



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

Beverly M. Anderson, Chair
At-Large

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

Daniel D. Edwards
District 2 – Kempsville

Sharon R. Felton
District 6 – Beach

Dorothy M. Holtz
At-Large

Laura K. Hughes
At-Large

Victoria C. Manning
At-Large

Jessica L. Owens
District 3 – Rose Hall

Trenace B. Riggs
District 1 – Centerville

Carolyn T. Rye
District 5 - Lynnhaven

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting Agenda

Tuesday, September 24, 2019

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

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

INFORMAL MEETING

- 1. Convene School Board Workshop (einstein.lab) 4:00 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. Policy Review Committee (PRC) Proposal: Bylaw 1-28 Committees, Organizations and Boards – School Board Member Assignments
 - C. Compass to 2025 Strategic Framework
 - D. School Calendar Development for SY2020-21 and SY2021-22
 - E. Forecast of Regular School Board Meeting Agenda Topics FY20, 2nd Quarter: October, November and December 2019
- 2. Closed Meeting: Public Contract Matters**
- 3. School Board Recess..... 5:30 p.m.**

FORMAL MEETING

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



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, September 24, 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"

10. Adoption of the Agenda

11. Consent Agenda

All items under the Consent Agenda are enacted on by one motion. During Item 11 – Adoption of the Agenda – School Board members may request any item on the Consent Agenda be moved to the Action portion of the regular agenda.

- A. Resolution: Dyslexia Awareness Month
- B. Religious Exemption(s)
- C. Budget Calendar: School Operating Budget FY2020-21 and Capital Improvement Program (CIP) 2020/21 through 2025/26
- D. Landstown High School Communication Tower Lease Agreement
- E. Positive Behavioral Interventions and Supports (PBIS) Evaluation Readiness Recommendations
- F. Policy Review Committee Recommendations
 - 1. Policy 2-42 School Improvement Process
 - 2. Policy 3-90 Contract Execution Policy for Capital Improvement Program (CIP) Projects
 - 3. Policy 5-3 Formulation of Student Rules and Regulations
 - 4. Policy 6-26 Evaluation of New and Existing Programs
 - 5. Policy 7-66 Membership in Educational Associations: Southern Association of Colleges and Schools
- G. Procurement of Architectural/Engineering Services Annual Contract
- H. Procurement of Geotechnical/Engineering Testing Services Annual Contract

12. Action

Personnel Report / Administrative Appointment(s) **UPDATED 9/25/2019**

13. Information

- A. LEAD Aspiring Administrators Program Comprehensive Evaluation Report
- B. Interim Financial Statements: June (unaudited), July and August 2019

14. Standing Committee Reports

15. Conclusion of Formal Meeting

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

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

17. Workshop (as needed)

18. Closed Meeting (as needed)

19. Vote on Remaining Action Items

20. Adjournment



Subject: PRC Proposal: Bylaw 1-28 Committees, Organizations and Boards **Item Number:** 1B

Section: Workshop **Date:** September 24, 2019

Senior Staff: N/A

Prepared by: John F. Sutton, Coordinator of Policy and Constituent Services for the Policy Review Committee

Presenter(s): School Board Member Carolyn Rye as Chair of the Policy Review Committee

Recommendation:

That the School Board receive the Policy Review Committee's (PRC) presentation on modifications to *School Board Bylaw 1-28 Committees, Organizations and Boards – School Board Member Assignments* drafted by the Committee at their September 12, 2019 meeting; and provide feedback for a final draft to be prepared for Information and subsequent Action at upcoming School Board meetings.

Background Summary:

At the request of a School Board ad hoc committee created to design the July 8-9, 2019 Retreat to include governance training, Superintendent Spence presented at the Retreat an outline of a governing structure designed by Doug Eadie and featured at the National School Boards Association (NSBA) annual conference attended by several School Board members. The model committee structure described suggested the expansion of current committee functions and the creation of new committees to engage the School Board earlier in matters such as the format of performance reporting, strategic and operational planning/budget processes and calendars, establishing annual strategic operating priorities, and coordinating and managing the work of the School Board related to relationships, the Superintendent's annual performance evaluation, and School Board self-evaluation.

Source:

Meeting the Governing Challenge, 2007 publication by Doug Eadie

School Board Retreat of July 8-9, 2019

Budget Impact:



Subject: Compass to 2025 Strategic Framework **Item Number:** 1C

Section: Workshop **Date:** September 24, 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): Marc A. Bergin, Ed.D., Chief of Staff
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive an overview of the draft strategic framework that is intended to guide the work of the school division through 2025.

Background Summary:

This presentation will provide the School Board with an overview of the draft strategic framework that is intended to guide the work of the school division through 2025. Standard 6 Planning and Public Involvement of the Virginia *Standards of Quality* § 22.1-253.13:6 states “Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan . . .” At the local level, School Board Regulation 7-21.7 provides additional direction for developing the division’s strategic framework.

Source:

Code of Virginia § 22.1-253.13:6, as amended. Standard 6. Planning and public involvement
School Board Regulation 7-21.7

Budget Impact:



Subject: Biennial School Calendar Information—SY2020-2021 and SY2021-2022 **Item Number:** 1D

Section: Workshop **Date:** Sept. 24, 2019

Senior Staff: Dr. Donald Robertson, Dept. of School Leadership

Prepared by: Dr. Donald Robertson, Dept. of School Leadership and Natalie Allen, Chief Communications and Community Engagement Officer, Dept. of Communications and Community Engagement

Presenter(s): Dr. Donald Robertson, Dept. of School Leadership and Natalie Allen, Chief Communications and Community Engagement Officer, Dept. of Communications and Community Engagement

Recommendation:

That the School Board provide guidance and input as we seek to create the school calendars for SY 2020-21 and 2021-22. In the upcoming weeks and months, the Department of School Leadership and the Department of Communications and Community Engagement will collect information from a variety of stakeholders related to the school calendar. After this information is completed, the representing departments will return during the Oct. 22, 2019 Board meeting with preliminary options for the division's calendars.

Background Summary:

In previous school calendar discussions, starting school before Labor Day in Virginia required seeking approval through a waiver. However, the 2019 General Assembly recently passed a law allowing Virginia schools to start school for students before Labor Day, without requiring a waiver. This year's upcoming calendar discussion will include conversation related to this new legislation.

Also, included in this year's upcoming calendar discussion will be the holiday school breaks and professional development/staff days.

Source:

Surrounding school divisions

Budget Impact:

None



Subject: Forecast FY20, 2nd Quarter – October, November, December 2019 **Item Number:** 1E

Section: Workshop **Date:** September 24, 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 Administration's forecast of agenda topics to be presented on the School Board's regular meeting agenda in the FY20 second quarter – October, November, December 2019.

Background Summary:

Source:

Budget Impact:



Subject: Closed Session Item Number: 2

Section: Closed Meeting Date: September 24, 2019

Senior Staff: N/A

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

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

Recommendation:

MOTION: I move that the School Board recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraph 29 of the *Code of Virginia*, 1950, as amended, for

- A. Public Contract Matters: Discussion of the award of a public contract involving the expenditure of public funds, including interviews of bidders or offerors, and discussion of the terms or scope of such contract, where discussion in an open session would adversely affect the bargaining position or negotiating strategy of the public body pursuant to Section 2.2-3711(A) (29); namely to discuss benefit plans contract negotiation.

RECONVENE IN OPEN SESSION:

CERTIFICATION:

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

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

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

ACTION AS NEEDED:

Background Summary:

Appropriate requests have been made for a closed meeting.

Source:

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

Budget Impact:

N/A



Subject: 2019 Sphero Robotics Challenge Second Place Winners **Item Number:** 6A

Section: Student, Employee and Public Awards and Recognition **Date:** September 24, 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 a Salem Middle School team that won second place in the 2019 Sphero Robotics Challenge competition.

Background Summary:

In honor of the 50th anniversary of the Apollo moon landing, Space Center Houston partnered with robotics-maker Sphero to host a national competition requiring students to complete a series of coding challenges. The top three teams from across the United States were invited to participate at the finals held in August at Space Center Houston. While there, teams participated in a few additional challenges before the winner was announced. Salem's team won second place. They also won the competition's Precision Coding Award.

Source:

Salem Middle School

Budget Impact:

None



Subject: JROTC Academic Bowl National Champions **Item Number:** 6B

Section: Student, Employee and Public Awards and Recognition **Date:** September 24, 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 Princess Anne High School cadets who won the Junior Reserve Officer Training Corps (JROTC) Junior Leadership Academic Bowl.

Background Summary:

This annual competition tests cadets' knowledge about the JROTC curriculum as well as English, math, science and current events. Top JROTC teams are invited to compete in the championship, which is a quiz-style academic bowl. From the 64 teams competing, PAHS's four-cadet team emerged as the winners. Virginia Beach City Public Schools offers Navy JROTC programs and naval science as an elective course at First Colonial High School, Green Run High School, Landstown High School, Princess Anne High School and Salem High School.

Source:

Princess Anne High School

Budget Impact:

None



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

Section: Approval of Minutes **Date:** September 24, 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 September 10, 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

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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 MINUTES

Tuesday, September 10, 2019

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

INFORMAL MEETING

1. ***Convene School Board Workshop:*** The School Board convened in the einstein.lab in workshop format at 4:03 p.m. In addition to Superintendent Spence, all School Board members were present. Ms. Weems arrived at 4:05 p.m. Mr. Edwards departed the meeting at 4:30 p.m. and returned by the start of the formal meeting.
 - A. **School Board Administrative Matters and Reports:** Chairwoman Anderson reviewed the meeting agenda noting several items to be discussed in the closed session, and advised of changes to be considered during Adoption of the Agenda to move the two Procurement of Annual Services' Contracts from Consent to Information; and delete Information Item 13C3 – School Board Policy 4-16 Resignation. Additionally, Vice Chair Melnyk proposed the addition of an item for the School Board to discuss creating an ad hoc committee for student discipline. Following brief discussion, there was consensus to add the proposal as an Information Item for the potential for action to be taken during Vote on Remaining Action Items. Other administrative matters included a brief by Farrell E. Hanzaker, Chief Financial Officer, in response to a request for a future agenda item for the School Board to receive information related to changes in the 403b benefits program to VOYA; and an inquiry regarding policies and procedures as it relates to leave for Civil Air Patrol (CAP) volunteers. Finally, a brief summation of the recent School Bus Drivers' Convocation was presented with praise for the programming. This portion of the workshop concluded at 4:33 p.m.
 - B. **Standards of Learning Student Performance 2018-19:** Tracy A. LaGatta, Director of Student Assessment in the Office of Planning, Innovation, and Accountability, presented an executive summary of division student performance and pass rates related to the *2018-2019 Standards of Learning (SOL)* with state comparisons as well as other Virginia divisions. She reported changes that require high school students to only participate in



SOL tests for the courses where they need a verified credit for graduation or if required otherwise resulted in 9,600 fewer tests being taken in the spring 2019 as compared to spring 2018. Additionally, it was noted fewer students participated in the grade 7 math SOL test because they took the grade 8 SOL test instead. An overview of pass rates by test and by reporting group was presented along with comparisons to previous years as well as to other divisions within the state. In summary, she reported improvement on most math and science tests with the largest reporting group improvement in math by students with disabilities; and when reviewing all student groups in comparison to students across the state, the division continues to outperform the state on 25 out of 29 tests. Kipp D. Rogers, Ph.D., Chief Academic Officer, shared a summary of work across the division for continuous improvement in areas of focus to include reading and writing across all grade levels, grade 7 math, Virginia and U.S. History and Chemistry at high schools, and students with disabilities.

This portion of the workshop concluded at 5:14 p.m.

- C. Update on Social Emotional Learning (SEL): Kipp D. Rogers, Ph.D., Chief Academic Officer, presented an update on Social Emotional Learning (SEL) to include information on the framework that supports SEL; and overview of support strategies, practices, programs, and professional learning.

The workshop concluded at 5:46 p.m.

2. **Closed Meeting:** None at this time. See Item 18.
3. **School Board Recess:** The School Board recessed at 5:46 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.
5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognition**
National Institute of Governmental Purchasing – 2019 Ethics in Action Video Contest First Place Winner: The School Board recognized three Office of Purchasing Services' staff members and two Virginia Beach City Public School students who produced a video that won first place in the National Institute of Governmental Purchasing's 2019 Ethics in Action Video Contest.
7. **Superintendent's Report:** In addition to briefly reporting on the opening of school for the 2019-20 school year; and announcement of Rachel Thompson, Princess Anne High School Spanish teacher, being selected as the Virginia Department of Education's (VDOE's) 2020 Region 2 Teacher of the Year; Superintendent Spence shared five things in his report related to the upcoming September 20 STEM Lab Learning Day for the division's fifth grade students, launch of the new Edulog Parent Portal bus app, School Café meal app, partnership with libraries that



provides library accounts for students, and the October 1 Community Resources Fair at Landstown High School.

8. **Hearing of Citizens and Delegations on Agenda Items:** None
9. **Approval of Minutes:** August 27, 2019 School Board Regular Meeting: Ms. Holtz made a motion, seconded by Ms. Felton, that the School Board approve the minutes of their August 27, 2019 Regular Meeting as presented. The motion was approved (ayes 10, nays 0; 1 abstention – Hughes who noted her absence from the August 27 meeting.)
10. **Adoption of the Agenda:** Prior to a motion, Chairwoman Anderson announced revisions to the published agenda to move Consent Item 11C – Procurement of Architectural/Engineering Services Annual Contract and Item 11D – Procurement of Geotechnical/Engineering Testing Services Annual Contract to Information as Items 13D and 13E, respectively; removal of Information Item 13C3 – Policy 4-16 Resignation; and addition of a proposal to establish an ad hoc committee for student discipline as Information Item 13F. Ms. Riggs then made a motion, seconded by Ms. Owens, that the School Board adopt the meeting agenda as amended. 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. Riggs made a motion, seconded by Ms. Rye, that the School Board approve remaining items as presented on the Consent Agenda. The motion passed unanimously, and the following items were approved as part of the Consent Agenda:
- A. Resolutions:
1. National Hispanic Heritage Month as follows:

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

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

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

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

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

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

NOW, THEREFORE, BE IT

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

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

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



2. Suicide Prevention Week as follows:

RESOLUTION FOR SUICIDE PREVENTION WEEK SEPTEMBER 8-14, 2019

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

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

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

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

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

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

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

NOW, THEREFORE, BE IT

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

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

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

B. Schedule of program evaluations that will be completed by the Office of Planning, Innovation, and Accountability (PIA) during the 2019-20 school year as follows:

2018-2019 Program Evaluation Schedule*

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

2019-2020 Program Evaluation Schedule

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

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

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



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

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

C. (moved to Information Item 13C during Adoption of the Agenda)

D. (moved to Information Item 13D during Adoption of the Agenda)

- 12. Action: Personnel Report/Administrative Appointments:** Vice Chair Melnyk made a motion, seconded by Ms. Felton, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated September 10, 2019 along with one administrative appointment as recommended by the Superintendent. The motion passed (ayes 10, nays 0; 1 abstention – Manning who explained her abstention was due to her failure to review the report). Superintendent Spence then introduced the approved administrative appointment of Thomas C. Shattuck, current owner of Atlantic Investigative Consultants, as the new Coordinator of Security and Safe Schools in the Office of Safe Schools under the Department of School Division Services effective September 23, 2019.

Additionally, Superintendent Spence recognized Gilbert A. Warner, approved as part and parcel of the Personnel Report, as the newly appointed Project Manager in the Office of Safety and Loss Control; as well as Mary E. Maroney, an administrative appointment approved by the School Board August 13, 2019 as the new Coordinator of Special Education in the Office of Programs for Exceptional Children under the Department of Teaching and Learning.

13. Information:

- A. Budget Calendar FY21: Schools Operating Budget FY2020-21 and Capital Improvement Program (CIP) 220/21 through 2025/26: Farrell E. Hanzaker, Chief Financial Officer, presented the budget calendar proposed for the development of the Schools Operating Budget FY2020-21 and Capital Improvement Program (CIP) 220/21 through 2025/26 outlining dates/timeframes for key components and activities of the budget development process which serves as a guide for management and the School Board regarding the schedule of events that results in an approved budget.
- B. Positive Behavioral Interventions and Supports (PBIS) Evaluation Readiness Report: Heidi L. Janicki, Ph.D., Director of Research and Evaluation in the Office of Planning, Innovation, and Accountability, presented the Positive Behavioral Interventions and Supports (PBIS) evaluation readiness report including background information; an overview of the goals and objectives; and recommended plan to conduct an evaluation over three years that will address operational components, student characteristics, progress toward meeting goals and objectives, perceptions of stakeholders, the relationship between PBIS and student achievement, discipline referrals, discipline outcomes, teacher retention, and cost.
- C. Policy Review Committee Recommendations: School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, presented an overview of the following Policy Review



Committee (PRC) recommendations regarding review, amendment and repeal of certain policies reviewed by the committee at their August 15, 2019 meeting:

1. Policy 2-42 School Improvement Process: Title update in conjunction with scrivener edits made to reflect a change in the division's school support process.
 2. Policy 3-90 Contract Execution Policy for Capital Improvement Program (CIP) Projects: Policy updated to include proposals from cooperative agreements and energy performance contracts to the existing list of architectural/engineering proposals and construction bids of items that need to be approved by the School Board if over \$100,000, and to impose additional levels of approval to construction change orders.
 3. Policy 4-16 Resignation [*removed during Item 10 - Adoption of the Agenda*]
 4. Policy 5-3 Formulation of Student Rules and Regulations: Policy reviewed to ensure public role for suggesting changes to student rights and responsibilities and that up-to-date School Board policy and regulations shall be maintained and made available on the School Division's websites or made available to the public upon request. Policy includes language related to requests for policy updates.
 5. Policy 6-26 Evaluation of New and Existing Programs: Policy reviewed for legal sufficiency and minor scrivener changes were made.
 6. Policy 7-66 Membership in Educational Associations: Southern Association of Colleges and Schools (SAC): Repeal proposed as the Commonwealth, through the Standards of Learning (SOL), is the accreditor and monitor, and evaluates and accredits education institutions in the state. The division no longer uses the services of the SAC.
- D. [*formerly Consent Item 11C*] Procurement of Architectural/Engineering Services Annual Contract: Anthony L. Arnold, Executive Director of Facilities Services, provided an overview of the multidiscipline annual contract renewable up to five years with an annual limit of \$2.5 million on contracts with HBA Architecture and Interior Design; Waller, Todd and Sadler Architects, Inc.; and Dills Architects to provide design services for all infrastructure service work such as HVAC improvements, reroofing work, structural work, tennis courts, locker replacements, etc.; noting school facility or site work that requires design services will result in a project specific work order for design/inspection services; and, on average, produces twenty-five to thirty work orders every year.
- E. [*formerly Consent Item 11D*] Procurement of Geotechnical/Engineering Testing Services Annual Contract: Anthony L. Arnold, Executive Director of Facilities Services, provided an overview of the multidiscipline annual contract renewable up to five years with an annual limit of \$750,000 on contracts with GeoEnvironmental Resources, Inc. (GER); and Geotechnical Environmental Testing Solutions, Inc. (GET) used for geotechnical exploration such as borings and soil testing and any construction material testing such as concrete and welding inspections utilized for all work, both new school construction and summer infrastructure work, typically resulting in about ten to twelve work orders per year.



- F. Ad Hoc Committee for Student Discipline: Vice Chair Melnyk submitted a proposal for the School Board to establish an ad hoc committee to study the division's student discipline and school climate data to identify issues and concerns, review current practices, set appropriate goals, and make further recommendations to the School Board, functioning until June 15, 2020 with findings reported periodically throughout the school year. Following discussion on the composition of the committee settling on four School Board members, and authorizing the Superintendent to appoint appropriate staff as deemed necessary, there was consensus for the School Board to take action on the proposal during Item 19 – Vote on Remaining Action Items so that the committee can begin meeting as soon as possible.

