematical modelling can provide effective solutions to real-life problems in optimization by maximizing or minimizing a quantity, such as cost or profit.
- Derivatives and integrals describe real-world kinematics problems in two and three-dimensional space by examining displacement, velocity and acceleration.

Parameters of Implementation/Program Operations

- The course will be offered as a single-block one-year course at Princess Anne High School.
- The course will be offered to students in the International Baccalaureate Program at Princess Anne High School pursuing an International Baccalaureate Diploma or Certificate.

Staffing:

- Staff currently in place at Princess Anne High School will teach this new course.
- Staff to teach this course must be licensed to teach Mathematics and take part in an International Baccalaureate workshop about the new course.
- Staffing will be allocated based on the high school staffing guidelines.

Estimated Budget:

- There are no anticipated budget needs attached to this request.

Subject: New Courses: IB DP Analysis and Approaches Higher Level I and II **Item Number:** 14E2f&g

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

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

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

            George Coker, Secondary Mathematics Coordinator

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

Recommendation:
That the School Board receive information regarding the proposed course, *IB DP Analysis and Approaches Higher Level I and II,* and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:
The proposed two-year course *IB DP Analysis and Approaches Higher Level I and II* would serve as two mathematics credits for students in the International Baccalaureate program at Princess Anne High School. The course is part of the newly revised mathematics curriculum within the Diploma Program that provides a rigorous pre-university course of study designed for students in high school.

This course is specifically designed for 11th and 12th graders to develop analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, this course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. At higher level, students will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Sources:
International Baccalaureate Organization Ltd. (2019). *Mathematics: Analysis and Approaches Guide.* Cardiff, Wales.

Budget Impact:
There will be no budget impact to implement this course.

Course Proposal:

IB DP Analysis and Approaches Higher Level I and II

Course Description:

IB DP: Analysis and Approaches Higher Level I and II would serve as two mathematics credits for students in the International Baccalaureate program at Princess Anne High School beginning in the 2020-2021 school year.

This course is specifically designed for 11th and 12th graders to develop analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, this course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. At higher level, students will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Pre-requisites:

IB DP Compulsory Topics

Budget Impact:

No budget impact for the implementation of the *IB DP: Analysis and Approaches Higher Level I and I* is expected. The course will be taught by staff already allocated to Princess Anne High School for the 2020-21 school year. No new expenses are anticipated to support the implementation.

Aims:

The aims of all DP mathematics courses are to enable students to:

1. develop a curiosity and enjoyment of mathematics and appreciate its elegance and power.
2. develop an understanding of the concepts, principles and nature of mathematics.
3. communicate mathematics clearly, concisely and confidently in a variety of contexts.
4. develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics.
5. employ and refine their powers of abstraction and generalization.
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities.
7. appreciate how developments in technology and mathematics influence each other.
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics.
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives.
10. appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course.
11. develop the ability to reflect critically upon their own work and the work of others.
12. independently and collaboratively extend their understanding of mathematics.

Competencies:

Topic 1: Number and Algebra

Essential Understanding: Number and algebra allow us to represent patterns, show equivalencies and make generalizations which enable us to model real-world situations. Algebra is an abstraction of numerical concepts and employs variables which allow us to solve mathematical problems.

Content Specific Conceptual Understandings:
- Modelling real-life situations with the structure of arithmetic and geometric sequences and series allows for prediction, analysis and interpretation.
- Different representations of numbers enable equivalent quantities to be compared and used in calculations with ease to an appropriate degree of accuracy.
- Numbers and formulae can appear in different, but equivalent, forms, or representations, which can help us to establish identities.
- Formulae are a generalization made on the basis of specific examples, which can then be extended to new examples.
- Logarithm laws provide the means to find inverses of exponential functions which model real-life situations.
- Patterns in numbers inform the development of algebraic tools that can be applied to find unknowns.
- The binomial theorem is a generalization which provides an efficient method for expanding binomial expressions.
- Proof serves to validate mathematical formulae and the equivalence of identities.
- Representing partial fractions and complex numbers in different forms allows us to easily carry out seemingly difficult calculations.
- The solution for systems of equations can be carried out by a variety of equivalent algebraic and graphical methods.

Topic 2: Functions

Essential Understanding: Models are depictions of real-life events using expressions, equations or graphs while a function is defined as a relation or expression involving one or more variables. Creating different representations of functions to model the relationships between variables, visually and symbolically as graphs, equations and tables represents different ways to communicate mathematical ideas.

Content Specific Conceptual Understandings:
- Different representations of functions, symbolically and visually as graphs, equations and tables provide different ways to communicate mathematical relationships.
- The parameters in a function or equation correspond to geometrical features of a graph and can represent physical quantities in spatial dimensions.
- Moving between different forms to represent functions allows for deeper understanding and provides different approaches to problem solving.
- Our spatial frame of reference affects the visible part of a function and by changing this "window" can show more or less of the function to best suit our needs.
- Equivalent representations of quadratic functions can reveal different characteristics of the same relationship.
- Functions represent mappings that assign to each value of the independent variable (input) one and only one dependent variable (output).
- Extending results from a specific case to a general form can allow us to apply them to a larger system.