14. Standing Committee Reports: As the School Board-appointed liaison to the Gifted Advisory Committee, Ms. Rye reported on the recent meeting and upcoming events.

As chair of the Policy Review Committee, Ms. Rye announced the next meeting scheduled for September 12.

On behalf of Sister Cities, Ms. Riggs advised of plans in the selection of their next youth ambassador and timeline for the application process.

As the School Board-appointed liaison to the Special Education Advisory Committee, Ms. Weems reported on their September 9 meeting and upcoming events.

Ms. Holtz reported on topics discussed by the Mayor's Committee for Persons with Disabilities.

15. Conclusion of Formal Meeting: The formal meeting concluded at 8:02 p.m.

16. Hearing of Citizens and Delegations on Non-Agenda Items: The School Board heard comments from Kelly Walker, President of the Virginia Beach Education Association (VBEA), regarding concerns with proposed changes to 403b benefit plans.

17. Workshop: None at this time. See Item 1

18. Closed Meeting: Personnel Matters, Real Property, and Legal Matters: Vice Chair Melnyk made a motion, seconded by Ms. Riggs, that the School Board recess into a closed session pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1, 3 and 7 of the *Code of Virginia*, 1950, as amended, for

- A. Personnel Matters: Discussion of or consideration of interviews of prospective candidates for employment, assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees, pursuant to Section 2.2-3711, (A) (1); namely to discuss
1. a determination regarding Employee Grievance Case No. 523-06-03-19;
 2. a contract matter for a specific administrator; and
 3. a determination regarding a Petition for Revocation of Professional Collegiate License CP-354728.
- B. Real Property: Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open



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

Tuesday, September 10, 2019
School Board Regular Meeting
Page 8 of 10

meeting would adversely affect the bargaining position or negotiating strategy of the public body pursuant to Section 2.2-3711(A) (3); namely to discuss status of a pending sale of property in the Beach District 6.

- C. Legal Matters: Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation where such consultation or briefing in an open meeting would adversely affect the negotiating or litigating posture of the Board or consultation with legal counsel employed or retained by the Board regarding specific legal matters requiring the provision of legal advice by such counsel, pursuant to Section 2.2-3711 (A) (7); namely to discuss procedure for employee grievance case.

The motion passed unanimously, and the School Board recessed at 8:09 p.m. and reconvened in Room 113 in closed session at 8:20 p.m.

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

- B. Real Property: School Board members; Superintendent Spence; Chief of Staff Marc A. Bergin; Chief Financial Officer Farrell E. Hanzaker; Chief Operations Officer John "Jack" Freeman; Executive Director of Facilities Services Anthony L. Arnold; Associate City Attorney Debra M. Bryan; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.
- A. Personnel Matters:
2. a contract matter for a specific administrator: School Board members; Superintendent Spence; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.
 3. a determination regarding a Petition for Revocation of Professional Collegiate License CP-354728: School Board members; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.
- C. Legal Matters: School Board members; School Board Legal Counsel Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.
- A. Personnel Matters:
1. a determination regarding Employee Grievance Case No. 523-06-03-19: School Board members; and Dianne P. Alexander, Clerk of the School Board.

The School Board reconvened in an open meeting at 9:15 p.m.

Certification of Closed Meeting: Vice Chair Melnyk made a motion, seconded by Mr. Edwards, that the School Board certifies that to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered. The motion passed unanimously.



19. Vote on Remaining Action Items:

Ms. Riggs made a motion, seconded by Ms. Holtz, that the School Board hereby authorizes Superintendent Spence's engagement with AASA – American Association of School Administrators [Superintendents] from July 2020 through February 2022 for compensation to teach the Superintendent's Certification Class four days in July and four days in February. The motion passed unanimously.

Ms. Manning made a motion, seconded by Ms. Hughes, that the School Board approve a resolution recommending the revocation of Professional Collegiate License CP-354728. The motion passed (ayes 10, nays 1 – Holtz), and the resolution was approved as follows:

**RESOLUTION RECOMMENDING REVOCATION OF PROFESSIONAL COLLEGIATE LICENSE OF MICHAEL BURKE
Collegiate Professional License # CP-354728**

WHEREAS, on June 4, 2019 Michael Burke, former W. T. Cooke Elementary School Teacher, was convicted of a violation of Virginia Code §18.2-130 related to an incident that happened on March 1, 2019; and

WHEREAS, Mr. Burke retired from Virginia Beach City Public Schools on May 1, 2019; and

WHEREAS, the Superintendent sent a Petition to Revoke Collegiate Professional Teaching License CP-354728 to Mr. Burke on July 17, 2019 setting forth the basis for the Petition and the procedures to be followed; and

WHEREAS, the Petition was sent by email to Mr. Burke on July 17, 2019 sent by certified mail to Mr. Burke on that same day; and

WHEREAS, Mr. Burke has not requested a cancellation of his license nor has he filed a response the Petition; and

WHEREAS, the School Board held a hearing on September 10, 2019 regarding the Superintendent's Recommendation for Revocation of Professional License.

NOW, THEREFORE, BE IT RESOLVED THAT, based upon the recommendation of the Division Superintendent and due consideration of the Petition to Revoke Professional License and attachments, the testimony and exhibits presented at the September 10, 2019 hearing, the School Board determines that the recommendation of the Superintendent should be upheld; and be it

FURTHER RESOLVED, that the School Board recommends that Michael Burke's Professional License be revoked by the Board of Education and directs that the Superintendent forward a copy of both this Resolution and his July 17, 2019 Petition to Revoke Professional License together with all the exhibits presented to the School Board to the Superintendent of Public Instruction and the Virginia Board of Education to begin proceedings to revoke Mr. Burke's Professional Collegiate License; and be it

FINALLY RESOLVED, that the Clerk shall provide a copy of this Resolution to Mr. Burke, School Board Legal Counsel, the Director of Employee Relations, and Chief Human Resources Officer who shall place a copy of this Resolution together with a copy of the supporting documentation in Mr. Burke's personnel file.

Ms. Hughes made a motion, seconded by Ms. Owens, that the School Board hereby directs their Legal Counsel and Clerk of the School Board to arrange for a further attenuated hearing for Employee Grievance Case No. 523-06-03-19. The motion passed unanimously.

Vice Chair Melnyk made a motion, seconded by Ms. Felton, that the School Board establish an Ad Hoc Committee on Student Discipline to study discipline and school climate data to identify issues and concerns, review current practices, set appropriate goals and make further recommendations to the School Board, and will function until no later than June 15, 2020 with findings reported to



the School Board periodically throughout the school year; and with the appointment of School Board members Hughes, Manning, Melnyk and Owens to serve on the committee with Ms. Melnyk designated chair of the committee. The motion passed unanimously.

- 20. Adjournment:** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 9:20 p.m.

Respectfully submitted:

Dianne P. Alexander, Clerk of the School Board

Approved:

Beverly M. Anderson, School Board Chair



Subject: Resolution: Dyslexia Awareness Month **Item Number:** 11A

Section: Consent **Date:** September 24, 2019

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

Prepared by: Roni S. Myers-Daub, Ed.D., Executive Director of Programs for Exceptional Children

Presenter(s): Roni S. Myers-Daub, Ed.D., Executive Director of Programs for Exceptional Children

Recommendation:

That the School Board approve a resolution recognizing October as Dyslexia Awareness Month.

Background Summary:

Virginia Beach City Public Schools values the importance addressing the needs of students with dyslexia, a language-based learning disability that causes difficulties with reading, writing, spelling and word pronunciation. In an effort to promote awareness that dyslexia is a learning disability, VBCPS has designated the month of October as Dyslexia Awareness Month.

Virginia's regulations define dyslexia as distinguished from other learning disabilities due to its weakness occurring at the phonological level. Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. 8VAC 20-81-10.

Source:

Virginia Department of Education

Budget Impact:

N/A

Resolution for Dyslexia Awareness Month October 2019

WHEREAS, dyslexia is a language-based learning disability that causes difficulties with reading, writing, spelling, and word pronunciation; and

WHEREAS, the onset and severity of dyslexia varies for each individual; and

WHEREAS, it takes individuals with dyslexia longer to process phonemic information, thus affecting academic growth, achievement, and self-esteem; and

WHEREAS, it is important to provide effective teaching approaches and educational intervention strategies for individuals with dyslexia; and

WHEREAS, Dyslexia Awareness Month is an opportunity to acknowledge educators utilizing effective teaching strategies, and to celebrate the many achievements of adolescents, students and adults with dyslexia; and

WHEREAS, the School Board of the City of Virginia Beach is committed to a continued focus on educating students, parents, and school staff about effective teaching strategies to address the needs of students with learning disabilities.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the month of October to be Dyslexia Awareness Month; and be it

FURTHER RESOLVED: That strategies and interventions to address the needs of students with learning disabilities be ongoing in Virginia Beach City Public Schools; and be it

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

Adopted by the School Board of the City of Virginia Beach this 24th day of September 2019.

S E A L

Beverly M. Anderson, School Board Chair

Attest:

Aaron C. Spence, Superintendent

Dianne P. Alexander, Clerk of the Board



Subject: Religious Exemption **Item Number:** 11B

Section: Consent Agenda **Date:** September 24, 2019

Senior Staff: Donald Robertson, Chief Schools Officer

Prepared by: Denise White, Student Conduct / Services Coordinator

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

Recommendation:

That the School Board approve Religious Exemption Case Nos. RE-19-08

RE-19-09

RE-19-10

Background Summary:

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

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

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

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

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

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

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

Source:

Virginia Code §22.1-254.B.1 and §22.1-254.D.1

School Board Policy 5-12, Legal Withdrawal

Budget Impact:

None



Budget Calendar: School Operating Budget FY 2020/21 and
Subject: Capital Improvement Program (CIP) 2020/21 – 2025/26 **Item Number: 11C**

Section: Consent **Date: September 24, 2019**

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

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

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

Recommendation:

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

Background Summary:

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

Source:

School Board Policy 3-6

Code of Virginia §22.1-93

Budget Impact:

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

Budget Calendar

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

2019

| | |
|---------------------------------|--|
| September | The Budget Calendar is developed |
| Sept. 10 | The Budget Calendar is presented to the School Board for information |
| Sept. 24 | The Budget Calendar is presented to the School Board for action |
| Oct. 9 | A budget kickoff meeting is conducted to provide senior staff and budget managers with an economic update, revenue outlook and general directions for budget development |
| Oct. 9 - Dec. 11 | Budget requests are submitted by senior staff and budget managers to the Office of Budget Development |
| Nov. 19 | A Five-Year Forecast is presented to the School Board and the City Council |
| Dec. 6 | Recommended part-time hourly rates for FY 2020/21 are submitted by the Department of Human Resources to the Office of Budget Development |
| Dec. 9 | A draft of the Capital Improvement Program is prepared for the superintendent's review |
| Dec. 10 | A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process |
| December (3 rd week) | State revenue estimates are released by the Virginia Department of Education |

2020

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



Subject: Landstown High School Cell Tower – New Lease **Item Number:** 11D

Section: Consent **Date:** September 24, 2019

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

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

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

Recommendation:

That the School Board adopt a motion authorizing the Superintendent to execute a lease of land with Verizon Wireless for adding equipment to the existing cell tower at Landstown High School.

Background Summary:

The School Board approved a lease with T-Mobile Northeast LLC for a cell tower at Landstown High School on August 3, 2010. The lease provided space on the tower for the City's VBTV department to provide an antenna. The City has since indicated that they have no plans to utilize the tower space, which makes the space available for the proposed lease with Verizon Wireless.

Source:

Virginia Code

Virginia Code §22.129 Surplus Property; Sale, Exchange, or Lease of Real and Personal Property

Budget Impact:

\$40,000 annually with annual increase of a 2.5%

Communication Tower Lease Agreement

(Landstown High School)

**School Board of the
City of Virginia Beach,
Lessor**

and

**Cellco Partnership d/b/a Verizon Wireless,
Lessee**

September 24, 2019

TABLE OF CONTENTS

| | |
|---|----|
| Leased Premises..... | 3 |
| Term..... | 3 |
| Rent..... | 3 |
| Surety Bond | 4 |
| Governmental Approval..... | 5 |
| Use of Premises..... | 6 |
| Equipment Upgrade | 8 |
| Interference | 8 |
| Termination..... | 8 |
| Cure by Lessor | 9 |
| Condemnation | 10 |
| Defense and Indemnification | 10 |
| Insurance | 11 |
| Assignment and Sublease | 12 |
| Notices | 13 |
| Miscellaneous Provisions..... | 13 |
| Tests and Constructions | 15 |
| RF Compliance | 15 |
| Marking and Lighting Requirements | 15 |
| Waiver of Lessor's Lien..... | 16 |
| Brokers | 16 |
| Taxes | 16 |
| Sa | |

LEASE AGREEMENT

THIS LEASE is made as of the ____ day of _____, 20____, by and between the **SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH**, a political subdivision of the Commonwealth of Virginia (Lessor) and **CELLCO PARTNERSHIP D/B/A VERIZON WIRELESS**, a Delaware general partnership, ("Lessee" or "Tenant") having its principal place of business at One Verizon Way, Mail Stop 4AW100, Basking Ridge, New Jersey 07920 (telephone number 866-862-4404).

WITNESSETH

WHEREAS, Lessor is the owner of a parcel of land (the "School Parcel") located at 2001 Concert Drive, Virginia Beach, Virginia 23456, with current GPIN 14855225160000, which parcel is legally described on the attached Exhibit A and on which parcel a secondary school known as Landstown High School is located; and the communications tower parcel with current GPIN 14855225160001 on which a communications tower, equipment shelter, and related equipment is currently located (the "Tower Parcel," along with the School Parcel, the "Owned Premises");

WHEREAS, Lessee desires to lease a portion of the aforesaid parcels, for the purpose of constructing, operating and maintaining a communications facility, including collocating on the existing communication tower owned by Lessor, installing communications equipment within an existing equipment shelter, and installing fiber to serve the communications facility, for the purpose of providing wireless communications service to the general public;

Now, therefore, for good and valuable consideration, the parties do hereby agree as follows:

1. **Leased Premises.** Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, a portion of the Tower Parcel comprised of space on the monopole-style communications tower, hereinafter described as 135 feet above ground level, at the RAD center height of 123' feet above ground level, and a portion of the aforesaid parcel for ground equipment (the "Leased Premises"), as depicted and described in Exhibit B attached hereto, together with non-exclusive rights of way over and on the School Parcel for vehicular and pedestrian ingress and egress seven (7) days per week, twenty-four (24) hours per day (subject to the access provisions of Section 6(f)) over or along a twenty foot (20') wide access and utility easement extending from the nearest public right-of-way, Concert Drive, to the Leased Premises; and for the installation, maintenance and replacement of necessary utilities, wiring, cables and other conduits over, under or along one or more rights-of-way from the equipment shelter and ground equipment (the "Ground Facilities") for the purpose of constructing, maintaining and operating communications facilities, including directional antennas, remote radio heads, and related equipment on a communications tower, connecting cables and appurtenances (collectively, the "Antenna Facilities"), and for the installation, maintenance, operation, and replacement of communications equipment within an accessory building housing equipment to be used in conjunction with the Antenna Facilities in a 9.5 foot by 11 foot lease area, as shown on the attached Exhibit B. The Antenna Facilities and Ground Facilities shall collectively be referred to as the "Lessee Facilities." Lessor also hereby grants

to Lessee the right to survey the Owned Premises and the Leased Premises, and said survey shall become Exhibit B, which shall be attached hereto and made a part hereof, and shall

control in the event of boundary and access discrepancies between it and Exhibit A. Cost for such work shall be borne by the Lessee.

2. **Term.** Following approval of this lease by the LESSOR, the initial term of this Lease shall be five (5) years, commencing upon the earlier of (a) the first day of the month following the date Lessee commences installation of the equipment on the Premises, or (b) July 1, 2020 (the "Commencement Date") and ending on a date five (5) years after the Commencement Date (the "Initial Term"). LESSOR and LESSEE agree that they shall acknowledge in writing the Commencement Date. At the option of Lessee, this Lease may be extended for four (4) additional renewal periods of five (5) years each (the "Renewal Terms") on the same terms and conditions as set forth herein. This Lease shall automatically be extended for each successive Renewal Term unless Lessee notifies Lessor of its intention not to renew at least sixty (60) days prior to commencement of the succeeding Renewal Term.

3. Rent.

- a. Lessee shall pay to Lessor as rent for the Leased Premises the sum of \$40,000.00 per year. Rent for the prorated portion of the first calendar year of this Lease shall be paid within ninety (90) of the commencement Date, and Rent for the remainder of the term shall be paid annually in advance on the first day of each calendar year. Rent shall be increased annually as described hereafter.
- b. The Rent shall be increased annually effective as of each anniversary of the Commencement Date by 2.5%.
- c. In accordance with requirements of Section 15.2-2101 of the code of Virginia, thirty (30) days following receipt of an itemized invoice therefor, Lessee shall reimburse Lessor for the cost of publishing the advertisement for bids for the use of the Leased Premises.
- d. Neither Lessee nor any sublessee shall install any antenna in addition to the initial maximum allowed array described in Exhibit B without the consent of Lessor, which consent shall not be unreasonably withheld, delayed or conditioned. Exhibit B shows the antennas currently existing on the Tower and describes the maximum allowed array under the "Existing Subleases," as defined below.
- e. Lessee shall pay Lessor a late payment charge equal to five percent (5%) of the late payment for any payment not paid when due. Lessor shall provide Lessee with written notice of non-receipt of any amounts due within five (5) days of the due date. Any amounts not paid when due shall bear interest at the rate of one percent (1%) per month from the date which is five (5) days after the mailing of such notice until paid.
- f. Subject to the provisions of Paragraph 5(d) and Paragraph 9(b), in the event of termination of this Lease, all prepaid Rents shall be refunded to Lessee, without interest, within sixty (60) days of the effective date of such termination.

4. **Surety Bond.** Lessor acknowledges that Lessee has posted a surety bond in the amount of \$10,000 for the timely removal of the Lessee Facilities in the event that expiration of this Lease. The surety bond shall be issued by a bonding company approved by Lessor, which approval shall not be unreasonably withheld, delayed or conditioned, shall be self-renewing and shall remain in full force throughout the term of this Lease and for a period of at least one hundred twenty (120) days thereafter. Any change to the surety bond shall require notification to the Lessor at least ninety (90) days in advance of such change. Lessee agrees to provide Lessor with a copy of the surety bond within thirty (30) days after the Commencement Date.

5. **Governmental Approval.**

- a. Lessee's right to use the Leased Premises is contingent upon Lessee obtaining all certificates, permits, zoning and other approvals (whether discretionary or ministerial), specifically including, without limitation, a conditional use permit and site plan approval, that may be required by any federal, state, or local authority, for Lessee's use to take place at the Leased Premises ("Governmental Approvals"). It shall be the sole and entire responsibility of Lessee to determine what Governmental Approvals are needed for the operation of the Lessee Facilities. Lessor agrees to reasonably cooperate with Lessee (at no cost to Lessor) in its efforts to obtain such approvals; provided, however, that Lessor's agreement to cooperate shall not in any way limit or otherwise affect the authority or discretion of Lessor's governing body, or any department, division, officer or employee of Lessor, in the conduct of its or his duties with respect to any such Governmental Approval and provided further, that Lessor shall not be required to join, be joined, or otherwise participate as a party in any judicial or administrative action brought by Lessee, or any person or entity claiming under Lessee, in which the denial or conditions of any Governmental Approval is in issue. Lessee hereby expressly acknowledges and agrees that neither the execution of this Lease by Lessor nor any act by Lessor or any of Lessor's officers, agents or employees or its governing body in anticipation or in furtherance of the execution of this Lease, shall entitle Lessee to any Governmental Approval, whether discretionary or ministerial, and Lessee shall not be entitled to reimbursement of any costs or expenses of any kind or nature made or incurred in expectation of, or preparation for, the use of the Leased Premises.
- b. Unless a waiver is obtained from the lessor, acting through its Department of Communications and Information Technology, a radio frequency emissions study (RF Study), conducted by a qualified engineer licensed to practice in the Commonwealth of Virginia, showing that the intended use of the Lessee Facilities will not interfere with any of Lessor's emergency communications facilities, shall be provided within thirty (30) days of the Commencement Date.
- c. If any application for a necessary Governmental Approval is denied, if Lessee determines that any necessary Governmental Approval may not be obtained in a timely manner, or if any certificate, permit, license, or other Governmental Approval issued to Lessee is canceled, expires, lapses, or is otherwise withdrawn or terminated by governmental authority so that Lessee will be unable to use the Leased Premises for

Lessee's intended purpose, and all administrative and judicial appeals of such action have been exhausted or the time for filing of such appeals has expired, Lessee shall have the right to terminate this Lease by written notice to the other, and upon such termination, this Lease shall become null and void except to the extent of the representations, warranties, and indemnities made by each party to the other hereunder.

- d. Notwithstanding the provisions of subparagraph (c), in the event of termination by Lessee pursuant to subparagraph (c), Lessee shall be liable to Lessor for Rent for a period of 120 days from the date of such termination, unless such termination is by reason of the denial of a conditional use permit or other approval of a discretionary nature by Lessor's governing body. Nothing in this subparagraph shall relieve Lessor of its duty to mitigate its damages in the event of termination by Lessee.
- e. The terms, conditions and stipulations of the conditional use permit granted by the City of Virginia Beach on July 14, 2004, are hereby incorporated by reference. In the event Lessee fails to comply with any of the aforesaid terms, conditions or stipulations, Lessor shall have the right to bring the Leased Premises into compliance therewith and charge the costs thereof to Lessee.

6. Use of Premises.

- a. Lessee may use the Leased Premises for the installation, operation, and maintenance of the Antenna Facilities and the Ground Facilities for the transmission, reception and operation of a communications system and uses incidental thereto, and for the storage of related equipment, in accordance with the terms of this Lease. Lessor acknowledges that Lessee may erect and operate such Antenna Facilities and Ground Facilities as are depicted on the attached Exhibit B, and may expand such Antenna and Ground Facilities after providing to Lessor, at Lessee's expense, a certified evaluation indicating that each antenna will not interfere with the signals of existing antennas or with antennas being planned by Lessor as of July 1, 2017, and that the Tower can structurally support the antennas and related equipment. In connection therewith, Lessee shall have the right to do all work necessary to prepare, maintain and alter the Leased Premises for Lessee's business operations under this Lease and to install transmission lines connecting the antennas to the transmitters and receivers.
- b. Lessee shall, at its sole cost and expense maintain and operate the Antenna Facilities and Ground Facilities in accordance with the standards and specifications of the City of Virginia Beach, all applicable local ordinance, permits and other requirements, and all applicable FCC rules and regulations. Lessee's use and operation of the Antenna Facilities and Ground Facilities shall be in accordance with the plans approved by Lessor, which approval shall not be unreasonably withheld, denied or conditioned. Any damage done to the Leased premises or any other property of Lessor during installation or operation of the Lessee Facilities shall be repaired at Lessee's expense within thirty (30) days after notification of damage. Title to the Lessee Facilities shall be held by Lessee, and all such Lessee Facilities shall be deemed to be the personal property of Lessee and not fixtures. Lessee shall have the right to remove all Lessee facilities at its

sole expense on or before the expiration or earlier termination of this Lease, provided that Lessee shall be required to repair any damage and to restore the Leased Premises to their original condition, ordinary wear and tear, casualty and the acts or omissions of Lessor or third parties excepted.

- c. All modifications or improvements of the Leased Premises made for Lessee's benefit shall be at the Lessee's expense, and such improvements shall be maintained in a good state of repair by Lessee at Lessee's expense. Lessor acknowledges and agrees that the Antenna Facilities currently are painted such color as Lessee deems appropriate, subject to conditions, if any, imposed through the zoning process. Lessee agrees that it shall maintain and repair the appearance of the Antenna Facilities at its own expense in accordance with good practice and industry-accepted standards.
- d. Lessee shall provide Lessor with as-built drawings of the equipment and improvements installed on the Leased Premises showing the actual location of all Antenna Facilities and Ground Facilities and of all other improvements installed on Lessor's property by Lessee in connection with this Lease. At Lessor's option, such as-built drawings may be attached to this Lease as Exhibit D.
- e. Lessee shall, at its expense, maintain any equipment on or attached to the Leased Premises in a safe condition, in good repair and in a manner reasonably suitable to Lessor so as not to conflict with the use of the other property of Lessor, subject to the provisions of Paragraph 8 of this Lease. Lessor shall maintain, at its sole expense, access roadways to the Leased Premises in a condition which will allow pedestrian and vehicular access under normal weather conditions; provided, however, that Lessee shall be responsible for the repair of any damage or deterioration caused by Lessee's use of such roadways.
- f. Lessee, at all times during this Lease, shall have reasonable access during normal working hours to the Leased Premises in order to install, operate, and maintain its Lessee Facilities, Normal working hours are Monday through Friday from 8:00 a.m. to 5:00 p.m. All regular maintenance shall be conducted, whenever possible, during these hours, with the exception of emergency repairs and maintenance.
- g. Lessee shall install utilities to service the Antenna Facilities and Ground Facilities at Lessee's sole expense. Lessee shall separately meter all utilities associated with its use of the Leased Premises and shall promptly pay all costs for such utility services. Lessor shall, without charge to Lessee, sign such documents as may be required by utility provider to provide such service to the Leased Premises, including the grant of permits required by Lessor or a utility provider to provide service as provided herein.
- h. Lessor warrants and agrees that : (i) Lessor owns the Leased Premises and has rights of access thereto; (ii) Lessor has full right to make and perform this Lease; and (iii) Lessee, upon paying the rent and performing the covenants herein provided, shall peaceably and quietly have and enjoy the Leased Premises for the purposes here in contemplated. Lessor shall not cause or permit any use of the Leased Premises which

materially and unreasonably interferes with or impairs the operation of the communications facilities or the quality of the communications services being rendered by Lessee from the Leased Premises, nor shall Lessor have unsupervised access to the Leased Premises, except in the event of an emergency requiring immediate access to the Leased Premises.

- i. Lessee shall remove the Lessee Facilities upon termination of this Lease unless Lessor otherwise agrees, in writing, and shall restore the affected area to its original condition, ordinary wear and tear, casualty and the acts or omissions of Lessor or third parties expected. Such removal shall be done in a workmanlike manner and without interference or damage to any other equipment. All costs and expenses for such removal and restoration shall be borne by Lessee.
7. **Equipment Upgrade.** Lessee may update or replace the Antenna Facilities or the Ground Facilities, or both, from time to time with the prior written approval of Lessor, which approval shall not be unreasonably withheld, delayed or conditioned, provided that any change in their location is satisfactory to Lessor. Lessee shall submit to Lessor a detailed proposal for any such replacement facilities and any supplemental materials as may be requested for Lessor's evaluation and approval. Notwithstanding anything to the contrary herein, Lessee shall have the right to replace the aforementioned equipment with similar and comparable equipment provided said replacement does not increase tower loading of said Tower or cause impermissible interference.
8. **Interference.** Lessee agrees to install equipment of the type and frequency which will not cause harmful interference which is measurable in accordance with then existing industry standards to any equipment of Lessor that existed on the Property prior to the date this Agreement is executed by the Parties. In the event any after-installed Lessee's equipment causes such interference, and after Lessor has notified Lessee in writing of such interference, Lessee will take all commercially reasonable steps necessary to correct and eliminate the interference, including but not limited to, at Lessee's option, powering down such equipment and later powering up such equipment for intermittent testing. In no event will Lessor be entitled to terminate this Agreement or relocate the equipment as long as Lessee is making a good faith effort to remedy the interference issue. Lessor agrees that Lessor and/or any other tenants of the Property who currently have or in the future take possession of the Property will be permitted to install only such equipment that is of the type and frequency which will not cause harmful interference which is measurable in accordance with then existing industry standards to the then existing equipment of Lessee. The Parties acknowledge that there will not be an adequate remedy at law for noncompliance with the provisions of this Paragraph and therefore, either Party shall have the right to equitable remedies, such as, without limitation, injunctive relief and specific performance.
9. **Termination.**
 - a. Except as otherwise provided herein, this Lease may be terminated upon sixty (60) days written notice to the other party as follows:

- i. by either party upon a default in the performance of any covenant or term hereof by the other party, which default is not cured within ninety (90) days of receipt of written notice of the default (without, however, limiting any other rights of the parties pursuant to any other provisions hereof);
- ii. subject to the provisions of Paragraph 5(c) of this Lease, by lessee if it is unable to obtain or maintain any license, permit or other Governmental Approval necessary for the operation of the Lessee Facilities or of Lessee's business
- iii. by Lessee if the Lessee Facilities are destroyed or damaged by an act of God so as to, in Lessee's judgment, substantially impair Lessee's effective use of the Lessee Facilities, upon thirty (30) days written notice to Lessor, which notice must be given within thirty (30) days of the date of such destruction or damage. If Lessee so terminates this Lease, Lessee shall be entitled to reimbursement of prepaid Rent covering the period beginning on the first day of the calendar month immediately following the calendar month in which the destruction or damage occurred and thereafter;
- iv. by Lessor, if after a public hearing, any governmental body determines that Lessee's use of the Leased Premises is not in compliance with any applicable ordinance, or state or federal law, or any conditions of any Governmental Approval, and Lessee fails to cure such noncompliance within thirty (30) days after Lessee receives notice of such determination; provided, however, that if compliance requires more than thirty (30) days, and Lessee has taken steps in good faith to comply with such conditions within thirty (30) days and it shall bring the use into compliance within ninety (90) days. Such failure shall be a default of Lessee's obligations under the terms of this Lease;
- v. by Lessee, if Lessee is unable to occupy and utilize the Leased premises due to an action of the FCC, including, without limitation, a take-back of channels or change or reallocation of the frequencies at which Lessee may operate its communications facilities, or such other circumstances that render Lessee's operation of its communications facilities at the leased Premises obsolete;
- vi. by Lessee prior to installation if Lessee determines that the Leased Premises are not suitable for its operation for economic or technological reasons, including, without limitation, signal interference. For purposes of this subdivision, "economic reasons" shall not include the availability of an equivalent site at commercial terms more favorable to Lessee than are contained in this Lease; or
- vii. Notwithstanding anything to the contrary contained herein, provided Lessee is not in default hereunder beyond applicable notice and cure periods, Lessee shall have the right to terminate this Agreement upon the annual anniversary of the Commencement Date provided that three (3) months prior notice is given to Lessor.

- b. The parties shall give notice of termination in writing. Lessee shall be liable to Lessor for all Rent and other consideration under Paragraph 3 of this Lease for the period of this Lease prior to said termination date.
 - c. Upon termination or expiration of this Lease, Lessee shall have sixty (60) days from the date of termination or expiration to remove the Lessee Facilities and related equipment from the Leased Premises and to restore the Leased Premises to their condition prior to installation of the Lessee Facilities, ordinary wear and tear and damage caused by casualty, Lessor or third parties excepted.
10. **Cure by Lessor.** In the event of any default of this Lease by Lessee not cured by Lessee within the applicable cure period, Lessor may at any time, after notice and any applicable cure period, cure the default for the account of and at the expense of Lessee. If Lessor is compelled to pay or elects to pay any sum of money or to do any act which will require the payment of any sum of money or is compelled to incur any expense, including reasonable attorney fees, in instituting, prosecuting or defending any action to enforce the Lessor's rights under this Lease, the sums so paid by Lessor, with all interest, costs and damages shall be deemed to be Additional Rental and shall be due from the Lessee to Lessor on the first day of the month following thirty (30) days' written notice by Lessor and submission by Lessor to Lessee of an itemized statement, with supporting evidence, of Lessor's costs and expenses.
11. **Condemnation.** In the event the Leased Premises is taken by eminent domain by any federal, state or local government or any instrumentality thereof, this Lease shall terminate as of the date title to the leased Premises vests in the condemning authority. In the event a portion of the Leased Premises is taken by eminent domain, Lessee, in Lessee's sole discretion, is unable to use the Premises for the purposes intended hereunder, or if such condemnation may reasonably be expected to disrupt Lessee's operations at the Premises for more than forty-five (45) days, Lessee may, at Lessee's option, to be exercised in writing within thirty (30) days after Lessor shall have given Lessee written notice of such taking (or in the absence of such notice, within thirty (30) days after the condemning authority shall have taken possession) terminate this Agreement as of the date the condemning authority takes such possession. In the event this Lease is not thereby terminated, Rent shall be reduced or abated in proportion to the actual reduction or abatement of use of the Leased Premises. Lessor and Lessee shall each be entitled to pursue its own separate awards in the event of taking of the Leased Premises.
12. **Defense and Indemnification.**
- a. Lessee agrees to defend, indemnify and hold harmless Lessor and its elected officials, officers, employees, agents, and representatives from and against any and all claims, costs, losses, expense, demands, actions, or causes of action, including reasonable attorney's fees and other costs and expenses of litigation, arising from the negligence, willful misconduct, or other fault of Lessee except to the extent such claims, losses, or damages may be due to or caused by the negligence or willful misconduct of the Lessor, its employees, contractors, or agents. In no event shall the liability of Lessee under this subparagraph include damages for lost profits, loss of technology, rights, data or services, incidental, indirect, consequential or punitive damages.

- b. Without limiting the scope of Subparagraph (a) above, Lessee shall be solely responsible and will defend, indemnify, and hold Lessor, its agents, officers and employees harmless from and against all claims, costs, and liabilities, including reasonable attorneys' fees and costs, arising out of or in connection with the cleanup or restoration of the Leased Premises associated with Lessee's release of hazardous materials into the environment. For purposes of this Lease, "hazardous materials" shall be interpreted broadly and specifically to include, without limitation, asbestos, fuel, batteries and any hazardous substance, waste, or materials as defined in any applicable federal, state, or local environmental or safety statute, ordinance, regulation or requirement. Lessor represents that, to the best of its knowledge and belief, it has received no notice of any action, suit, proceeding or claim concerning a release of hazardous substances on or affecting the Leased Premises, and that, to the best of its knowledge and belief, there is no release of hazardous substances on or affecting the Leased Premises which would render the Leased Premises unsuitable for the purposes contemplated by this Lease. Lessor agrees to notify Lessee of any such release as soon as reasonably practicable after receiving notice thereof. Notwithstanding the foregoing, it shall be the responsibility of Lessee to determine whether or not there are any adverse conditions, including, without limitation, a release of any hazardous substance on or affecting the Leased Premises which would prevent Lessee's proposed use thereof, and in no event shall any liability of Lessor for any such conditional include damages for lost profits, consequential or punitive damages.
- b. Lessee represents and warrants that its use of the Leased Premises will not generate, and Lessee will not store or dispose of on the Leased Premises, nor transport to or over the Leased Premises on the property of Lessor, any hazardous materials other than those ordinarily used in the provision of communications services as permitted hereunder and in compliance with all applicable laws, unless Lessee specifically informs Lessor thereof in writing twenty-four (24) hours prior to such storage, disposal or transport or otherwise as soon as Lessee becomes aware of the existence of hazardous materials on the Leased Premises.
- c. The Parties recognize that Lessee is only leasing a small portion of Lessor's property and that Lessee shall not be responsible for any environmental condition or issue except to the extent resulting from Lessee's specific activities and responsibilities. In the event that Lessee encounters any hazardous substances that do not result from its activities, Lessee may relocate its facilities to avoid such hazardous substances to a mutually agreeable location or, if Lessee desires to remove at its own cost all or some the hazardous substances or materials (such as soil) containing those hazardous substances, Lessor agrees to sign any necessary waste manifest associated with the removal, transportation and/or disposal of such substances.
- d. The Parties hereby waive and release any and all rights of action for negligence against the other which may hereafter arise on account of damage to the Premises or the Property, resulting from any fire, or other casualty which is insurable under "Causes of

Loss – Special Form” property damage insurance or for the kind covered by standard fire insurance policies with extended coverage, regardless of whether or not, or in what amounts, such insurance is now or hereafter carried by the Parties, even if any such fire or other casualty shall have been caused by the fault or negligence of the other Party. These waivers and releases shall apply between the Parties and they shall also apply to any claims under or through either Party as a result of any asserted right of subrogation.

- e. The obligations of this Paragraph shall survive the expiration or termination of this Lease.

13. Insurance.

- a. During the Initial Term and Renewal Terms of this Lease, Lessee shall maintain, in full force and effect and at its sole cost and expense, the following types and limits of insurance. All policies other than those for Workers Compensation shall be written on an occurrence and not on a claims made basis. The coverage amount set forth below may be met by a combination of underlying and umbrella policies.
 - i. Workers compensation insurance meeting applicable statutory requirements for the Commonwealth of Virginia and employers liability insurance with limits of \$1,000,000 Each Accident/\$1,000,000 Disease Each Employee/\$1,000,000 Disease Policy Limit. Waiver of Subrogation in favor of Lessor.
 - ii. Commercial General Liability insurance with limits of \$5,000,000 Per Occurrence and \$5,000,000 General Aggregate Coverage shall include bodily injury, property damage, personal and advertising injury and contractual liability, premises and products-completed operations. Lessor shall be included as an additional insured as its interests may appear under the general liability policy for both premises and completed operations. Lessee’s coverage shall be primary and non-contributory.
 - iii. Automobile Liability with limits of \$2,000,000 Combined Single Limit Per Accident. Coverage shall apply to all owned, non-owned, and hired vehicles. Lessor shall be included as additional insured under the Auto policy as its interests may appear under this agreement.
- b. Certificates of insurance for each insurance policy required to be obtained by Lessee in compliance with this paragraph shall be filed with Lessor annually during the term of the Lease. Lessee shall advise Lessor of any claim or litigation that may result in liability to Lessor.
- c. All insurance shall be written by insurers licensed, authorized, or permitted to conduct business in the Commonwealth of Virginia and must be rated A- or better by A.M. Best.

- d. Lessee shall require that each and every contractor and their subcontractors performing work on the Leased Premises obtain and maintain the above-noted coverages and limits.

14. Assignment and Sublease.

- a. This Lease, and the rights hereunder, may not be sold, assigned, or transferred at any time by Lessee except upon prior written notice to Lessor, which consent shall not be unreasonably denied, delayed or conditioned; provided, however, that Lessee may assign its interest to its parent company, any subsidiary or affiliate of it or to any successor-in-interest or entity acquiring fifty-one (51%) or more of its stock or assets, subject to any financing entity's interest, if any, in this Lease, without Lessor's consent. Lessee shall have the right to sublet under this Lease without Lessor's consent; provided, however, that Lessee shall not be relieved of any of its liabilities, duties or responsibilities pursuant to this Lease. Notwithstanding anything to the contrary contained in this Lease, Lessee may assign, mortgage, pledge, hypothecate or otherwise transfer without consent its interest in this Lease to any financing entity, or agent on behalf of any financing entity to whom Lessee (i) has obligations for borrowed money or in respect of guaranties thereof, (ii) has obligations evidenced by bonds, debentures, notes or similar instrument, or (iii) has obligations under or with respect to letters of credit, bankers acceptances and similar facilities or in respect of guaranties thereof.
- b. This Lease shall run with the property and shall be binding upon and inure to the benefit of the parties, their respective successors, personal representatives, heirs and assigns.