- Patterns can be identified in behaviors which can give us insight into appropriate strategies to model or solve them.
- The intersection of a system of equations may be represented graphically and algebraically and represents the solution that satisfies the equations.

Topic 3: Geometry and Trigonometry

Essential Understanding: Geometry and trigonometry allows us to quantify the physical world, enhancing our spatial awareness in two and three dimensions. This topic provides us with the tools for analysis, measurement and transformation of quantities, movements and relationships.
Content Specific Conceptual Understandings:
- The properties of shapes depend on the dimension they occupy in space.
- Volume and surface area of shapes are determined by formulae, or general mathematical relationships or rules expressed using symbols or variables.
- The relationships between the length of the sides and the size of the angles in a triangle can be used to solve many problems involving position, distance, angles and area.
- Equivalent measurement systems, such as degrees and radians, can be used for angles to facilitate ease of calculation.
- Different representations of the values of trigonometric relationships, such as exact or approximate, may not be equivalent to one another.
- The trigonometric functions of angles may be defined on the unit circle, which can visually and algebraically represent the periodic or symmetric nature of their values.
- Position and movement can be modelled in three-dimensional space using vectors.
- The relationships between algebraic, geometric and vector methods can help us to solve problems and quantify those positions and movements.

Topic 4: Statistics and Probability

Essential Understanding: Statistics is concerned with the collection, analysis and interpretation of data and the theory of probability can be used to estimate parameters, discover empirical laws, test hypotheses and predict the occurrence of events. Statistical representations and measures allow us to represent data in many different forms to aid interpretation. Probability enables us to quantify the likelihood of events occurring and so evaluate risk. Both statistics and probability provide important representations which enable us to make predictions, valid comparisons and informed decisions. These fields have power and limitations and should be applied with care and critically questioned to differentiate between the theoretical and the empirical/observed. Probability theory allows us to make informed choices, to evaluate risk, and to make predictions about seemingly random events.

Content Specific Conceptual Understandings:
- Organizing, representing, analyzing and interpreting data and utilizing different statistical tools facilitates prediction and drawing of conclusions.
- Different statistical techniques require justification and the identification of their limitations and validity.
- Approximation in data can approach the truth but may not always achieve it.
- Some techniques of statistical analysis, such as regression, standardization or formulae, can be applied in a practical context to apply to general cases.
- Modelling through statistics can be reliable, but may have limitations.
- Properties of probability density functions can be used to identify measure of central tendency such as mean, mode and median
- Probability methods such as Bayes theorem can be applied to real-world systems, such as medical studies or economics, to inform decisions and to better understand outcomes.

Topic 5: Calculus

Essential Understanding: Calculus describes rates of change between two variables and the accumulation of limiting areas. Understanding these rates of change and accumulations allow us to model, interpret and analyze real-world problems and situations. Calculus helps us to understand the behavior of functions and allows us to interpret the features of their graphs.

Content Specific Conceptual Understandings:
- The derivative may be represented physically as a rate of change and geometrically as the gradient or slope function.
- Areas under curves can be can be approximated by the sum of the areas of rectangles which may be calculated even more accurately using integration.
- Examining rates of change close to turning points helps to identify intervals where the function increases/decreases and identify the concavity of the function.
- Numerical integration can be used to approximate areas in the physical world.
- Mathematical modelling can provide effective solutions to real-life problems in optimization by maximizing or minimizing a quantity, such as cost or profit.
- Derivatives and integrals describe real-world kinematics problems in two and three-dimensional space by examining displacement, velocity and acceleration.
- Some functions may be continuous everywhere but not differentiable everywhere.
- A finite number of terms of an infinite series can be a general approximation of a function over a limited domain.
- Limits describe the output of a function as the input approaches a certain value and can represent convergence and divergence.
- Examining limits of functions at a point can help determine continuity and differentiability at a point.

Parameters of Implementation/Program Operations

- The course will be offered as a single-block two-year course sequence at Princess Anne High School.
- The course will be offered to students in the International Baccalaureate program at Princess Anne High School.

Staffing:

- Staff currently in place at Princess Anne High School will teach this new course.
- Staff to teach this course must be licensed to teach mathematics and take part in an International Baccalaureate workshop about the new course.
- Staffing will be allocated based on the high school staffing guidelines.

Estimated Budget:

- There are no anticipated budget needs attached to this request.

Subject: New Courses: Dual Enrollment Course Expansion with TCC _____ **Item Number:** 14E3ai&ii, bi&ii

Section: Information _____ **Date:** December 10, 2019

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

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

           Sara L. Lockett, Ed.D., Director of Technical and Career Education _____

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

Recommendation:
That the School Board receive information regarding the proposed Dual Enrollment course additions in *Early Childhood Education* at the Virginia Beach Technical and Career Education Center and for *Travel and Tourism* at the Advanced Technology Center for implementation in the 2020-2021 school year.