15. Notices. All notices hereunder must be in writing and shall be deemed validly given if sent by certified mail, return receipt requested, or by a nationally recognized overnight courier, addressed as follows or if sent by facsimile to the facsimile number set forth below, with a hard copy contemporaneously mailed as previously specified:

If to Lessor to: School Board of the City of Virginia Beach
 Attention: Anthony L. Arnold, Executive Director
 Facilities Services
 P.O. Box 6038
 Virginia Beach, Virginia 23456

With a copy to: City Attorney
 Municipal Center, Building One
 2401 Courthouse Drive, Room 260
 Virginia Beach, Virginia 23456
 Fax No. (757) 385-5687

If to Lessee, to: Cellco Partnership
 d/b/a Verizon Wireless
 180 Washington Valley Road
 Bedminster, New Jersey 07921
 Attention: Network Real Estate

Lessor or Lessee may from time to time designate any other address for this purpose by written notice to the other party.

16. Miscellaneous Provisions.

- a. This Lease constitutes the entire agreement understanding of the parties, and supersedes all offers, negotiations and other agreements. There are no representations or understandings of any kind not set forth herein. Any amendments to this Lease shall be effective only if made in writing and executed and acknowledged by both parties.
- b. Each party agrees to cooperate with the other in executing or having executed any documents (including a Memorandum of Lease in a form acceptable to both parties attached hereto as Exhibit C, Non-Disturbance Agreement, easement agreements, or other documents) necessary to protect its rights or use of the Leased Premises. Either party may record a Memorandum of Lease or easement agreement, but neither party may record this Lease.
- c. This Lease shall be construed in accordance with the laws of the Commonwealth of Virginia. Any court action relating to this Lease may be maintained only in the Circuit Court of the City of Virginia Beach or United States District court for the Eastern District of Virginia.
- d. If any term of this lease is found to be void or invalid, such invalidity shall not affect the remaining terms of this Lease, which shall continue in full force and effect. The parties intend that the provisions of this Lease be enforced to the fullest extent permitted by applicable law. Accordingly, the parties shall agree that if any provisions are deemed not enforceable, they shall be deemed modified to the extent necessary to make them enforceable.
- e. The persons who have executed this Lease represent and warrant that they are duly authorized to execute this Lease in their representative capacities as indicated.
- f. The submission of this document for examination does not constitute an offer to lease or a reservation of or option for the leased Premises and shall become effective only upon execution by both parties.
- g. This Lease may be executed in any number of counterpart copies, each of which shall be deemed an original, but all of which together shall constitute a single instrument.
- h. The parties understand and acknowledge that Exhibit A (Description of Leased Premises), and Exhibit B (Description of Antenna Facilities and Ground Facilities) may be attached to this Lease in preliminary form. Accordingly, the parties agree that upon the preparation of final, more complete exhibits, Exhibits A and B may be replaced by the parties with final, more complete exhibits which shall be agreed to and confirmed by the parties.

- i. This Lease shall be governed as to all matters, whether of validity, interpretation, obligations, performance or otherwise, exclusively by the laws of Virginia, and all questions arising with respect thereto shall be determined in accordance with such laws. Regardless of where actually delivered and accepted, this Lease shall be deemed to have been delivered and accepted by the parties in the Commonwealth of Virginia.
- j. During the performance of this Lease, the Lessee agrees that, it will not discriminate against any employee or applicant for employment because of race, religion, color, sex, handicap or national origin, except where religion, sex, handicap or national origin is a bona fide occupational qualification or consideration reasonably necessary to the normal operation of the Lessee. The Lessee agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause. The Lessee, in all solicitations or advertisements for employees placed by or on behalf of the Lessee, will state that such Lessee is an equal opportunity employer. Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting the requirements herein. Lessee agrees to comply with the good faith minority business efforts required by the Virginia Beach City Code.
- k. Lessee hereby certifies that it did not, directly or indirectly, enter into any combination or arrangement with any person, firm or corporation or enter into any agreement, participate in any collusion, or otherwise take any action in restraint of free, competitive bidding for this Lease in violation of any of the laws of the United States or the Commonwealth of Virginia.

17. **Test and Construction.** Lessee shall have the right following the full execution of this Lease to enter upon the Leased Premises for the purpose of making appropriate engineering and boundary surveys, inspections, soil test borings or other reasonably necessary tests. In the event of any inconsistency between this Lease and any survey performed, Lessor shall make such amendments to this lease and adjustments in the location of Leased Premises as shall be reasonably necessary for Lessee's use and satisfactory to Lessee. If the title search or the survey discloses any matters which Lessee deems unsuitable or which interfere with Lessee's use and enjoyment of the Leased Premises, Lessor shall cure such defects within sixty (60) days. If Lessor does not or cannot cure such defect within such sixty (60) days, Lessee shall have the right, without obligation, to terminate this Lease and render it null and void from the date of termination.

18. **RF Compliance.** Subsequent to the installation of the Lessee Facilities, Lessor shall not permit itself, its lessees or licensees to install new equipment on the Leased Premises or property contiguous thereto owned or controlled by Lessor, if such equipment is likely to cause the Leased Premises to exceed the FCC radiated power density maximum permissible exposure ("MPE") limits for workers and the general public. Such excess radiated power densities shall be deemed a material breach by Lessor. In the event excess radiated power densities occur, Lessor agrees to take or to cause any subsequent lessee or licensee whose use of the Leased Premises results in the FCC specified MPE limits being exceeded to promptly take all mitigation action necessary to eliminate such excess radiated power densities within thirty (30)

days. In the event lessor fails to comply with this paragraph, Lessee may terminate this Lease and/or pursue any other remedies available under this Lease, at law, and/or at equity, including injunctive relief. Lessee shall operate the Lessee Facilities in a manner that will not cause the Leased Premises to exceed the FCC specified MPE.

19. Marking and Lighting Requirements.

- a. Lessee shall be responsible for compliance with all marking and lighting requirements of the Federal Aviation Administration ("FAA") and the FCC. Should Lessee be in violation of such requirements and thereafter fail to promptly cure the conditions of noncompliance, Lessor may either terminate this Lease or proceed to cure the conditions of noncompliance at Lessee's expense, which amount shall be due and payable to Lessee upon demand.
- b. If lighting requirements apply and a lighting automatic alarm system has been installed by Lessor, Lessor shall allow Lessee to bridge in to the system to permit a parallel alarm or to install a second alarm if a bridge would interfere with Lessor's alarm. Lessee shall be responsible for the cost and expense of maintaining the bridge or parallel alarm. Notwithstanding anything in this Paragraph 19(b), the responsibility for compliance with FAA and FCC requirements shall remain with Lessee as provided in Paragraph 19(a) above.
- c. Any facilities or equipment constructed or installed by Lessee for the purposes contemplated by this paragraph shall be properly grounded according to the reasonable standards of Lessor.

20. Waiver of Lessor's Lien.

- a. Lessor waives any lien rights it may have concerning the Lessee Facilities which are deemed Lessee's personal property and not fixtures, and Lessee has the right to remove the same at any time without Lessor's consent.
- b. Lessor acknowledges that Lessee may enter into a financing arrangement, including promissory notes and financial and security agreements, for the financing of the Lessee Facilities (the "Collateral") with third party financing entity (and may in the future enter into additional financing arrangements with other financing entities). In connection therewith, Lessor (i) consents to installation of the Collateral; (ii) disclaims any interest in the Collateral, s fixtures or otherwise; and (iii) agrees that the Collateral shall be exempt from execution, foreclosure, sale, levy, attachment, and distress for and Rent due or to become due and that such Collateral may be removed at any time without recourse to legal proceedings.

21. Brokers. Lessor and Lessee represent to each other that they have not negotiated with any real estate broker in connection with this Lease. Lessor and Lessee agree that, should any claim be made against the other for a real estate broker's commission, finder's fee or the like by reason of the acts of such party, the party upon whose acts such claim is based shall indemnify and

hold the other party free and harmless from all losses, damages, claims and expenses in connection therewith.

22. **Taxes.** Lessee shall be solely and exclusively responsible for paying all personal property taxes and other taxes assessed upon the Lessee Facilities and for paying taxes on its leasehold interest pursuant to Virginia Code Section 58.1-3203, or any successor statute.
23. **Sale.** Lessor shall provide notification to Lessee at the address provided in paragraph 15, at least thirty (30) days prior to the advertisement of the Leased premises for sale. The Lessor makes no promises or guarantees as to the sale of the property.

IN WITNESS WHEREOF, the parties hereto have respectively executed this Lease to be effective as of the date hereinabove stated.

[This space intentionally left blank. Signature pages follow.]

LESSOR:

**THE SCHOOL BOARD OF THE CITY
OF VIRGINIA BEACH**

By: _____

Name: Beverly M. Anderson

Title: Chair of the School Board

STATE OF VIRGINIA:
CITY OF VIRGINIA BEACH

I, Katherine Talento a Notary Public in and for the City and State aforesaid, do hereby certify that Beverly M. Anderson, Chair of the School Board of the City of Virginia Beach, whose name as such is signed to the foregoing Lease Agreement, has acknowledged the same before me in my City and State aforesaid. She is personally known to me.

GIVEN under my hand this 24th day of September 2019.

Notary Public _____

My Commission Expires: February 28, 2020

ATTEST:

School Board Clerk

STATE OF VIRGINIA:
CITY OF VIRGINIA BEACH, to wit:

I, Katherine Talento, a Notary in and for the City and State aforesaid, do hereby certify that Dianne P. Alexander, School Board Clerk for the City of Virginia Beach, Virginia whose name is signed to the foregoing Agreement has acknowledged the same before me in my City and State aforesaid.

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

Notary Public _____

My Commission Expires: _____

[SIGNATURE PAGE TO THE COMMUNICATION TOWER LEASE AGREEMENT]

APPROVED AS TO LEGAL
SUFFICIENCY:

Blay Wilson

APPROVED AS TO CONTENT:

[Signature]

By _____

Title: _____

STATE OF _____:
CITY OF _____

I, _____ a Notary Public in and for the City and State aforesaid, do hereby certify that _____, _____ of the City of Virginia Beach, whose name as such is signed to the foregoing Lease Agreement, has acknowledged the same before me in my City and State aforesaid. He/she is personally known to me.

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

Notary Public _____

My Commission Expires: _____

[SIGNATURE PAGE TO THE COMMUNICATION TOWER LEASE AGREEMENT]

LESSEE:

CELLCO PARTNERSHIP D/B/A
VERIZON WIRELESS

By: 

Name: Richard Dolson

Title: Executive Director,
Network Field Engineering

STATE/Commonwealth of Maryland

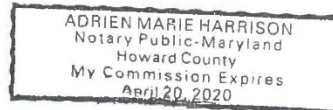
CITY/COUNTY OF Howard to-wit:

The foregoing instrument was acknowledged before me this 9 day of September
2019, by Richard Dolson as Executive Director-Network Field Engineering of Cellco Partnership
d/b/a Verizon Wireless, on behalf of the partnership.


Notary Public

My commission expires: April 20, 2020

My registration number: 643379



[SIGNATURE PAGE TO THE COMMUNICATION TOWER LEASE AGREEMENT]

EXHIBIT A (DESCRIPTION OF LEASED PREMISES)

All that certain lot, piece or parcel of land lying, being and situate in the City of Virginia Beach, Virginia, being part of Tax Map Parcel No. having the Geographic Position Identification Number (GPIN) 1485522560001 (tower parcel) and 14855225160000 (surrounding approximately 65-acre school and access parcel), and being more particularly described as follows:

All that certain tract, piece or parcel of land, situate, lying and being in the City of Virginia Beach, Virginia, designated as "Parcel 1, Area = 2,840,614. sq. ft. = 65.212 Acres" as shown on that certain plat entitled "Plat showing Subdivision of princess Anne Park, Deed Book 2787, Page 1661 & Deed Book 1019, Page 47, and Parcel A-1, Map Book 245, Page 97-98, Located in former Kempsville and Princess Anne Boroughs, Virginia Beach, Virginia", dated March 3, 1998, prepared by Survey Bureau, Engineering Division, Department of Public Works, City of Virginia Beach, Virginia, which plat is duly recorded in the Clerk's Office of the Circuit Court of the City of Virginia Beach, Virginia, in Map Book 275, at pages 55-68, to which reference is made for a more particular description.

LESS AND EXCEPT that portion of property conveyed to The City of Virginia Beach, a municipal corporation of the Commonwealth of Virginia from The School Board of the City of Virginia Beach, Virginia by Deed of Dedication dated March 21, 2006 and recorded May 26, 2006 in Instrument No. 20060526000802690.

AND BEING the same property conveyed to The School Board of the City of Virginia Beach from The City of Virginia Beach, a municipal corporation of the Commonwealth of Virginia by Deed February 21, 2001 and recorded March 08, 2001 Deed Book 4372, Page 0295.

TOGETHER WITH an easement 20' wide, for pedestrian, utility and vehicular access, ingress and egress over existing roadways connecting the Leased Premises with Concert Drive, as shown on Exhibit B.

**EXHIBIT B (DESCRIPTION OF ANTENNA FACILITIES AND GROUND
FACILITIES)**

See Attached Lease Exhibit

EXHIBIT C (MEMORANDUM OF LEASE)

See Attached.

Prepared By Return to:
Lori H. Schweller, Esq
VSB No. 42399
Williams Mullen
321 E. Main Street, Suite 400
Charlottesville, VA 22902

Parcel No. 1485522560001 and 14855225160000

MEMORANDUM OF LEASE AGREEMENT COMMONWEALTH OF VIRGINIA

THIS MEMORANDUM OF LEASE AGREEMENT is made as of this ____ day of _____, 20____, by and between THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH, a municipal corporation of the Commonwealth of Virginia having a mailing address of Municipal Center, Building, One, 2401 Courthouse Drive, Virginia Beach, VA 23456 (Lessor” and Grantor for indexing purposes), and CELLCO PARTNERSHIP D/B/A VERIZON WIRELESS, a Delaware general partnership, (Lessee) having its principal place of business at One Verizon Way, Mail Stop 4AW100, Basking Ridge, New Jersey 07920 (“Lessee” and Grantee for indexing purposes).

1. Lessor and Lessee entered into a Lease Agreement dated _____, 20____ (as such may be amended, modified, extended, supplemented, restated and /or replaced from time to time, the “Lease”), for an Initial Term of five years, commencing upon the earlier of (a) the first day of the month following the date Lessee commences installation of the equipment on the Premises, or (b) July 1, 2020, with options for four renewal terms of five years each unless terminated in accordance with the provisions of the Lease.
2. The Leased Premises, subject to the Lease consist of a 9.5’ x 11’ lease area of real property, a 3’ wide ice bridge easement, a 4’ x 4’ door swing easement, a 20’ wide access and utility easement, and other property located in the City of Virginia Beach, Virginia, which is a portion of the property owned by Lessor and described in the attached Exhibit “A” (the “Property”).
3. A copy of the Lease is on file with Lessor and Lessee.
4. The terms, covenants and provisions of the lease, of which this is a Memorandum, shall extend to and be binding upon the respective executors, administrators, heirs, successors and assigns for Lessor and Lessee.
5. Lessee certifies that its correct address is as written above.

IN WITNESS WHEREOF, Lessor and Lessee have caused this Memorandum to be duly executed on the day and year first written above.

LESSOR:

**THE SCHOOL BOARD OF THE CITY
OF VIRGINIA BEACH**

By: _____

Name: Beverly M. Anderson

Title: Chair of the School Board

ATTEST:

School Board Clerk

STATE OF VIRGINIA:

CITY OF VIRGINIA BEACH, to wit:

I, _____, a Notary Public, do hereby certify that Beverly M. Anderson appeared before me this day and acknowledged that she is the Chair of the School Board of Virginia Beach, and that by authority duly given, and as the act of THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH, by the foregoing instrument was signed in its name by her as its Chair.

WITNESS my hand and official seal this this _____ day of _____, 20____.

Notary Public _____

My Commission Expires: _____

[SIGNATURE PAGE OF MEMORANDUM OF LEASE AGREEMENT]

LESSEE:

CELLCO PARTNERSHIP D/B/A
VERIZON WIRELESS

By: 

Name: Richard Dolson

Title: Executive Director,
Network Field Engineering

STATE/Commonwealth of Maryland

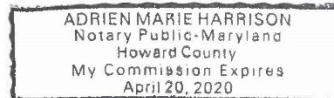
CITY/COUNTY OF Howard to-wit:

The foregoing instrument was acknowledged before me this 9 day of September
2019, by Richard Dolson as Executive Director-Network Field Engineering of Cellco Partnership
d/b/a Verizon Wireless, on behalf of the partnership.


Notary Public

My commission expires: April 20, 2020

My registration number: 643379



[SIGNATURE PAGE OF MEMORANDUM OF LEASE AGREEMENT]

EXHIBIT A (DESCRIPTION OF LEASED PREMISES)

OF MEMORANDUM OF LEASE AGREEMENT

All that certain lot, piece or parcel of land lying, being and situate in the City of Virginia Beach, Virginia, being part of Tax Map Parcel No. having the Geographic Position Identification Number (GPIN) 1485522560001 (tower parcel) and 14855225160000 (surrounding approximately 65-acre school and access parcel), and being more particularly described as follows:

All that certain tract, piece or parcel of land, situate, lying and being in the City of Virginia Beach, Virginia, designated as "Parcel 1, Area = 2,840,614. sq. ft. = 65.212 Acres" as shown on that certain plat entitled "Plat showing Subdivision of princess Anne Park, Deed Book 2787, Page 1661 & Deed Book 1019, Page 47, and Parcel A-1, Map Book 245, Page 97-98, Located in former Kempsville and Princess Anne Boroughs, Virginia Beach, Virginia", dated March 3, 1998, prepared by Survey Bureau, Engineering Division, Department of Public Works, City of Virginia Beach, Virginia, which plat is duly recorded in the Clerk's Office of the Circuit Court of the City of Virginia Beach, Virginia, in Map Book 275, at pages 55-68, to which reference is made for a more particular description.

LESS AND EXCEPT that portion of property conveyed to The City of Virginia Beach, a municipal corporation of the Commonwealth of Virginia from The School Board of the City of Virginia Beach, Virginia by Deed of Dedication dated March 21, 2006 and recorded May 26, 2006 in Instrument No. 20060526000802690.

AND BEING the same property conveyed to The School Board of the City of Virginia Beach from The City of Virginia Beach, a municipal corporation of the Commonwealth of Virginia by Deed February 21, 2001 and recorded March 08, 2001 Deed Book 4372, Page 0295.

TOGETHER WITH an easement 20' wide, for pedestrian, utility and vehicular access, ingress and egress over existing roadways connecting the Leased Premises with Concert Drive, as shown on Exhibit B.

EXHIBIT D (AS-BUILT DRAWINGS AND INVENTORY OF EQUIPMENT)

“May be attached at a later date pursuant to Section 6(d) of the Lease.”



Positive Behavioral Interventions and Supports (PBIS):

Subject: Evaluation Readiness Report **Item Number:** 11E

Section: Consent **Date:** September 24, 2019

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

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

Presenter(s): Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board approve the Positive Behavioral Interventions and Supports (PBIS) goals, objectives, evaluation questions, and recommended three-year evaluation plan developed during the evaluation readiness process.

Background Summary:

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

Source:

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

Budget Impact:



Positive Behavioral Interventions and Supports (PBIS)

Evaluation Readiness Report

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

September 2019



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

Table of Contents

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

Tables

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

Figures

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

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

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

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

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

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

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

Background

Program Description and Purpose

What is PBIS?

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

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

PBIS by Tiers

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

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

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

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

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

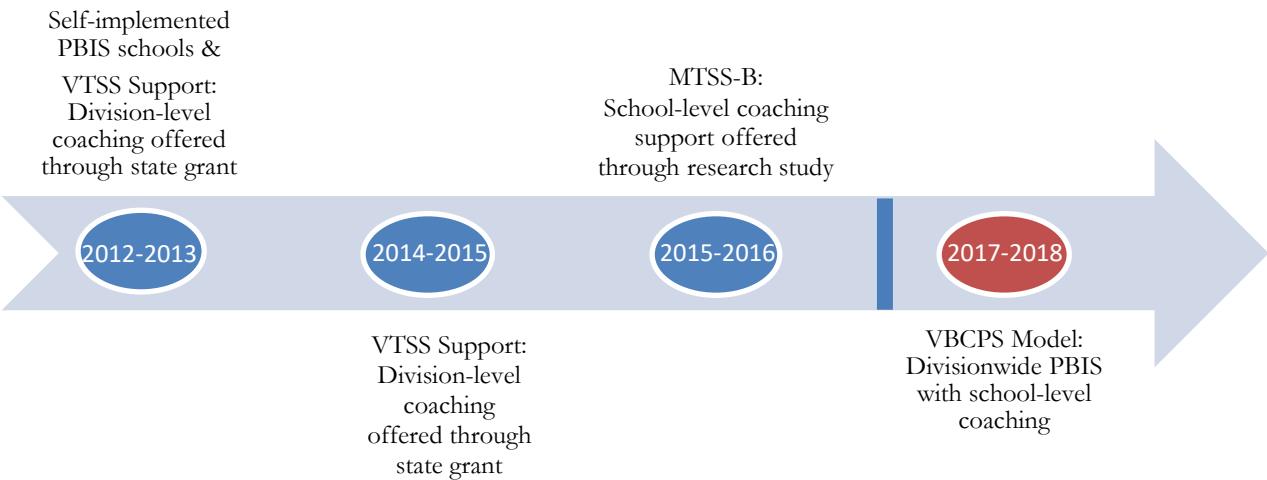
Tiered Systems of Support and PBIS in Virginia Beach City Public Schools (VBCPS)

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

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

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

Figure 1: History of Tiered Systems of Support in VBCPS



Current PBIS Practices in VBCPS

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

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

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

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

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

Selection and Approval of Programs for Evaluation

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

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

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

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

Overview of Current Goals and Objectives

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

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

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

Process for Developing Revised Goals and Objectives

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

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

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

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

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

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

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

Revised Goals and Objectives

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

Tier I Implementation Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Advanced Tiers Implementation Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Outcome Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Baseline Data

Schools Implementing PBIS

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

Student Demographic Characteristics in PBIS Schools

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

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

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

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

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

Baseline Implementation Data

Tiered Fidelity Inventory (TFI)

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

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

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

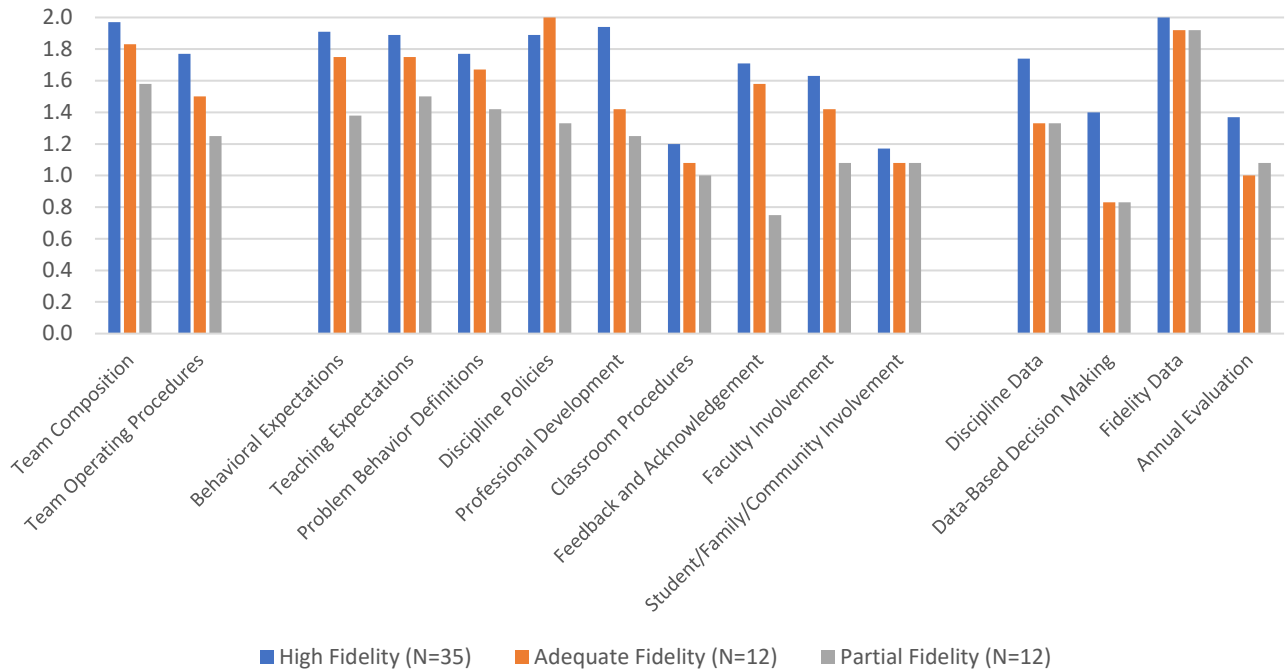
In VBCPS, the TFI is completed by a school team along with a VBCPS PBIS coach following observations of schoolwide and classroom practices and discussions regarding the TFI items. The instrument provides a description of each item that is to be rated, possible sources of data that the team may consult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

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

Implementation Fidelity in 2018-2019

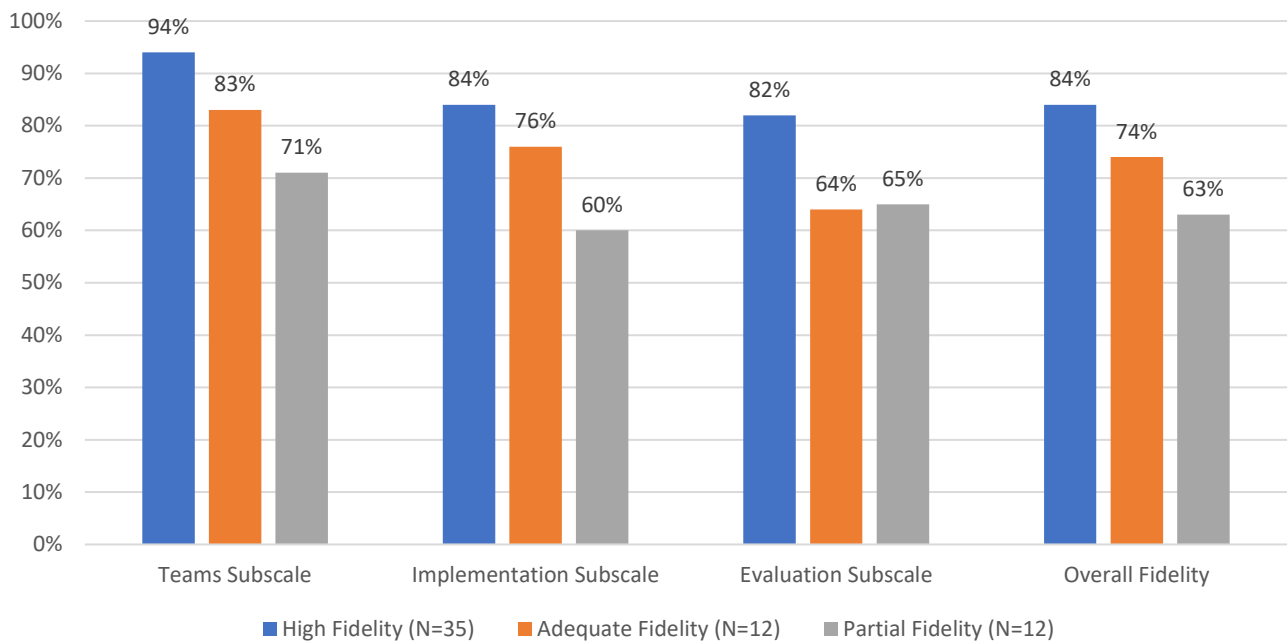
Implementation fidelity scores on each individual item and for the subscales of the TFI were analyzed for 2018-2019 based on the school's overall fidelity categorization (i.e., High, Adequate, Partial). Figure 2 shows the TFI item average scores organized by the Teams items (2), the Implementation items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

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



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

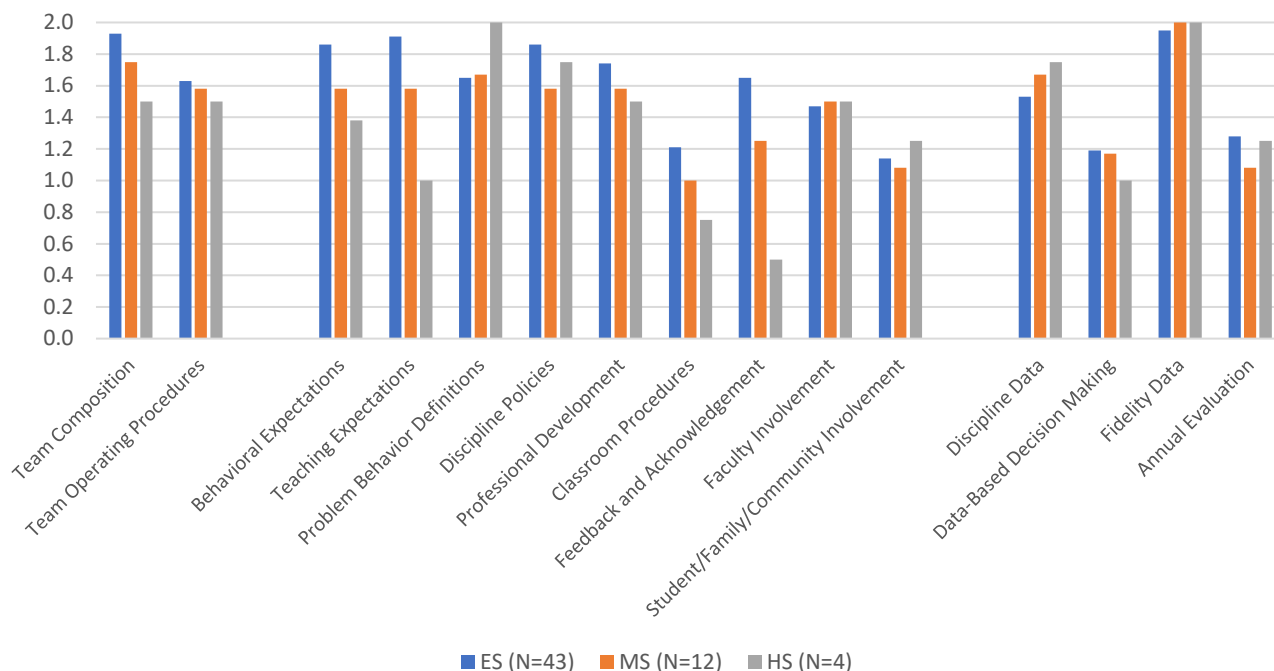
Figure 3: 2018-2019 Average Scores on TFI Subscales and Overall by PBIS Implementation Fidelity Level



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

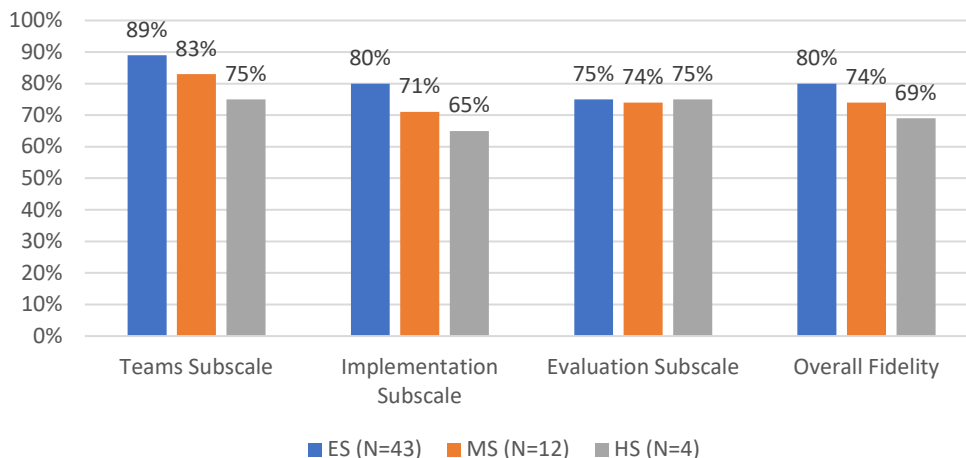
higher levels of implementation including Problem Behavior Definitions (i.e., school has clear definitions for behaviors and a clear policy/procedure for addressing problems), Student/Family/Community Involvement (i.e., stakeholders provide input on expectations, consequences, and acknowledgements at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

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



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

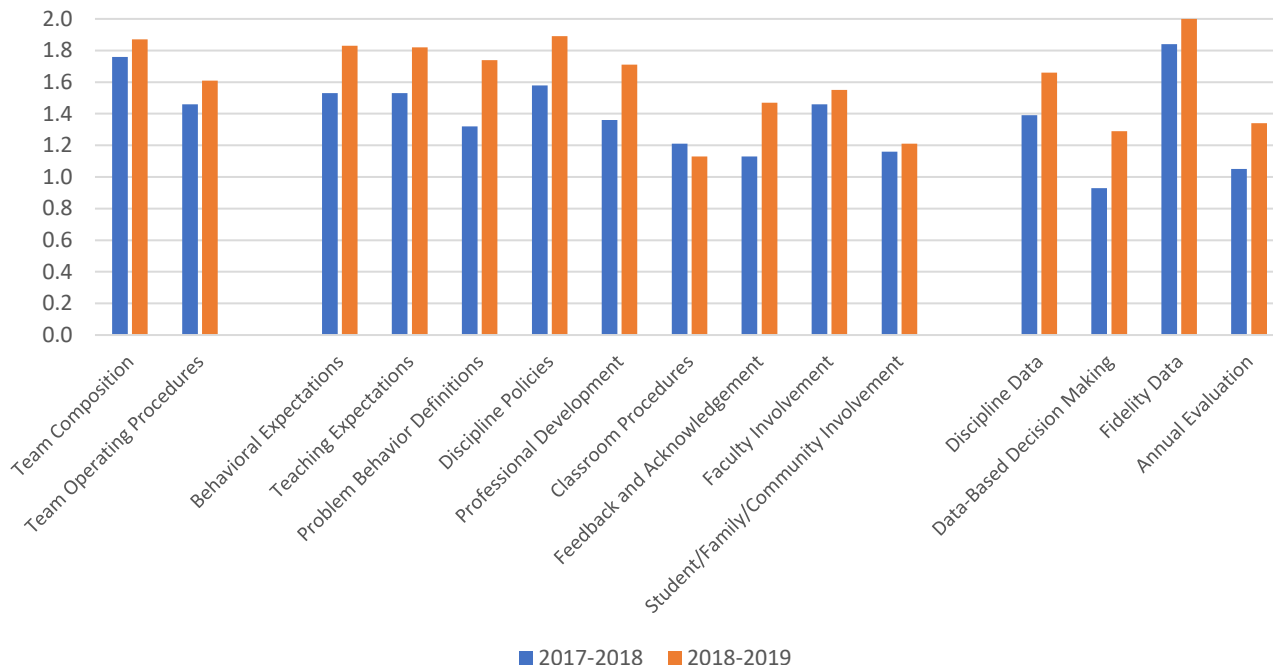
Figure 5: 2018-2019 Average Scores on TFI Subscales and Overall by School Level



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

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

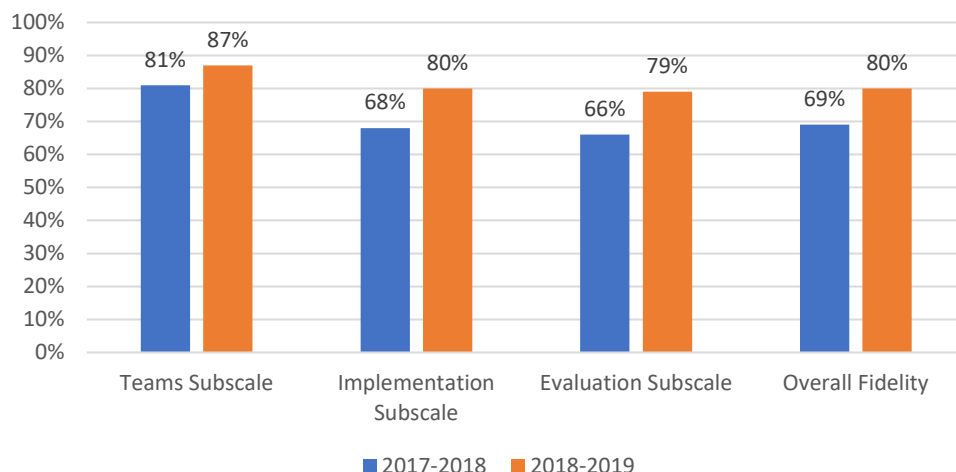
Figure 6: TFI Average Item Scores for Schools With Two Years of PBIS Fidelity Data



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

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

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



Tier I Implementation Fidelity by Length of Time Implementing PBIS

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

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

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

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

School-Level Student Demographics

Demographics by 2018-2019 Implementation Fidelity Level

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

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

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

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

Student Demographics By Year of PBIS Implementation

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

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

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

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

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

Evaluation Plan and Recommendation

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

Scope and Rationale of the Proposed Evaluation

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

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

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

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

Proposed Evaluation Method

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

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

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

Evaluation Design and Questions

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

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

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

Table 6: Data Collection Process for Tier I Implementation Objectives

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

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

Table 7: Data Collection Process for Advanced Tiers Implementation Objectives

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

Table 8: Data Collection Process for Outcome Objectives

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

Summary of the Evaluation Readiness Process

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

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

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

Recommendation and Rationale

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

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

Endnotes

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

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For further information, please call (757) 263-1199.

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

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

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September 2019



Subject: Policy Review Committee Recommendations Item Number: 11F1-5

Section: Consent Date: September 24, 2019

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

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

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

Recommendation:

That the School Board review Policy Review Committee recommendations regarding review, amendment, and repeal of certain policies as reviewed by the committee at their August 15, 2019 meeting and presented for Consent to the School Board September 24, 2019.

Background Summary:

Policy 2-42 School Improvement Process

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

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

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

Policy 5-3 Formulation of Student Rules and Regulations

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

Policy 6-26 Evaluation of New and Existing Programs

Policy reviewed for legal sufficiency and minor Scrivener changes made.

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

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

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of September 10, 2019

Budget Impact: None.

ADMINISTRATION

School Support Process~~School Improvement Process~~

A. Goals

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

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

B Implementation

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

C Operating Principles

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

D Oversight and Accountability

1. The Department of School Leadership shall be responsible for collecting information from school principals to verify compliance with School Board ~~p~~Policies and School Division ~~r~~Regulations and for monitoring the development and implementation of schools' Plans for Continuous Improvement.
2. School Leadership will review each school's annual Plan for Continuous Improvement (PCI); and, in cooperation with school principals, will monitor outcomes related to the PCI throughout the year.
3. The Office ~~Department~~ of Planning, Innovation and Accountability will be responsible for annually surveying School Planning Council members and Principal's Advisory Committee members. Based upon survey results, the Office~~Department~~ of Planning, Innovation and Accountability will prepare an annual report to be provided to the School Board.
4. Annual Review and Report The School Support~~Improvement~~ Process shall provide opportunities for school staff and community representatives to review annually the extent to which the school has met its goals and objectives. The School Division and the

Virginia Department of Education produce annual school report cards to report school and student performance data, and the School Division produces additional reports regarding student outcomes and publishes the data on its website for public viewing.