Background Summary:
Connecting Tidewater Community College (TCC) certificate programs to existing career and technical pathway courses provides meaningful growth and opportunity for students exploring careers in these fields. This proposal links *Early Childhood Education I* at the Virginia Beach Technical and Career Education Center to TCCs Introduction to Early Childhood Education (CHD120), Child Health and Nutrition (HTL135) and Guiding the Behavior of Children (CHD205). It also links Early Childhood Education II to Teaching Art, Music and Movement of Children (CHD145), College Success Skills (SDV100) and Observation and Participation in Early Childhood/Primary Settings (CHD165). These courses comprise a Career Studies Certificate: Preschool from TCC, satisfy the requirements of the Head Start Child Development Associate (CDA) credential and provide credit should a student chose to further their education after high school. Content from courses in TCCs two semester certificate program will be embedded in the Technical and Career Education Center's program over two academic years during daily double-blocked elective courses.

This proposal also links *Travel and Tourism Management/Coop* at the Advanced Technology Center with TCCs Principles of Hospitality Management (HRI154), Executive Housekeeping (HRI160), Convention Management and Service (HRI180), On-Site Training in Hospitality (HRI196) and Hotel Front Office Operations (HRI265). Advanced Travel and Tourism Management/Coop links to Marketing of Hospitality Services (HRI235), Supervision in the Hospitality Industry (HRI241), Strategic Lodging Management (HRI270), Hospitality Law (HRI275) and Coordinated Internship (HRI290). These courses comprise a Career Studies Certificate: Lodging Management Trainee from TCC, provide on the job training and exploration in Virginia Beach's over two billion dollar a year hospitality industry and provide credit should a student chose to further their education after high school. Content from courses in TCCs two semester certificate program will be embedded in the ATC Travel and Tourism program over two academic years during daily double-blocked elective courses.

The addition of these courses would allow any student in Virginia Beach City Public Schools to enroll in college-level courses at the Advanced Technology Center and the Virginia Beach Technical and Career Education Center for dual enrollment credit. Students who have successfully completed the Virginia Placement Test or have scores meeting TCC's benchmark for the PSAT, SAT or SOL tests are able to apply to take these courses. Students will work with both their school counselor and the transition counselor at TCC.

Budget Impact:
Tuition assistance is available for both programs.

Dual Enrollment Course Offerings:

Early Childhood Education I

Early Childhood Education CHD120

Course Description:
Introduces early childhood development through activities and experiences in early childhood, prekindergarten, kindergarten, and primary programs. Investigates classroom organization and procedures, and use of classroom time and materials, approaches to education for young children, professionalism and curricular procedures.

Prerequisites:
Students must have completed the Virginia Placement Test or have high enough scores on either the PSAT, SAT or certain SOL tests. These may vary by course and are determined by Tidewater Community College.

Expected Learning Outcomes:
- Describe and illustrate theoretical and historical basis of early childhood education.
- Classify and interpret developmental characteristics of young children from infancy through age eight.
- Compare and contrast physical, cognitive, social and emotional differences among children from infancy through age eight when planning appropriate curriculum.
- Classify and critique characteristics of developmentally appropriate materials and activities.
- Explain the importance of guiding daily routines and group activities for young children.
- Practice techniques for creating and maintaining appropriate environments and curriculum which meet the needs of all young children.
- Define and demonstrate professional ethics and confidentiality when working with children and families.
- Identify and apply learning standards as they relate to early childhood education: the Virginia Foundation Blocks, the Child Development Milestones and the Virginia Standards of Learning and Core Competencies for Early Childhood Professionals.

Child Health and Nutrition HTL135

Course Description:
Focuses on the physical needs of the preschool child and the methods by which these are met. Emphasizes health routines, hygiene, nutrition, feeding and clothing habits, childhood diseases and safety as related to health, growth and development.

Prerequisites:
None.

Expected Learning Outcomes:
- Identify and describe concepts of health promotion.
- Explain the interrelationship between health, safety, and nutrition.
- Describe and explain nutritional guidelines.
- Describe principles of safety management and management of injuries.
- Describe and explain strategies of disease prevention.
- Demonstrate menu planning skills at each developmental level.

Guiding the Behavior of Children CHD205

Course Description:
Explores the role of the early childhood educator in supporting emotional and social development of children and in fostering a sense of community. Presents practical strategies for encouraging prosocial behavior, conflict resolution and problem solving. Emphasizes basic skills and techniques in child guidance.

Prerequisites:
Students must have completed the Virginia Placement Test or have high enough scores on either the PSAT, SAT or certain SOL tests. These may vary by course and are determined by Tidewater Community College.