Legal Reference

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

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

Adopted by School Board: October 20, 1992

Amended by School Board: September 2, 1997

Amended by School Board: January 19, 1999

Amended by School Board: November 5, 2002

Amended by School Board: May 9, 2006

Amended by School Board: February 5, 2008

Scrivener's Amendments: September 28, 2011

Scrivener's Amendments: August 15, 2013

Amended by School Board: December 3, 2013

Amended by School Board: March 27, 2018

Amended by School Board: September 24, 2019

APPROVED AS TO
LEGAL SUFFICIENCY



BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Contract Execution Policy For Capital Improvement Program (CIP) Projects

A. Generally

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

B. Applicability

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

C. Contract Review and Approval

1. Content

Every contract shall be reviewed by the Executive Director of Facilities Services (FS) or designee. Every contract shall also be signed (or initialed) "approved as to content" by such individual or designee. When an individual signs (or initials) a contract "approved as to content," the individual is representing that he or she: a) has read the contract;⁷ b) agrees with the terms and conditions contained therein; and c) is satisfied that the terms and conditions of the contract accurately reflect the agreement that was reached between the parties thereto.

2. Fiscal Note

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

3. Availability of Funds

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

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

4. Legal Sufficiency

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

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

5. School Board Approval

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

a. A/E Proposals

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

b. Construction Bids

The name of the lowest responsive and responsible bidder, the name of the project along with a description, the proposed contract amount, the construction budget and a summary of the bid results.

c. Cooperative Agreements

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

d. Energy Performance Contracts

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

D. Contract Execution

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

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

the Superintendent, designee or the purchasing agent shall forward the contract to legal counsel for final resolution.

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

E. Contract Change Order Review and Approval

1. Content

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

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

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

2. Fiscal Note

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

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

3. Availability of Funds

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

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

4. Contract Change Order Execution

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

| | | |
|-----------------|--------------------------------|---|
| | <u>Change Order Amount:</u> | <u>Executed by:</u> |
| | <u>\$500,000 and less</u> | <u>Executive Director of the Office of Facilities</u> |
| <u>Services</u> | | |
| | <u>\$500,000 to \$1,000,00</u> | <u>Chief Operations Officer</u> |
| | <u>\$1,000,000.00 and Over</u> | <u>Chief Operations Officer and Chief Financial</u> |
| <u>Officer</u> | | |

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

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

The provisions of this Policy supplement, but do not supersede, other applicable School Board policies and regulations. Therefore, any contract or contract change order that is negotiated, awarded and executed pursuant to this Policy shall comply with any other applicable law, policies and regulations.

H.G. Failure to Follow Contract Execution Policy

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

Editor's Note

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

Legal Reference

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

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

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

Code of Virginia § 22.1-70, as amended. Powers and duties of superintendent generally.

Code of Virginia § 22.1-71, as amended. School board constitutes body corporate; corporate powers.

Code of Virginia § 22.1-79, as amended. Powers and duties.

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

Code of Virginia § 22.1-91, as amended. Limitation on expenditures; penalty.

Related Links

School Board Policy 3-39

School Board Policy 3-89

Adopted by School Board: April 21, 1998

Amended by School Board: February 19, 200

Amended by School Board: September 16, 2014

Amended by School Board: May 16, 2017

Amended by School Board: September 24, 2019

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lomax

STUDENTS

Formulation of Student Rules and Regulations

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

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

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

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

Legal reference

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

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

Amended by School Board: September 24, 2019

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrabee

INSTRUCTION**Evaluation of New and Existing Programs****A. Purpose**

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

B. Evaluation of New Programs

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

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

C. Evaluation of Existing Programs

Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually. The composition of this committee will be determined by the Superintendent and may include representatives from the ~~Office~~Department of Planning, Innovation, and Accountability, the Department of Teaching and Learning, the Department of School Leadership, the Office of Professional Growth and Innovation~~Center for Teacher Leadership~~, appropriate school-based personnel, and/or community members.

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

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

D. Program Status Assessment

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

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

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

E. In addition, all existing programs that receive a comprehensive evaluation may be subject to the inclusion of a sunset provision at the discretion of the Superintendent and/or

the School Board. If a sunset provision is applied to an existing program, future program evaluations shall adhere to established timelines.

Legal Reference

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

Related Links

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

Adopted by School Board: September 5, 2007

Amended by School Board: February 5, 2008

Amended by School Board: June 2, 2009

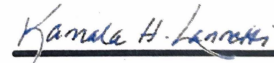
Scrivener's Amendments: September 28, 2011

Scrivener's Amendments: January 8, 2014

Amended by School Board: September 16, 2014

Amended by School Board: September 24, 2019

APPROVED AS TO
LEGAL SUFFICIENCY



COMMUNITY RELATIONS

Membership in Educational Associations: Southern Association of Colleges and Schools

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

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

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

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

Repealed by School Board: September 24, 2019

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick



Procurement of Architectural/Engineering Services

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

Section: Consent **Date:** September 24, 2019

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

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

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

Recommendation:

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

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

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

Background Summary:

See attached.

Source:

School Board Policy 3-39

Budget Impact:

Various/CIP/Operating Budget



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

DEPARTMENT OF SCHOOL DIVISION SERVICES Office of Facilities Services

MEMORANDUM

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

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

DATE: August 6, 2019

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

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

- Annual Services Contract**

HBA Architectural & Interior Design

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

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

Dills Architects

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

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

Waller, Todd & Sadler Architects, Inc.

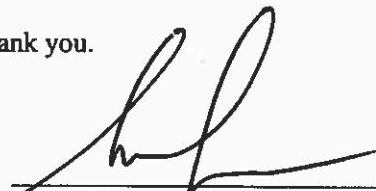
A/E Fee..... N/A

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

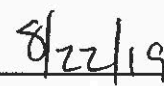
These contracts are multidiscipline annual contracts renewable up to five years with an annual limit of \$2,500,000. Fees are negotiated for individual work orders/projects.

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

Thank you.



Aaron C. Spence, Ed.D., Superintendent



Date



Procurement of Geotechnical Engineering and Materials Testing

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

Section: Consent **Date:** September 24, 2019

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

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

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

Recommendation:

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

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

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

Background Summary:

See attached.

Source:

School Board Policy 3-39

Budget Impact:

Various/CIP/Operating Budget



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

DEPARTMENT OF SCHOOL DIVISION SERVICES Office of Facilities Services

MEMORANDUM

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

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

DATE: August 6, 2019

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

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

- **Geotechnical Engineering Annual Services Contract**

GeoEnvironmental Resources, Inc.

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

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

Geotechnical Environmental Testing Solutions, Inc.


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

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

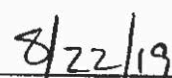
These contracts are multidiscipline annual contracts renewable up to five years with an annual limit of \$750,000. Fees are negotiated for individual work orders/projects.

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

Thank you.



Aaron C. Spence, Ed.D., Superintendent



Date



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

Section: Action **Date:** September 24, 2019

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

Prepared by: John A. Mirra

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

Recommendation:

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the September 24, 2019, personnel report.

Background Summary:

List of appointments, resignations and retirements for all personnel

Source:

School Board Policy #4-11, Appointment

Budget Impact:

Appropriate funding and allocations

Personnel Report
Virginia Beach City Public Schools
September 24, 2019
2019-2020

| Scale | Class | Location | Effective | Employee Name | Position/Reason | College | Previous Employer |
|----------------------------------|----------------------------------|------------------------------|-----------|--------------------------|-------------------------------------|-----------------------------------|---------------------------------|
| Assigned to Unified Salary Scale | Appointments - Elementary School | Bayside | 8/30/2019 | Karen L Reiske | Kindergarten Assistant | University of Florida, FL | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Bayside | 9/3/2019 | Christina M Kinerk-Cruce | Special Education Assistant | University of the Rockies, CO | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Bettie F. Williams | 9/9/2019 | DeQuan L Edwards | General Assistant | Virginia State University, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Centerville | 9/12/2019 | Ryan N Smith | Physical Education Assistant | University of New Orleans, LA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | College Park | 9/9/2019 | Gayla P Bell | Custodian I | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Cooke | 9/5/2019 | Kallie Raymond | Physical Education Assistant, .500 | Tidewater Community College, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Corporate Landing | 9/12/2019 | Karen L Wickizer | Cafeteria Assistant, 4.0 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Fairfield | 9/3/2019 | Teresa S Cadena-Ogden | Kindergarten Assistant | Tidewater Community College, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Holland | 8/27/2019 | Bobbi K Bennett | Special Education Assistant | Old Dominion University, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Holland | 8/30/2019 | Mercy E Ramos Rodriguez | Kindergarten Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Indian Lakes | 9/3/2019 | Kevin J Posey | Physical Education Assistant | Radford University, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | King's Grant | 9/9/2019 | Starshadia Steed | General Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Kingston | 8/30/2019 | Stephanie N Williams | Kindergarten Assistant | University of Illinois Urbana, IL | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Kingston | 9/3/2019 | Heather R Anderson | Kindergarten Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Landstown | 8/30/2019 | Angela S Jones | Kindergarten Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Landstown | 8/30/2019 | Jordan L Martin | Special Education Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Landstown | 9/5/2019 | Madison E Harner | Physical Education Assistant | Alcorn State University, MS | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Landstown | 9/9/2019 | Alexandra G Hall | Physical Education Assistant, .500 | Thiel College, PA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Luxford | 8/30/2019 | Bailey R Alvarez | Physical Education Assistant, .500 | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Lynnhaven | 9/4/2019 | Melissa A Wooten | School Administrative Associate I | Not Applicable | Blackwater Engines, VA |
| Assigned to Unified Salary Scale | Appointments - Elementary School | New Castle | 8/1/2019 | Patricia L Rodriguez | Cook, 7.0 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | New Castle | 9/5/2019 | Carena A Byrd | Physical Education Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Parkway | 8/27/2019 | Antonio M Lewis | Physical Education Assistant | St Paul's College, VA | Roanoke City Public Schools, VA |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Parkway | 9/3/2019 | Patricia G Beigay | Physical Education Assistant, .400 | Not Applicable | VBCPS |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Parkway | 9/5/2019 | Victoria S Hornbaker | Pre-Kindergarten Teacher Assistant | Ashford University, CA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Pembroke Meadows | 9/12/2019 | Shirley Cosme | Physical Education Assistant, .500 | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Point O'View | 8/30/2019 | Andrea J Zimmerman | Physical Education Assistant | Radford University, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Point O'View | 9/3/2019 | Angela G Artis | Clinic Assistant, .500 | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Princess Anne | 9/4/2019 | Amanda M Martorell | Special Education Assistant | Tidewater Community College, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Red Mill | 8/30/2019 | Victoria F Briones | Special Education Assistant | University Illinois Urbana, IL | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Red Mill | 8/30/2019 | Kimberley D Turner | Special Education Assistant | University of Kansas, KS | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Red Mill | 9/16/2019 | Alec P Williams | Custodian I | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Rosemont Forest | 9/4/2019 | Steven Bryan | Security Assistant, .400 | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Rosemont Forest | 9/5/2019 | David L Rhodes | Security Assistant, .400 | Not Applicable | City of Virginia Beach, VA |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Salem | 8/30/2019 | Carrie Kennedy | Kindergarten Assistant | Prince William Sound Comm Col, AK | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Strawbridge | 9/9/2019 | Arianna Sist | General Assistant, .500 | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Strawbridge | 9/12/2019 | Victor Liddon | Physical Education Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Woodstock | 9/5/2019 | Stephanie A Thompson | General Assistant, .500 | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Bayside Sixth Grade Campus | 9/12/2019 | Mark A Pereira | Custodian II Head Night | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Brandon | 9/12/2019 | Danitra Miles | Custodian I | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Great Neck | 9/5/2019 | Desiree C Wilson | Cafeteria Assistant, 5.5 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Landstown | 8/26/2019 | Juana M Cofer | Cook, 7.0 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Landstown | 9/12/2019 | Hannah K LaFollette | Special Education Assistant | Northwest Missouri State Univ, MO | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Lynnhaven | 9/3/2019 | Alicia M Jerard | Special Education Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Old Donation School | 9/9/2019 | Ashley A Reagan | Physical Education Assistant, .600 | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Princess Anne | 9/5/2019 | Nuri M Pentangelo | Special Education Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Virginia Beach | 9/12/2019 | Jim P Ogilvie | Custodian I | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Bayside | 8/29/2019 | Joy M Lang | School Office Associate II | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Cox | 9/3/2019 | Deborah Jacobs-Say | Special Education Assistant | Old Dominion University, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Green Run | 9/3/2019 | Janie E McCullough | School Administrative Associate II | Not Applicable | Azalea Auto Body Inc, VA |
| Assigned to Unified Salary Scale | Appointments - High School | Kellam | 8/28/2019 | Angie D Long | Cafeteria Assistant, 5.0 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Kellam | 8/30/2019 | Sherrie I Roberts | Special Education Assistant | St Leo College, FL | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Landstown | 8/29/2019 | Doniqka A Banks-Packer | Security Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Office of Custodial Services | 9/9/2019 | MarQuise D Davis | Custodian I | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Princess Anne | 8/27/2019 | Clara T Cook-Tillman | Special Education Assistant | Tidewater Community College, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Princess Anne | 8/27/2019 | Marsha D Montgomery | Special Education Assistant | Virginia Wesleyan University, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Princess Anne | 8/29/2019 | Natalie Napolitano | General Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Renaissance Academy | 9/4/2019 | Richard Smith Sr | Custodian I | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Renaissance Academy | 9/5/2019 | Duvon R Farrone | Security Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Salem | 8/23/2019 | Marisol D Godoy | Custodian I | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Salem | 8/28/2019 | Sarah D Leis | Cafeteria Assistant, 4.0 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Salem | 9/12/2019 | Daryl Walton | Security Assistant, .500 | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Tallwood | 8/27/2019 | Tobias J Sweeney | Clinic Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Tallwood | 8/29/2019 | Shirley A Ihrig | Special Education Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Department of Technology | 9/23/2019 | Dane L Lester | Customer Support Technician I | Tidewater Community College, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Food Services | 8/21/2019 | John D Araujo | Culinary Development Chef Assistant | Not Applicable | Not Applicable |

Personnel Report
Virginia Beach City Public Schools
September 24, 2019
2019-2020

| Scale | Class | Location | Effective | Employee Name | Position/Reason | College | Previous Employer |
|--|--|--|-----------|------------------------|--|---|------------------------------------|
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Food Services | 9/6/2019 | Nicole L Trueworthy | Cook, 7.0 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Maintenance Services | 9/3/2019 | Christopher Forbes | Building Manager | Not Applicable | VBCPS |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Maintenance Services | 9/3/2019 | Timothy P Kamzura | Building Manager | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Maintenance Services | 9/3/2019 | Joseph L Nave | HVAC Craftsman I | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Maintenance Services | 9/3/2019 | Thelma J Theiler | Administrative Office Associate I | Tidewater Community College, VA | VBCPS |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Programs for Exceptional Children | 8/22/2019 | Kari A Corson | Occupational Therapist | Touro College, NY | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Purchasing Services | 9/16/2019 | Michelle R Purkett | Procurement Specialist II | University of Virginia, VA | Norfolk Public Schools, VA |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Student Support Services | 9/3/2019 | Deborah D Bryce | Custodian III | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Student Support Services | 9/16/2019 | Carolyn D Barnes | Behavior Intervention Specialist | Not Applicable | SECEP, VA |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Bayside | 6/30/2019 | Jasmine Henderson | Special Education Assistant (relocation) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Birdneck | 6/30/2019 | Justine Charbonier | School Office Associate II (continuing education) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Birdneck | 8/23/2019 | Olatunji S Sunmola | Custodian I (relocation) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Holland | 6/30/2019 | Carmen Rodriguez-Small | Special Education Assistant (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Holland | 6/30/2019 | Maia G Toliver | Pre-Kindergarten Teacher Assistant (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Kingston | 6/30/2019 | Tara E Cherry | General Assistant (continuing education) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Salem | 8/30/2019 | Jenise Williams | Cafeteria Assistant, 4.0 Hours (health) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Corporate Landing | 9/23/2019 | Joyce Boone | Custodian I (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Independence | 9/16/2019 | Shana R Gregory | Security Assistant (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Kempsville | 9/11/2019 | Jeffrey S Parron | Clinic Assistant (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Landstown | 6/30/2019 | Roberto R Aquino | Custodian I (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Lynnhaven | 8/30/2009 | William E Scott | Special Education Assistant (continuing education) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Bayside | 9/9/2019 | Donald M Wilson | Distance Learning Assistant (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Green Run Collegiate | 9/23/2019 | Nicholas R Coldiron | Coordinator International Baccalaureate (relocation) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Renaissance Academy | 6/30/2019 | Ma Medelina M Guiaman | Custodian I, 10-month night (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Salem | 9/3/2019 | Cynthia E Wheeler | Special Education Assistant (death) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Food Services | 6/30/2019 | Kimberly Freeman | Cook (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Programs for Exceptional Children | 6/30/2019 | Adrian B Armbruster | Special Education Assistant (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 6/30/2019 | Angela Ellis | Bus Assistant, 6.0 Hours (relocation) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 6/30/2019 | Ernest E Paddyfoot | Bus Driver, 6.5 Hours (health) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 6/30/2019 | Danielle M Shaffer | Bus Driver, 5.5 Hours (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 9/5/2019 | Samantha D Morrissey | Bus Driver, 6.0 Hours (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Retirements - Middle School | Lynnhaven | 8/31/2019 | Leonard V Wiggins | Custodian III Head Night | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Retirements - Miscellaneous | Office of Gifted Education & Academy Programs | 9/30/2019 | Douglas G Wren | Educational Measurement & Assessment Specialist | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Retirements - Miscellaneous | Office of Transportation and Fleet Management Services | 6/30/2019 | Billie Anderson | Bus Driver, 6.5 Hours | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | College Park | 8/30/2019 | Kathleen K Maguschak | First Grade Teacher | Old Dominion University, VA | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Diamond Springs | 8/30/2019 | RT Caston | First Grade Teacher | Old Dominion University, VA | VBCPS |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Fairfield | 8/27/2019 | Jackie L Jaf | First Grade Teacher | Univ of Colorado, Colorado Springs, CO | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | King's Grant | 8/28/2019 | Elizabeth A Lewis | Kindergarten Teacher | Western Michigan University, MI | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | New Castle | 9/3/2019 | Brittany Quigg | Special Education Teacher | Old Dominion University, VA | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Rosemont Forest | 9/12/2019 | Mary O Annese | Second Grade Teacher | Adelphi University, NY | Chesapeake Public Schools, VA |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Salem | 8/30/2019 | Amanda R Scheel | First Grade Teacher | Old Dominion University, VA | Norfolk Public Schools, VA |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Seatack | 9/16/2019 | Alex T Caldwell | Special Education Teacher | Longwood University, VA | VBCPS |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Strawbridge | 9/5/2019 | LaNora E Matthias | Third Grade Teacher | Regis University, CO | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Windsor Oaks | 8/22/2019 | Amy J Shaffer | Music/Vocal Teacher, .800 | Furman University, SC | Asheville City Schools, NC |
| Assigned to Instructional Salary Scale | Appointments - Middle School | Independence | 9/12/2019 | Paige M Gallagher | Sixth Grade Teacher | Univ South Carolina Columbia, SC | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - High School | Cox | 8/30/2019 | David M Neff | Social Studies Teacher, .600 | Old Dominion University, VA | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - High School | Kellam | 8/22/2019 | Thomas R Dulaney | Technology Education Teacher | Miami University Middletown, OH | Atlantice Shores Christian Sch, VA |
| Assigned to Instructional Salary Scale | Appointments - High School | Kellam | 8/22/2019 | Kevin Gomoll | English Teacher, .400 | University of Nevada Reno, NV | US Army |
| Assigned to Instructional Salary Scale | Appointments - High School | Kellam | 8/30/2019 | Sara L Nicotra | English Teacher, .400 | Kutztown University, PA | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - High School | Kellam | 8/30/2019 | Betsabe M Sayers | Family & Consumer Science Teacher | ECPI College of Tech, VA | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - High School | Princess Anne | 8/22/2019 | Marialyce Boudreau | Special Education Teacher | Regent University, VA | Waterville Public Schools, ME |
| Assigned to Instructional Salary Scale | Appointments - High School | Salem | 8/22/2019 | John E Mueller | French Teacher, .400 | George Washington University, DC | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - High School | Tallwood | 8/30/2019 | Jean L Icyan | Special Education Teacher | St Leo College, FL | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - High School | Technical And Career Education Center | 9/12/2019 | Kimberly L McTyre | Trade & Industrial Teacher | Old Dominion University, VA | Supervalu, MN |
| Assigned to Instructional Salary Scale | Appointments - Miscellaneous | Office of Programs for Exceptional Children | 8/23/2019 | Tzu Yu Huang | Speech/Language Pathologist | University of Virginia, VA | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - Middle School | Office of Programs for Exceptional Children | 9/5/2019 | Jamie L Wild | Speech/Language Pathologist | Old Dominion University, VA | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - Middle School | Larkspur | 9/10/2019 | Kelly N Stapleton | Health & Physical Education Teacher (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - Middle School | Salem | 9/20/2019 | Andrew Cronin | Seventh Grade Teacher (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Cox | 6/30/2019 | Meghan E Hall | Latin Teacher (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Renaissance Academy | 6/30/2019 | Kathleen M Johnson | Literacy Teacher (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Retirements - Elementary School | Landstown | 6/30/2019 | Mary T Swager | Fifth Grade Teacher | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Retirements - High School | Ocean Lakes | 6/30/2019 | Brian S Mann | Special Education Teacher | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Other Employment Actions - Elementary School | Rosemont Forest | 9/13/2019 | Kristina P Russell | Second Grade Teacher | Changed resignation date from 6/30/2019 to 9/13 | Not Applicable |
| Administrative | Appointments - Middle School | Virginia Beach | 10/1/2019 | Paige D Scherr | Principal | University of Oklahoma, OK | Not Applicable |
| Administrative | Appointments - Miscellaneous | Department of Communications & Community Engagement | 11/4/2019 | Admon Alexander | Director Family and Community Engagement | Delaware State University, DE | Not Applicable |
| Administrative | Appointments - Miscellaneous | Department of Teaching and Learning | 9/25/2019 | Chad D Gangwer | Coordinator Elementary Social Studies | Old Dominion University, VA | Not Applicable |



LEAD Aspiring Administrators Program:

Subject: Comprehensive Evaluation Report **Item Number:** 13A

Section: Information **Date:** September 24, 2019

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

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Presenter(s): Robert A. Veigel, Research Specialist

Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive the LEAD Aspiring Administrators Program: Comprehensive Evaluation Report and the administration's recommendations. The Aspiring Administrators Program is designed to prepare talented teachers and other instructional personnel to become effective assistant principals. The comprehensive evaluation during 2018-2019 focused on the operation of the program as it relates to preparing the aspiring administrators to be appointed to an assistant principal position or into other leadership roles within VBCPS; participant characteristics; progress toward meeting program goals and objectives, including examination of participants' professional activities and roles following their exit from the program; participant and supervisor perceptions; and cost.