Expected Learning Outcomes:
- Describe the developmental characteristics of the whole child: physical, cognitive, social, emotional
- and language.
- Design and implement observation and planning strategies for supporting children's social
- development.
- Identify the differing needs of children in their various developmental stages as related to behavior.
- Demonstrate strategies that promote prosocial development in children.
- Analyze the impact of individual, family, and community influences in guiding children's behavior.
- Identify and implement strategies for recognizing and mitigating the manifestations of stress in
- children.
- Select strategies to assist and support parents of children with exceptional needs.
- Identify the characteristics of abused children and abusive adults.
- Identify and apply learning standards as they relate to child guidance and early childhood education: the Virginia Foundation Blocks, the Child Development Milestones and the Virginia Standards of Learning and Core Competencies for Early Childhood Professionals.

Early Childhood Education II

Teaching Art, Music, and Movement of Children CHD145

Course Description:
Focuses on children's exploration, play, and creative expression in the areas of art, music, and movement. Emphasis will be on developing strategies for using various open-ended media representing a range of approaches in creative thinking. Addresses strategies for intervention and support for exceptional children and English Language Learners.

Prerequisites:
Students must have completed the Virginia Placement Test or have high enough scores on either the PSAT, SAT or certain SOL tests. These may vary by course and are determined by Tidewater Community College.

Expected Learning Outcomes:
- Describe the developmental characteristics of young children as they relate to the areas of art, music and movement.
- Create age and stage appropriate learning experiences for children in the areas of art, movement, and music.
- Demonstrate techniques for differentiated instruction and process learning in the areas of art, music and movement.
- Explain the importance of culturally diverse activities in the areas of art, music and movement.
- Demonstrate techniques for adapting art, music and movement instruction for children with special needs.
- Provide rationale and employ techniques for ongoing assessment in art, music and movement activities with children.
- Identify and apply learning standards as they relate to art, music and movement: the Virginia Foundation Blocks, the Child Development Milestones and the Virginia Standards of Learning and Core Competencies for Early Childhood Professionals.

College Success Skills SDV100

Course Description:
Assists student in transition to college. Provides overviews of college policies, procedures and curricular offerings. Encourages contacts with other students and staff. Assists students toward college success through information regarding effective study habits, career and academic planning and other college resources available to students. May include English and Math placement testing. Strongly recommended
for beginning students. Required for graduation.

Prerequisites:
None.

Expected Learning Outcomes:
- Identify a potential career and articulate the steps needed to achieve their career goal.
- Identify online college resources, student support services and college policies regarding the rights and responsibilities of students.
- Develop an academic plan identifying the steps needed to achieve their educational goals.
- Identify their preferred learning style and effective study skills (e.g. note-taking, test-taking, memory strategies and reading strategies) leading to optimal academic performance.
- Articulate strategies to effectively manage various aspects of their lives (e.g. goal setting, time management, financial literacy, social interaction, communication skills and wellness) in order to be successful.

Participation in Early Childhood/Primary Settings CHD165

Course Description:
Focuses on observation as the primary method for gathering information about children in early childhood settings. Emphasizes development of skills in the implementation of a range of observation techniques. Includes 40 hours of field placement in early learning setting.

Prerequisites:
Students must have completed the Virginia Placement Test or have high enough scores on either the PSAT, SAT or certain SOL tests. These may vary by course and are determined by Tidewater Community College.

Expected Learning Outcomes:
- Identify the principles and major developmental milestones of children in the domains of physical/motor, emotional/social and cognitive/linguistic development.
- Apply various observation methods and techniques, including both formal and informal to assess cognitive/linguistic, physical/motor and emotional/social development.
- Identify and practice professional ethics and confidentiality when working with children and families.
- Explain the reasons for and value of conducting ongoing observations of children and programs.
- Articulate how one's own biases can affect observations.
- Produce written observations that are factual and descriptive rather than interpretive and judgmental.
- Analyze and describe how observation and assessment are connected to understanding behavior.
- Identify and apply learning standards as they relate to early childhood education: the Virginia
- Foundation Blocks, the Child Development Milestones, and the Virginia Standards of Learning and Core Competencies for Early Childhood Professionals.

Travel and Tourism Management

Principles of Hospitality Management HRI154

Course Description:
Presents basic understanding of the hospitality industry by tracing the industry's growth and development, reviewing the organization and management of lodging, food, and beverage operations, and focusing on industry opportunities and future trends.

Prerequisites:
None.

Expected Learning Outcomes:
- Define the travel and tourism industry and entities that promote industry success.
- Summarize the social and economic impact of travel.
- Explore hospitality careers.
- Identify food service industry segments and types of restaurants.
- Identify hotel industry segments and types of lodging properties.
- Identify the nature and scope of city clubs and country clubs.
- Explore the meetings industry.
- Summarize the basic principles of hospitality management science.
- Discuss the nature of hospitality management companies.
- Describe the nature and scope of hospitality franchising.
- Discuss concepts of social responsibility and business ethics.

Executive Housekeeping HRI160

Course Description:
Studies the housekeeping department with emphasis on organization, staffing and scheduling, staff development, work methods improvements, equipment, cleaning materials and cleaning procedures, maintenance and refurnishing, room design and safety engineering.

Prerequisites:
None.