Background Summary:

According to School Board Policy 6-26, "Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually." On September 11, 2018, the School Board approved the 2018-2019 Program Evaluation Schedule, in which the LEAD Aspiring Administrators Program was recommended for a comprehensive evaluation.

Source:

School Board Policy 6-26

School Board Minutes September 11, 2018

Budget Impact:



LEAD Aspiring Administrators Program: *Comprehensive Evaluation*

September 2019

By Robert A. Veigel, M.S., Research 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

Table of Contents

| | |
|--|-----------|
| Introduction | 5 |
| Background | 5 |
| Purpose..... | 5 |
| Goals and Objectives | 5 |
| Data Collection and Methodology | 5 |
| Data Collection | 5 |
| Evaluation Questions | 6 |
| Results | 6 |
| Operational Components..... | 6 |
| Participant Selection | 6 |
| Course Facilitator Selection..... | 7 |
| Supervisor/Project Consultant Selection | 7 |
| Session Structure and Content..... | 7 |
| Progress Monitoring and Program Completion | 8 |
| Demographics | 9 |
| Progress Toward Meeting Goals and Objectives..... | 9 |
| Stakeholder Perceptions | 14 |
| Additional Cost..... | 16 |
| Summary | 16 |
| Recommendations and Rationale..... | 17 |
| Appendices..... | 18 |
| Appendix A: Transformational Learning - Leadership Disposition | 18 |
| Appendix B: Monthly Written Log and Reflection..... | 20 |
| Appendix C: Aspiring Administrator Project Rubric..... | 21 |
| Endnotes..... | 23 |

Tables

| | |
|---|----|
| Table 1: 2018-2019 AAP Sessions | 7 |
| Table 2: Characteristics of Program Participants..... | 9 |
| Table 3: Number and Percent of Participant Survey Respondents by Motivation Category..... | 9 |
| Table 4: Number and Percent of Participants Promoted to Leadership Roles | 10 |
| Table 5: Percent of Survey Respondents Who Agreed AAP Provided Participants With Skills Related to Transformational Leadership..... | 11 |
| Table 6: Percent of Respondents Who Agreed AAP Prepared Participants to Communicate Effectively..... | 12 |
| Table 7: Percent of Respondents Who Agreed AAP Helped Participants Understand AAP Concepts | 13 |

Figure

| | |
|---|----|
| Figure 1: Aspiring Administrators Program Participant Pathways | 5 |
| Figure 2: Percent of AAP Participants Satisfied With Course Structure, Materials, and Instructors | 8 |
| Figure 3: Percent of AAP Participants Satisfied With Course Activities..... | 8 |
| Figure 4: Percent of Survey Respondents Who Agreed AAP Participants Were Prepared to Be an Assistant Principal..... | 10 |
| Figure 5: Percent of Respondents Who Were Satisfied With the AAP..... | 11 |
| Figure 6: Percent of Respondents Who Agreed AAP Prepared Participants to Address Student Discipline Issues Effectively..... | 12 |
| Figure 7: Percent of Respondents Who Agreed AAP Prepared Participants to Effectively Design Operational Plans for Students..... | 12 |
| Figure 8: Percent of Respondents Who Agreed AAP Prepared Participants to Effectively Design Operational Plans for Teachers..... | 12 |
| Figure 9: Percent of Respondents Who Agreed AAP Prepared Participants to Provide Instructional Coaching..... | 13 |
| Figure 10: Percent of Survey Respondents Who Agreed AAP Prepared Participants to Interpret and Explain Curriculum Goals and Instructional Objectives..... | 13 |
| Figure 11: Percent of Respondents Who Agreed AAP Prepared Participants to Assist in Developing Learning Plans | 13 |
| Figure 12: Percent of Respondents Who Agreed AAP Prepared Participants to Monitor Students' Progress Using a Variety of Methods..... | 13 |
| Figure 13: Percent of Respondents Who Agreed AAP Prepared Participants to Implement an Instructional Supervision Program | 14 |
| Figure 14: Percent of AAP Participants Who Were Satisfied With AAP Components..... | 14 |
| Figure 15: Percent of AAP Participants Who Agreed the AAP Was Beneficial, Engaging, Challenging, and Aligned | 15 |
| Figure 16: Participants Overall Perceptions of AAP | 15 |

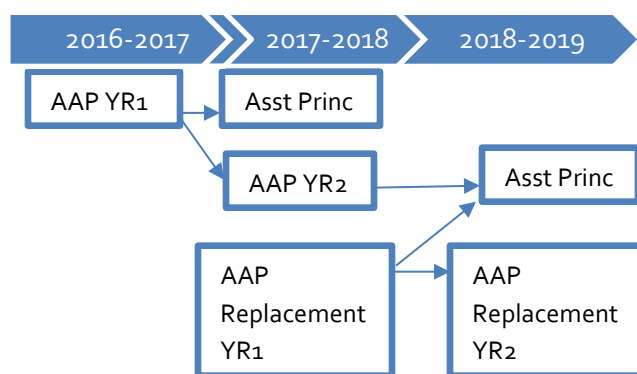
Introduction

Background

LEAD Virginia Beach is a professional development program for aspiring and current administrators. It constitutes a three-tiered comprehensive plan of succession – from instructional staff to assistant principal, from assistant principal to principal, and from new principal to veteran principal. LEAD Virginia Beach was designed to help participants prepare for professional advancement by excelling in the areas of leadership responsibility linked to improved student achievement and to provide mentors and mentorship experiences for new administrators. The Aspiring Administrators Program (AAP) is the first tier of LEAD Virginia Beach. The AAP is specifically intended to identify, select, and prepare talented teachers and other instructional personnel to become effective assistant principals. The program aligns with Goal 4 (culture of growth and excellence) of *Compass to 2020*. The AAP was designed to operate on a two-year cycle. Cohorts are selected and the program is implemented according to anticipated need for assistant principal candidates in upcoming school years.

This evaluation focuses on the most recent AAP cohort that started the program during the 2016-2017 school year. Figure 1 illustrates a simplified version of the possible paths participants could have taken. Depending on participants' trajectories, they could have completed one or two years of the program. Some participants that started in 2016-2017 were promoted for 2017-2018, and new participants filled the openings in the program during 2017-2018. Therefore, the program was extended into 2018-2019 for the participants who began in 2017-2018. No new AAP cohort began the program in 2018-2019.

Figure 1: Aspiring Administrators Program Participant Pathways



Purpose

The AAP was selected and approved for the Program Evaluation Schedule based on criteria specified in School Board Policy 6-26. Initially, the School Board approved the 2017-2018 Program Evaluation Schedule on September 6, 2017, which recommended the evaluation readiness process for the AAP during 2017-2018 where goals and objectives for the program were defined and the evaluation plan was developed. The School Board received the evaluation readiness report on August 28, 2018, and on September 11, 2018, the School Board approved the recommendation for a comprehensive evaluation of the program during the 2018-2019 school year with a report to the School Board in fall 2019.

Goals and Objectives

As a result of the evaluation readiness process, 4 goals and 17 objectives were developed. The goals focused on ensuring that the program helps develop (1) a qualified candidate pool for assistant principals, (2) participants' transformational leadership skills, (3) participants' management skills that facilitate the effective operation of the school, and (4) participants' instructional leadership skills that lead to student academic progress and continuous school improvement. The objectives for each goal focused on indicators of program success, as well as on AAP participants' development of specific attributes related to transformational learning, management, and instructional leadership. The specific goals and objectives will be outlined in the Results section of the report where progress toward meeting the goals and objectives is discussed.

Data Collection and Methodology

Data Collection

The Office of Planning, Innovation, and Accountability invited AAP participants and supervisors/mentors to complete a survey regarding their perceptions of the program. For this evaluation, the evaluators used the following survey instruments:

AAP Participant Survey – The online survey was administered to 39 AAP participants during the spring of 2019. Three participants had left the school division and were not included in the survey. The survey included items about program involvement; critical components (e.g., professional development,

curriculum); and perceptions. A total of 22 participants responded to the survey for a response rate of approximately 56 percent.

AAP Supervisor/Mentor Survey – The online survey was administered to all principals in the division as possible supervisors or mentors of AAP participants. A total of 47 respondents answered the survey for an overall response rate of 57 percent. However, the first question on the survey asked respondents if they were a supervisor or mentor of an AAP participant. Sixteen of the 47 respondents (34%) indicated that they were a supervisor or mentor. Those who were not a supervisor or mentor were exited from the survey.

Data regarding staffing location, position, credentials, and basic demographics of AAP participants were provided by the Office of Human Resources. Data about the cost of the AAP program was provided by the program manager.

Evaluation Questions

Evaluation questions for this report were determined as part of the evaluation planning process. The evaluation questions established for the comprehensive evaluation follow.

1. What were the operational components of the AAP implementation?

- What were the criteria for identifying, recruiting, and selecting aspiring administrators to participate in the AAP?
- What were the processes for selecting and preparing the experienced administrators who facilitated the AAP coursework?
- What were the processes for selecting and preparing the supervisors and/or project consultants who guided the participants' portfolio and project?
- What was the AAP session content and how was it delivered?
 - How did the conceptual components (e.g., the Dispositions of Leadership and the Leadership Domains) influence the AAP's implementation and selection of course content, as well as future program development?
 - What were the instructional methods and processes for delivering program content to the participants?

- What was the process for monitoring participants' progress towards completion of the AAP?
 - What were the processes for formatively monitoring the participants' progress over the course of the program?
 - What were the exit criteria for determining that program participants had successfully completed the program?

2. What were the characteristics of the program participants enrolled in the AAP during the 2016-2017 and 2017-2018 school years?

- What were the demographic characteristics (e.g., age, gender, race/ethnicity) of the AAP participants?
- What were the background characteristics (e.g., years and nature of teaching and leadership experience, certification types, institutions attended, and degrees) of the AAP participants?
- What were the aspiring administrators' motivations for participating in the AAP?

3. What progress was made toward meeting the AAP's goals and objectives?

4. What were the key stakeholders' perceptions of the AAP (i.e., program participants, school-based supervisors/project consultants/principals)?

5. What was the additional cost of the AAP to the school division during the 2016-2017 and 2017-2018 school years?

Results

Operational Components

Participant Selection

To be eligible to participate in the AAP, which is marketed via solicitation memos in the Principals' Packet, candidates must be current VBCPS employees with a minimum of three years of successful performance as a teacher. They must have demonstrated leadership potential by holding leadership roles in the school (e.g., Professional Learning Community facilitator, department head, instructional leader). In addition, they must have exhibited a commitment to professional learning and reflective practices. Accordingly, candidates are recommended by a current supervisor, principal, or central office administrator; or they may be recruited by

the Department of School Leadership. Candidates may also nominate themselves for acceptance into the program but must have a principal's or supervisor's approval.

Because no new AAP cohort began the program during the 2018-2019 school year, the evaluation focused on the most recent AAP cohort. Some program participants started in the program during the 2016-2017 school year, while other cohort members joined the cohort as replacement members during 2017-2018.

Course Facilitator Selection

According to the AAP program manager, in order to be an AAP course facilitator, the person must have been identified by a supervisor or staff member as having expertise in a particular area such as community engagement, student discipline, or data utilization. Facilitators from various VBCPS departments, offices, and schools lead the AAP sessions, including staff from professional growth and innovation, school division services, programs for exceptional children, human resources, budget and finance, and communications and community engagement. Topics focused on school climate and culture, teaching and learning, continuous improvement, and organizational leadership and management.

Supervisor/Project Consultant Selection

According to the AAP program manager, all AAP participants were to complete a portfolio/project under the guidance of a supervisor/mentor. The projects were intended to benefit the school and be approved by the school's leadership prior to beginning. Aspiring Administrators Program supervisors/mentors were principals or assistant principals at the AAP participant's school. If the participant was not a school-based staff member, they had to seek out a school-based supervisor at a school that would support their project. The AAP program manager indicated that there were no formal trainings for supervisors/mentors in 2016-2017 through 2018-2019, but there is a plan for providing guidance or training in the 2019-2020 school year.¹

Session Structure and Content

The instructional methods for the AAP professional development sessions included lectures or presentations, whole-group discussions, and small-group work involving role-playing activities or a

book talk. Further, program participants were to engage in significant amounts of pre-session reading and other preparatory activities. After each session, the participants were also to engage in significant amounts of written reflection or discourse-driven follow up.

Individual session content and emphases were not differentiated on the basis of school level – elementary school, middle school, or high school. The program strives to maximize participants' prospects for promotion by preparing aspiring administrators to succeed at any school level. As part of the trainings, AAP participants were introduced to the Transformational Learning "Disposition of Leadership" (see Appendix A), and this framework was embedded in the professional learning activities provided to participants. There were initial conversations about aligning the coursework with instructional, relational, and situational "Leadership Domains." However, due to leadership changes and the divisionwide emphasis on Transformational Learning, the leadership domains were not integrated into existing trainings for participants completing their coursework in 2018-2019. The Office of Professional Growth and Innovation is working toward embedding the leadership domains in trainings with new cohorts.²

Table 1 displays the sessions offered during 2018-2019 to AAP participants. A total of six sessions were offered from October 2018 to March 2019 for participants, in addition to five sessions that were offered in previous years of their program participation.

Table 1: 2018-2019 AAP Sessions

| Session Date | Topic Title |
|--------------|--|
| 10/24/2018 | The Formative Process: A Tool for Professional Growth |
| 11/14/2018 | Lei-ing The Foundation for Culturally Responsive Practices |
| 12/12/2018 | Building Coherence Through Learning Leadership |
| 01/23/2019 | Effective Leadership |
| 02/13/2019 | Discipline and the Student Code of Conduct |
| 3/27/2019 | Resume Writing and Interview Skills |

In addition to attending sessions, each program participant designed and conducted a job-embedded, school-based action research project intended to address a specific need. The need was identified by the participant in consultation with the school's principal. School-based AAP participants typically conducted their project at their own school. In contrast, an AAP

participant who worked as a specialist in the Department of Teaching and Learning would need to identify a need and a school and make arrangements with the principal for conducting the project. During the completion of the project, the consulting principal provided encouragement and timely, critical feedback.

Throughout the program, each AAP participant developed a personalized portfolio, continually populating it with artifacts from their AAP activities – for example, agendas, notes, article excerpts, and journal entries. The journal entries may have included insights gained from their reading, from discussions, and from other program activities, including the action research project. The portfolios may also have included artifacts or self-reflections (see Appendix B) from other relevant professional learning and formal coursework in which participants may independently have chosen to engage – for example, by taking leadership courses at Old Dominion University (ODU) in Norfolk. The degree to which a participant pursued such “extended learning opportunities” is important for increasing the breadth and depth of his or her own learning. For the AAP manager and division leadership, it served as a significant indicator of an aspiring administrator’s level of motivation and commitment to professional learning and continual improvement.

Figure 2 displays the percent of survey participants who were satisfied with AAP course components. Overall, the responses were very positive with almost all survey statements receiving 100 percent agreement except for the statement about course content, which had a 94 percent agreement level.

Figure 2: Percent of AAP Participants Satisfied With Course Structure, Materials, and Instructors

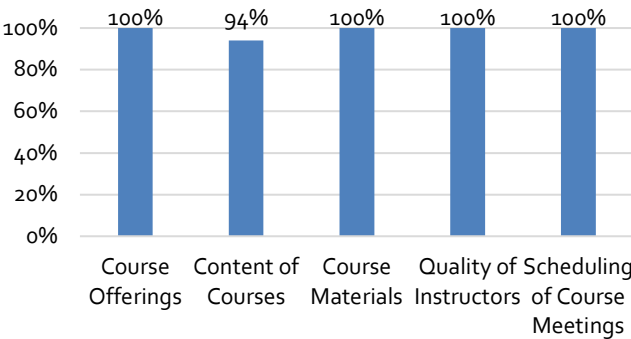
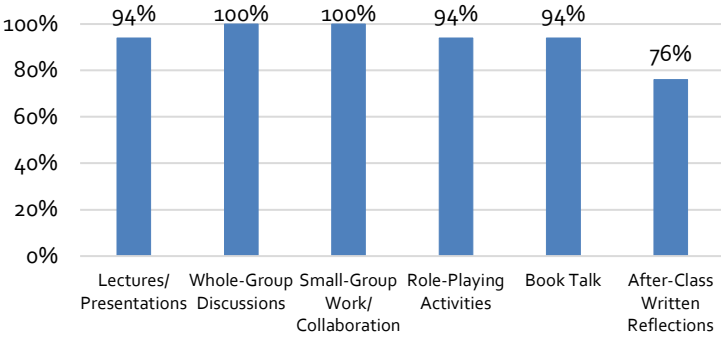


Figure 3 displays the percent of survey participants who were satisfied with AAP course activities. Overall, the responses were very positive with agreement levels at or above 94 percent for all items except for the statement about after-class written reflections, which had a 76 percent agreement level. Survey comments

indicated that the written reflections were too time consuming and that they may not be authentic.