Expected Learning Outcomes:
- Identify the role of housekeeping in a hospitality operation.
- Explain how to follow environmentally sound procedures for sustainable housekeeping.
- Describe how to plan and organize the work of the hospitality housekeeping department.
- Explain how to manage inventories for linens, uniforms, guest loan items, machines and equipment, cleaning supplies and guest supplies.
- Describe how an executive housekeeper budgets and controls expenses.
- Identify important security concerns and the role of the housekeeping department.
- Trace the flow of laundry through an on-premises laundry.
- Describe the routine of guestroom cleaning.
- List the public space areas that the housekeeping department is responsible for.
- Explain the proper ways to clean and maintain ceilings, walls, furniture, carpeting, floors and fixtures.
- Describe the selection and care considerations for beds, linens and uniforms.
- Explain the proper ways to clean and maintain major areas of a guest bathroom.

Convention Management and Service HRI180

Course Description:
Examines the scope and different segments that make up the convention market, explains what is required to meet individual needs and explores methods and techniques for better service.

Prerequisites:
None.

Expected Learning Outcomes:
- Describe the scope of the convention, meetings, and trade show industry in terms of types of meetings, who holds meetings, and emerging types of meeting facilities.
- Explain the steps in developing a marketing plan.
- Describe considerations in the organizational design of a sales department.
- Identify characteristics of associations, corporate meetings and SMERF groups and explain how to approach selling meeting services and products to them.
- List and describe the steps in making a personal sales call.
- Describe the elements of a contract or letter of agreement.
- Describe the duties and organizational relationships associated with the position of convention service manager.
- Summarize factors that hotel staff must take into consideration when assigning guestrooms to meeting attendees.
- Describe typical function room furniture, meeting setups and time and usage considerations for function rooms.
- Identify different types of food and beverage functions.
- Summarize factors in the decision about which audiovisual requirements to service in-house and which to outsource and describe types of audiovisual equipment and their uses.
- Describe the functions of key trade show personnel and describe the elements of exhibit planning.
- Describe typical procedures for billing groups and for conducting a post convention review.

On-Site Training in Hospitality HRI196

Course Description:
Specializes in career orientation and training program without pay in selected businesses and industry, supervised and coordinated by the college.

Prerequisites:
Instructor Permission.

Expected Learning Outcomes:
- Observe and participate in various hospitality areas.
- Follow safe practices in the work place.
- Communicate effectively with hospitality supervisor, staff and guests using appropriate language and terminology.
- Demonstrate written communication skills.
- Dress professionally and wear appropriate clothing for specific assignments.
- Perform assigned tasks within a given time period.

Hotel Front Office Operations HRI265

Course Description:
Analyzes hotel front office positions and the procedures involved in reservation registration, accounting for and checking out guests, and principles and practices of night auditing. Covers the complete guest operation in both traditional and computerized operations.

Prerequisites:
None.

Expected Learning Outcomes:
- Classify hotels in terms of their ownership, affiliation, and levels of service.
- Describe how hotels are organized and explain how functional areas within hotels are classified.
- Summarize front office operations during the four stages of the guest cycle.
- Discuss the sales dimension of the reservations process and identify the tools managers use to track and control reservations.
- List the seven steps of the registration process and discuss creative registration options.
- Identify typical service requests that guests make at the front desk.
- Explain important issues in developing and managing a security program.
- Describe the process of creating and maintaining front office accounts.
- Identify functions and procedures related to the check-out and account settlement process.
- Discuss typical cleaning responsibilities of the housekeeping department.
- Summarize the steps in the front office audit process.
- Apply the ratios and formulas managers use to forecast room availability.
- Explain the concept of revenue management and discuss how managers can maximize revenue by using forecast information in capacity management, discount allocation and duration control.
- Identify the steps in effective hiring and orientation.

Advanced Travel and Tourism Management

Marketing of Hospitality Services HRI235

Course Description:
Studies principles and practices of marketing the services of the hotel and restaurant industry. Emphasizes the marketing concept with applications leading to customer satisfaction. Reviews methods of external and internal stimulation of sales. May include a practical sales/marketing exercise and computer applications.

Prerequisites:
None.

Expected Learning Outcomes:
- Distinguish marketing from sales and identify trends that affect marketing and sales in the hospitality industry.
- Identify and describe the key steps of a marketing plan.
- Summarize the duties and responsibilities of positions typically found in a hotel marketing and sales office.
- Describe the five steps of a presentation sales call.
- Explain the basics of effective telephone communication and describe various types of outgoing and incoming telephone calls related to the marketing and sales function.
- Describe internal marketing and sales.
- Explain the role of advertising, public relations and publicity in reaching prospective guests.
- Summarize how hospitality properties are meeting the needs of business travelers.
- Explain how hospitality properties are meeting the needs of leisure travelers.
- Describe travel agencies and the travelers they serve.
- Summarize how hotels market and sell to meeting planners.
- Identify considerations for marketing hospitality products and services to international travelers and other special segments, such as honeymooners, sports teams and government travelers.
- Summarize trends affecting the food and beverage industry, and describe positioning strategies and techniques for restaurants and lounges.
- Explain how hotels market and sell catered events and meeting rooms.

Supervision in the Hospitality Industry HRI241

Course Description:
Provides a comprehensive review of considerations for preparing students to become effective supervisors in restaurants and lodging operations.

Prerequisites:
HRI154

Expected Learning Outcomes:
- Identify fundamental supervisory responsibilities.
- Explain the steps that supervisors can take to speak effectively on the job.
- Describe how supervisors work with the human resources department to recruit new employees.
- Explain the function of training within an organization and the supervisor's role in training.
- Forecast business volume using the base adjustment forecasting method and the moving average forecasting method.
- Distinguish coaching from counseling and disciplining.
- Identify the components of a progressive disciplinary program.
- List important laws and legal concerns that affect hospitality supervisors.
- Describe issues supervisors should be aware of as they assume the role of team leader.
- Explain how supervisors can increase employee participation in department activities.
- Identify steps supervisors should follow during a meeting with employees in conflict.
- Distinguish high-priority interruptions from low-priority interruptions and summarize strategies for dealing with the latter.
- Describe actions that supervisors can take to minimize employee resistance to change.
- Explain why it is important for supervisors to take control of their personal development and describe how to execute a career development plan.

Strategic Lodging Management HRI270

Course Description:
Presents lodging management principles, focusing on strategic planning as the foundation for operational effectiveness. Synthesizes management practices which can be used by entry-level, mid-level and executive management.

Prerequisites:
None.

Expected Learning Outcomes:
- Describe the typical environment of a contemporary hotel, including the sensory attraction, cycles and pace, scope of operations and competitive nature.
- Explain the intangible nature of service and translate service into a merchantable commodity.
- Relate concepts of ownership, profit and service.
- Define and discuss the elements of strategic planning.
- Demonstrate the ability to set goals and objectives.
- Demonstrate the ability to formulate a strategic plan.
- Discuss elements of organizational design, including departmentalization, authority, coordination and functional organization.
- Relate typical meetings as they support interdepartmental coordination.
- Discuss concepts of staffing as related to the strategic plan.
- Relate concepts of motivation, job satisfaction, and performance.
- Analyze hotel communications relative to outcomes attainment.
- Describe leadership traits, behavior and styles.
- Compare organizations relative to leadership.
- Discuss the control function of management.
- Explain financial aspects of control, including forecasting, business plans and the control cycle.
- Identify management excellence as defined by outstanding practices.

Hospitality Law HRI275

Course Description:
Studies legal principles governing hospitality operations. Includes applications of common law and statutory decisions, discussion of legal theory, and regulations governing management of hospitality enterprise.

Prerequisites:
None.

Expected Learning Outcomes:
- Describe the development of rules regarding the rights and liabilities of innkeepers under the common law system, as well as the ways in which contract law, tort law and negligence law affect the hotelkeeper.
- Describe a hotel's duty under the common law to receive guests and the circumstances under which it can refuse to accommodate potential guests or can evict guests or others.
- Explain a guest's right to privacy and a hotel's affirmative duty not to allow unregistered and unauthorized third parties access to guestrooms.
- State the purpose of the Americans with Disabilities Act (ADA) and briefly describe how Title III of the Act affects lodging and food service establishments.
- Describe the hotel's obligation to protect its guests.
- Identify the steps a hotel must take to limit its liability for loss of guest valuables.
- Describe the procedures a hotel must follow if a guest dies while at the hotel.
- Identify the general restrictions typically placed by states on food service operations and on operations licensed to sell alcohol for on-premises consumption.
- Identify which employers are subject to the Family and Medical Leave Act (FMLA), and which employees are eligible for leave and related benefits under the Act.
- State the essential elements of several laws barring discrimination in employment.
- Identify general prohibitions outlined in the Employee Polygraph Protection Act of 1988.
- Describe the provisions of the Immigration Reform and Control Act of 1986.
- State the conditions under which tips are not considered wages.
- List OSHA's major functions.
- Define "telephone resale" as it applies to lodging establishments.
- Name the three major copyright societies and explain when royalties are payable to them.
- Describe the Occupational Safety and Health Administration regulations on fire brigades.
- State the purpose of the Federal Antitrust Laws.
- List some of the typical provisions of a franchise contract.
- Describe privacy, antitrust, copyright, and employee use issues as they relate to the Internet.
- Discuss the impact of terrorism on laws governing hotels.

Coordinated Internship HRI290

Course Description:
Supervises on-the-job training in selected business, industrial or service firms coordinated by the college. Credit/practice ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours.

Prerequisites:
Instructor Permission.

Expected Learning Outcomes:
- Comply with measurable learning objectives established between the employer and the student which are approved by the faculty.

Subject: Policy Review Committee Recommendations   **Item Number: 14F1-6**

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

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

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

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

Recommendation:

That the School Board review Policy Review Committee recommendations regarding review, amendment, and repeal of certain policies as reviewed by the committee at their November 14, 2019 meeting and presented for Information to the School Board December 10, 2019.

Background Summary:

Policy 3-20/Fines/Fees/Generally

The PRC recommends scrivener's changes to Policy 3-20.

Policy 3-21/Collection of past Due Accounts

The PRC recommends minor changes to Policy 3-21 as well as adding technology and consumable items in the category of educational items that students may be responsible for payment of damages.

Policy 3-24/Gifts/Grants/Bequests of Property

The PRC recommends amending Policy 3-24 to reserve the School Board's right to not accept gifts, grants or bequests and to reorganize the acceptable conditions for gifts, grants, and bequests into bullet form for ease of reading.

Policy 3-26/Investments

The PRC recommends amending Policy 3-26 to remove the statutory language in the legal references and to combine the language of the Policy into one paragraph.

Policy 3-27/Borrowing

The PRC recommends amending Policy 3-27 to remove statutory language in the legal reference and to make scrivener's changes in the Policy.

Policy 3-28/Special Reserve Fund

The PRC recommends amending Policy 3-28 to rework language in the "Generally" section along with minor formatting changes.

Source:
Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of November 14, 2019

Budget Impact: None.

School Board of the City of Virginia Beach
Policy 3-20

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Fines and Fees/Generally

A.   All monies collected from fines and/or fees, fixed and imposed by the Sschool Bboard, shall be deposited in the appropriate bank account in the same manner as other monies belonging to the Sschool Ddivision.

B.   Generally

The Superintendent is expected to protect the taxpayers of the School Division, by making every effort to collect all bills due the School Board. Although the intention is not to jeopardize the educational opportunities of students because of the oversight or the financial inability of parents/legal guardians or adult students, the School Board believes there are important educational values to be learned concerning the payment of obligations. Therefore, the Superintendent will take every fair and reasonable action to ensure the receipt of payment of fines, fees, damages and services.

After exhausting other approaches to resolve the delinquent accounts, the Superintendent is authorized to pursue collection actions, including referring the matter to the City Treasurer's Office or retaining legal counsel.

1.   Amounts due from Students

a.   Book Fines and Fees

All students shall be required to pay for damages to or loss of textbooks, library books and School Division materials and will be required to pay fees as assessed by the School Board except in cases of extreme hardship. Hardship cases will be required to furnish conditions in writing before fines and fees will be waived.

2.   Amounts due from Employees

Employees who receive payments which are not due them shall be required to repay the amount due in a timely manner. The amount due should generally be expected to be repaid within thirty (30) calendar days of notice. All amounts due will be collected within a time-frame that does not cross fiscal years or extend beyond a period which would affect the issuance of a W-2 to the employee for wages paid.

C.   Significant Amounts

The Superintendent shall be authorized to utilize the following procedures for the collection of significant amounts:

1. Letters requesting payment, to adult students or parents/ legal guardians of minor students;

2. Preliminary action through the City Treasurer's Office; and

3. Preliminary action through the School Board's legal counsel or retained counsel.

Legal Reference

Code of Virginia § 22.1-243, as amended. Distribution of textbooks; charges for loss or damage; consumable materials.

Virginia Board of Education Regulation 8 VAC 20-720-80, as amended. Student fees and charges.

Adopted by School Board: February 16, 1993

Amended by School Board:

School Board of the City of Virginia Beach
Policy 3-21

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Fines and Fees: Collection of Past Due Accounts

A. Generally

The Superintendent is expected to protect the taxpayers of the School Division, by making every effort to collect all bills due the School Board. Although the intention is not to jeopardize the educational opportunities of students because of the oversight or the financial inability of parents/legal guardians or adult students, the School Board believes there are important educational values to be learned concerning the payment of obligations. Therefore the Superintendent will take every fair and reasonable action to ensure the receipt of payment of fines, fees, damages and services.

After exhausting other approaches to resolve the delinquent accounts, the Superintendent is authorized to pursue collection actions, including referring the matter to the City Treasurer's Office or retaining legal counsel.

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Virginia Board of Education Regulation 8 VAC 20-720-80, as amended. Student fees and charges.

Adopted by School Board: February 16, 1993
Amended by School Board: October 19, 1993
Amended by School Board: June 20, 2006
Amended by School Board: September 16, 2014

Rescinded by School Board:

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Gifts, Grants and Bequests of Property

The Sschool Bboard may take accept real and personal property by gift, grant or bequest, and hold and use such property for carrying out the responsibilities of the School Bboard. The School Board reserves the right not to accept a gift, grant or bequest of property.

All gifts, grants or bequests of property shall become the property of the sSchool Bboard but and shall be administered in line with the intent of the donor. Gifts, bequests, and donations shall:

A. be free of any restriction which is; inconsistent with School Board policy;.

B. be deemed fitting and appropriate for school use;.

C. contain no overt advertising of commercial interests, unless otherwise addressed in policy or regulation;.

D. include installation costs, if any, unless waived by the Superintendent;. and

E. not require excessive alteration or maintenance costs.

Legal Reference

Code of Virginia., § 22.1-126, as amended. Property given, devised or bequeathed to school board.

Adopted by School Board: February 16, 1993

Amended by School Board: October 19, 1993

Amended by School Board: 2020

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Investments

The ~~S~~school ~~Bb~~oard shall see that funds not immediately needed are invested in a manner consistent with fiduciary responsibility as mandated in the legal reference to this ~~P~~policy. Individual schools ~~shall~~ may invest ~~operating~~ school activity funds not immediately needed in certificates of deposit in a manner consistent with the fiduciary responsibility ~~as mandated in the legal reference to this policy~~.

Proceeds from these investments shall accrue to the school fund from which they originated.

~~Proof for such investments shall be held in the central administration office, or in the case of an individual school and its operating funds, in the central school office.~~

Legal Reference

Code of Virgini~~a~~a, § 2.2~~1~~-4505~~328.5~~, as amended. Investment in certificates representing ownership of treasury bond principal at maturity or its coupons for accrued periods.
~~Notwithstanding any provision of law to the contrary, the Commonwealth, all public officers, municipal corporations, other political subdivisions and all other public bodies of the Commonwealth may invest any and all moneys belonging to them or within their control, in certificates representing ownership of either treasury bond principal at maturity or its coupons for accrued periods. The underlying United States Treasury bonds or coupons shall be held by a third-party independent of the seller of such certificates. (1988)~~

Code of Virgini~~a~~a, § 2.2~~1~~-4507~~328.8~~, as amended. Investment of funds in overnight, term and open repurchase agreements.
~~Notwithstanding any provision of law to the contrary, the Commonwealth, all public officers, municipal corporations, other political subdivisions and all other public bodies of the Commonwealth, may invest any and all moneys belonging to them or within their control in overnight, term and open repurchase agreements which are collateralized with securities that are approved for direct investment. (1988)~~

Adopted by School Board: February 16, 1993
Amended by School Board: October 19, 1993

Amended by School Board: 2020

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Borrowing

The Sschool Bboard may borrow funds as described in the legal reference to this Ppolicy.

Legal Reference

Code of Virginia., § 22.1-110, as amended. Temporary loans to school boards.
No school board shall borrow any money in any manner for any purpose without express authority of law. Any loan negotiated in violation of this section shall be void. Subject to the approval of the governing body or bodies appropriating funds to the school board, any school board is authorized to borrow money, when necessary, not to exceed in the aggregate one-half of the amount produced by the school levy for the school division for the year in which such money is so borrowed or one-half of the amount of the cash appropriation made to such school board for the preceding year or, in school divisions for which there is both a school levy and appropriation, one-half of the amount of each. Such loans shall be evidenced by notes or bonds negotiable or nonnegotiable, as the school board determines. In the case of temporary loans in anticipation of loans from the Literary Fund, such loans shall be repaid within two years of their dates. Other temporary loans shall be repaid within one year of their dates. However, loans made to purchase new school buses to replace obsolete or worn out equipment shall be repaid within not less than five years of their dates. (1987)

Adopted by School Board: February 16, 1993

Amended by School Board: 2020

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Reserve Fund

A.   Generally

The School Board will designate certain funds to be "Reserve Funds" and such funds shall be maintained for use in the following circumstancesIn order to be in a better position to respond to:

A.1) the unexpected shortfalls in state or federal funding;

B. 2) emergency expenditures of a nonrecurring nature that would not have been anticipated at the time of preparation and adoption of the School Operating Budget;

C.3) unusual and critical need to fund the subsequent fiscal year's operating budget shortfall; or

 D.4) other fiscal emergencies, the School Board shall set aside a reserve for contingencies (hereinafter "Reserve Fund" or "Fund") up to two (2) percent of the previous year's School Operating Budget, may be placed into this Fund. The purpose of this Policy is to specify what funds shall be placed in the Reserve Fund, and to set forth the School Board's requirement for any expenditures to be made from the Reserve Fund.

B.   Policy

1.   Any expenditure of funds in the Reserve Fund shall require a resolution adopted by a majority vote of the School Board. Such resolution shall state the purpose(s) of the expenditure, and the total amount to be expended. Pursuant to applicable provisions of state law, the Reserve Fund must be appropriated by City Council annually as part of the school operating budget, and any funds that the School Board desires to be added to the Reserve Fund during the fiscal year must also be appropriated by City Council.

2.   Pursuant to applicable provisions of state law, the Reserve Fund must be appropriated by City Council annually as part of the school operating budget, and any funds that the School Board desires to be added to the Reserve Fund during the fiscal year must also be appropriated by City Council.

Legal Reference

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

Code of Virginia § 22.1-115, as amended. System of accounting; statements of funds available; classification of expenditures.

Virginia Board of Education Regulation 8 VAC 20-210-10, as amended. Classification of expenditures.

Adopted by School Board: May 6, 1997
Amended by School Board: May 6, 2003
Amended by School Board: September 16, 2014

Amended by School Board: 2020