Figure 3: Percent of AAP Participants Satisfied With Course Activities



Progress Monitoring and Program Completion

As participants worked their way through the AAP, their progress was monitored by program staff. Program staff monitored participants’ progress through reviewing the weekly/monthly logs completed by participants. Program staff utilized the monthly meeting to monitor participants’ progress as well as address any areas where assistance was needed. Additionally, participants had the opportunity to schedule one-on-one meetings with program managers and supervisors to seek assistance as needed to complete the program.

Participants who completed the program attended all of the sessions offered over two years by the AAP and ultimately had to demonstrate and provide documentation of their leadership competencies and proficiency. To accomplish this, the aspiring administrators individually presented their projects and portfolios to a four- to six-person panel of the AAP program manager, division leadership, and other experienced administrators. To standardize the process, each participant’s presentation was rated according to evaluative criteria contained in a scoring rubric designed by the AAP program manager and program staff (see Appendix C). The panel members asked clarifying questions about the project during or immediately after a participant’s presentation.

It should be noted that completing the program and receiving a favorable presentation rating does not guarantee that a participant will be promoted to an assistant principal position. Promotion depends on multiple factors, including the number of assistant principal vacancies, which vary from year to year. Rather, AAP participants who completed the program joined a pool of candidates that consisted not only of

AAP participants but also of aspiring assistant principals who did not participate in the program.

Demographics

When the cohort was initially formed at the start of the 2016-2017 school year, the program consisted of 25 aspiring administrators. At the end of the 2016-2017 school year, 11 of the original participants remained in the program after 12 participants were promoted to assistant principal positions before completing the program, and 2 participants left the program for personal reasons. Consequently, the AAP program manager and Department of School Leadership (DOSL) selected 17 new aspiring administrators to join the cohort for its second year in 2017-2018. Because they had missed the first year's AAP sessions, the replacements were provided with special make-up classes to expose them to the same content and materials. It was decided in August 2018 that the program would offer the new participants an opportunity during the 2018-2019 school year to attend additional program sessions, as well as to have additional time to work on their action research projects and portfolios. Overall, for the most recent cohort, a total of 42 aspiring administrators participated over multiple years.

Table 2 displays the background characteristics of the 42 aspiring administrators who participated in the program, as well as the divisionwide instructional staff characteristics, which are provided for reference. Of the 42 program participants, 33 (79%) were school-based instructional staff. The other nine participants were former teachers who worked in central office. Table 2 shows that a slightly higher percentage of participants were male and African American compared to the division's instructional staff. The average years of teaching experience across the entire cohort was 13 years. Of the 42 program participants, 26 (62%) had ten years or more of teaching experience; 14 participants (33%) had between six and nine years of teaching experience; and 2 participants (5%) had between three and five years of teaching experience.

Table 2: Characteristics of Program Participants

| Staff Characteristics and Qualifications | AAP (n=42) | Division Instructional (n= 5,176) |
|--|------------|-----------------------------------|
| Male | 26% | 18% |
| Female | 74% | 82% |
| Caucasian | 81% | 83% |

| Staff Characteristics and Qualifications | AAP (n=42) | Division Instructional (n= 5,176) |
|--|------------|-----------------------------------|
| African American | 17% | 11% |
| Hispanic | 2% | 3% |
| Other Ethnicity | 0% | 3% |
| Percentage With Advanced Degrees | 97% | 55% |
| Percentage With National Board Certification | 10% | 4%* |
| Average Years of Teaching Experience | 13 years | 15 years |

* Estimate based on 130 division teachers.

All but 1 of the 42 participants (97%) held an advanced degree, with 15 (36%) having earned either an Ed.D. or Ed.S. degree. Five universities accounted for 74 percent of the advanced degrees: Old Dominion University (33%), George Washington University (15%), Regent University (10%), and Virginia Tech (10%), and University of Virginia (7%). Further, 38 of the 42 AAP participants (90%) had earned an endorsement in Administration and Supervision, PK-12. Four participants (10%) were National Board Certified teachers.

Participants' open-ended survey responses were analyzed to determine AAP participants' motivations to apply and accept enrollment into the program. After comments were analyzed, there were three main categories of responses including participants wanted to obtain their professional goals, learn about VBCPS leadership, and collaborate and network with VBCPS leadership. Table 3 displays the number and percent of respondents for each category of response.

Table 3: Number and Percent of Participant Survey Respondents by Motivation Category

| Motivation for Enrolling in AAP | # of AAP Survey Respondents |
|---|-----------------------------|
| Professional goal attainment | 11 (50%) |
| Learn about VBCPS leadership | 11 (50%) |
| Collaborate and network with VBCPS leadership | 6 (27%) |

Note: Total percentage is greater than 100 percent due to respondents' statements being coded into two categories.

Progress Toward Meeting Goals and Objectives

Goal #1: Add qualified candidates to the assistant principal pool

Goal 1 of program states that the LEAD Aspiring Administrators Program will add qualified candidates to the pool from which VBCPS selects assistant principals. There were three objectives identified under this goal.

The first objective under Goal 1 is to ensure that the AAP is attracting qualified applicants that will complete the program. The candidate selection criteria were previously discussed. For the initial 2016-2017 cohort, the AAP received 64 applications and enrolled 25 aspiring administrators for an acceptance rate of 39 percent. As discussed previously, 12 of the original participants were promoted and 2 left the program for personal reasons, which led to these openings in the program being filled with 17 new participants for 2017-2018. These participants were selected through a separate process and were not included in the acceptance rate of the initial cohort. Several of these new participants were also promoted to assistant principals prior to completing the two years of coursework. Due to participants being promoted during their program participation prior to completion, a program completion rate is not calculated.

The second objective under Goal 1 is to successfully prepare AAP participants for administrative leadership roles. Table 4 displays the number and percent of AAP participants placed in administrative leadership roles. Prior to the 2018-2019 school year, 29 percent of participants were already in administrative leadership roles. After the end of the 2018-2019 school year, an additional 31 percent of participants were hired in administrative leadership roles. Overall, 60 percent of AAP participants were promoted to leadership roles during or after their enrollment in the AAP.

Table 4: Number and Percent of Participants Promoted to Leadership Roles

| Status | # of AAP Participants |
|-----------------------------------|-----------------------|
| Promoted to leadership role | 25 (60%)* |
| Not promoted as of September 2019 | 17 (40%) |

*One participant no longer in a leadership role.

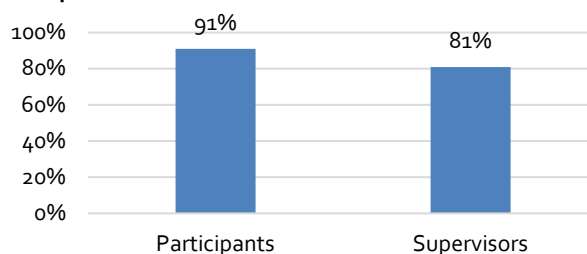
Based on review of the data provided by the Department of Human Resources, of the 25 participants promoted to a leadership position, 18 participants (72%) were promoted to assistant principal, 4 (16%) were promoted to administrative assistant, 2 (8%) were promoted to central office positions as coordinators, and 1 (4%) was promoted to an instructional specialist position.

Additional data from the Department of Human Resources showed that for 2017-2018, of the 13 VBCPS employees promoted to an assistant principal position, 9 or 69 percent of them had participated in the AAP. This percentage varies by year based on the number of vacancies and the number of AAP participants.

Additionally, program participants were asked on the survey to indicate whether they were able to obtain a leadership role in the school division after their participation in the program. Of the 22 survey respondents, 68 percent indicated they had obtained a leadership role in the division. Of that 68 percent, 9 (64%) were assistant principals, 4 (27%) were administrative assistants, 1 (7%) was a Teaching and Learning specialist, and 1 (7%) was a Teaching and Learning coordinator.

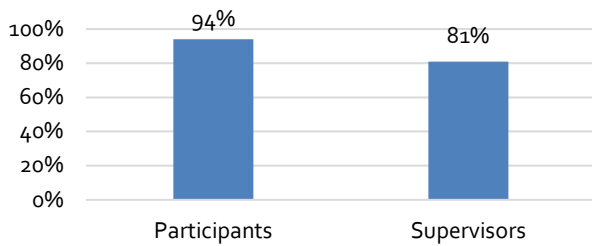
The third objective under Goal 1 is to ensure that the AAP is perceived as preparing participants for the role of assistant principal and that participants were satisfied with their experience. Figure 4 displays the percent of respondents that agreed with the survey statement regarding AAP participants being prepared to serve as an assistant principal. Over 90 percent of participants agreed that they were prepared to serve as an assistant principal and 81 percent of supervisors agreed to the same statement about participants' preparedness.

Figure 4: Percent of Survey Respondents Who Agreed AAP Participants Were Prepared to Be an Assistant Principal



Survey respondents from both groups were asked about the overall satisfaction with the AAP. Figure 5 displays the percentage of survey respondents who indicated they were satisfied with the AAP. A majority from both respondent groups were satisfied with the AAP; however, there was a 13-percentage point difference between participants (94%) and supervisors (81%). Additionally, 94 percent of AAP participants indicated that the program met or exceeded their expectations and all participants would recommend the program to a colleague who was interested in being an aspiring administrator.

Figure 5: Percent of Respondents Who Were Satisfied With the AAP



Goal #2: Manifest dispositions that exemplify transformational leadership

Goal 2 states that “participants who complete the LEAD Aspiring Administrators Program will manifest dispositions that exemplify transformational leadership.” VBCPS define transformational leaders as “leaders who engage in shared leadership, can lead change, are innovative, and are willing to learn.” A majority of AAP and AAP supervisors agreed with statements about the program preparing participants to be transformational leaders. Table 5 displays the percent of respondents that agreed with survey statements regarding aspects of transformational leadership that were the focus of five objectives for Goal 2. In the survey, descriptors for each transformational learning element were provided for respondents to assist them with responding to the survey item. AAP participants’ agreement percentages were higher than supervisors’ agreement levels for each question. Survey statements about embodying change leadership and innovative leadership had at least a 10-percentage point difference between the groups; however, all agreement percentages for both groups were higher than 80 percent.

Table 5: Percent of Survey Respondents Who Agreed AAP Provided Participants With Skills Related to Transformational Leadership

| Objective | % Participant Agreement | % Supervisor Agreement |
|--|-------------------------|------------------------|
| Obj. 1: AAP prepared participants to build leadership capacity in others | 86 | 81 |
| Obj. 2: AAP provided participants with skills to demonstrate shared leadership | 95 | 94 |
| Obj. 3: AAP provided participants with skills to demonstrate change leadership | 100 | 88 |
| Obj. 4: AAP provided participants with skills to demonstrate innovative leadership | 91 | 81 |
| Obj. 5: AAP provided participants with skills to demonstrate learning leadership | 100 | 94 |

Goal #3: Exhibit management skills that facilitate the effective operation of the school

Goal 3 states that “participants who complete the LEAD Aspiring Administrators Program will exhibit management skills that facilitate the effective operation of the school.” There were four objectives identified under Goal 3.

The first objective under Goal 3 is to ensure that AAP participants feel comfortable and adept at communicating with stakeholders from all levels. Table 6 displays the percent of respondents that agreed with survey statements regarding effective communication with the specified groups. Overall a majority of respondents from both groups indicated that the program prepared participants to effectively communicate with various groups. The AAP participants had higher levels of agreement than the supervisors/mentors. The difference in percentages ranged from 1 percentage point for communication with students to 19 percentage points for communication with community members.

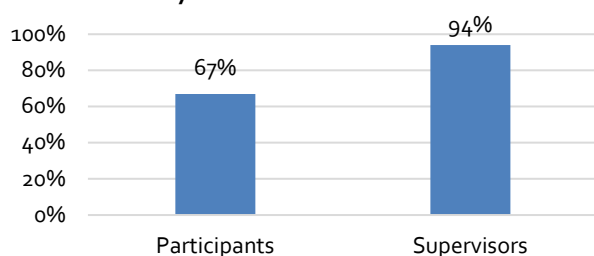
Table 6: Percent of Respondents Who Agreed AAP Prepared Participants to Communicate Effectively

| AAP Prepared Participants to Communicate Effectively With... | % Participant Agreement | % Mentor/Supervisor Agreement |
|--|-------------------------|-------------------------------|
| Students | 95 | 94 |
| Parents | 91 | 93 |
| School staff | 100 | 88* |
| Central office staff | 91 | 88* |
| Community members | 100 | 81 |

*The question on the supervisor survey was asked generally about "staff."

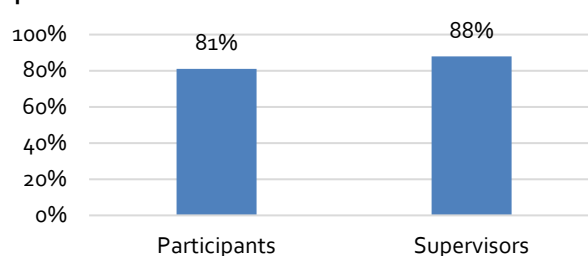
The second objective under Goal 3 is that AAP participants are comfortable and adept at addressing student discipline issues. Figure 6 displays the percent of respondents who agreed with the related survey item. The participants had a notably lower percentage who agreed (67%) that the AAP prepared them to effectively address student discipline issues compared to the supervisors/mentors (94%).

Figure 6: Percent of Respondents Who Agreed AAP Prepared Participants to Address Student Discipline Issues Effectively



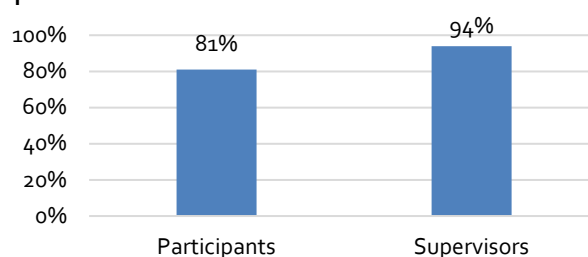
The third objective under Goal 3 is that AAP participants are comfortable and adept at designing operational plans and schedules. A majority of participants (81%) agreed that the program prepared them to effectively design operational plans and schedules that facilitate appropriate course progression for students and 88 percent of supervisors agreed to the same statement (see Figure 7).

Figure 7: Percent of Respondents Who Agreed AAP Prepared Participants to Effectively Design Operational Plans for Students



Overall, a majority of survey respondents agreed that the program prepared them to effectively design operational plans and schedules for teachers. There was a 13-percentage point difference between participants (81%) and supervisors (94%) (see Figure 8).

Figure 8: Percent of Respondents Who Agreed AAP Prepared Participants to Effectively Design Operational Plans for Teachers



The fourth objective under Goal 3 is that AAP participants obtain an understanding of school division policies and regulations, organizational/school culture, facility and building management, and budget development and management. Table 7 displays the percent of respondents that agreed with the survey items asking if participants understand these various components. Agreement levels for items regarding policies and regulations, organizational/school culture, and facility and building management were all above 80 percent for both participants and supervisors/mentors. Lower percentages of participants (68%) and supervisors (63%) agreed that the AAP helped participants understand budget development and management.

Table 7: Percent of Respondents Who Agreed AAP Helped Participants Understand AAP Concepts

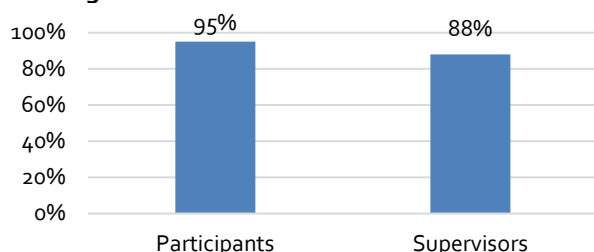
| AAP Participants Understand... | % Participant Agreement | % Mentor/Supervisor Agreement |
|-----------------------------------|-------------------------|-------------------------------|
| VBCPS policies and regulations | 95 | 94 |
| Organization/school culture | 100 | 88 |
| Facility and building management | 95 | 81 |
| Budget development and management | 68 | 63 |

Goal #4: Exhibit instructional leadership skills that lead to student academic progress and continuous school improvement

Goal 4 states that “participants who complete the LEAD Aspiring Administrators Program will exhibit instructional leadership skills that lead to student academic progress and continuous school improvement.” There were five objectives identified under Goal 4.

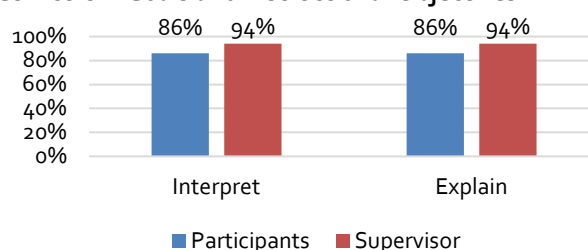
The first objective under Goal 4 is that AAP participants are comfortable and adept at instructional coaching. A large majority of participants (95%) and supervisors (88%) agreed the AAP prepared participants to provide instructional coaching (see Figure 9).

Figure 9: Percent of Respondents Who Agreed AAP Prepared Participants to Provide Instructional Coaching



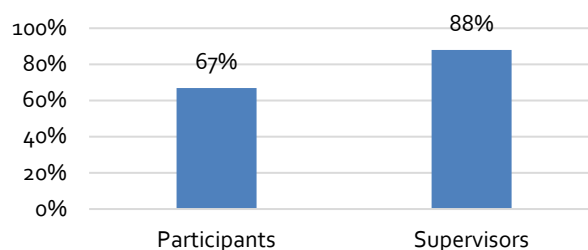
The second objective under Goal 4 is that AAP participants can interpret and effectively explain curriculum goals and instructional objectives. A majority of participants (86%) agreed that the program prepared them to effectively interpret and explain curriculum goals and instructional objectives, and 94 percent of supervisors agreed to the same statements regarding participants (see Figure 10).

Figure 10: Percent of Survey Respondents Who Agreed AAP Prepared Participants to Interpret and Explain Curriculum Goals and Instructional Objectives



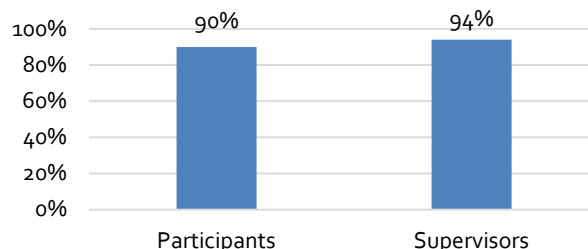
The third objective under Goal 4 is that AAP participants are comfortable and adept at assisting teachers to develop effective learning plans for individual students. Two-thirds (67%) of participants agreed that the program prepared them to assist teachers to develop effective learning plans for individual students, and 88 percent of supervisors agreed that participants were prepared to develop effective learning plans (see Figure 11).

Figure 11: Percent of Respondents Who Agreed AAP Prepared Participants to Assist in Developing Learning Plans



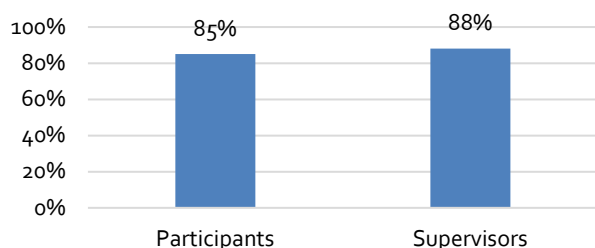
The fourth objective under Goal 4 is that AAP participants use a variety of methods to monitor students’ progress toward meeting curricular goals and instructional objectives. A large majority of both participants (90%) and supervisors (94%) agreed that the AAP prepared participants to effectively monitor students’ progress toward goals and objectives using a variety of methods (see Figure 12).

Figure 12: Percent of Respondents Who Agreed AAP Prepared Participants to Monitor Students’ Progress Using a Variety of Methods



The fifth objective under Goal 4 is that AAP participants are comfortable and adept at planning and implementing a systematic instructional supervision program. This includes using learning walks, observations, documentation, and follow-up conferences. Overall, at least 85 percent of participants and supervisors agreed that the AAP prepared participants to effectively implement an instructional supervision program (see Figure 13).

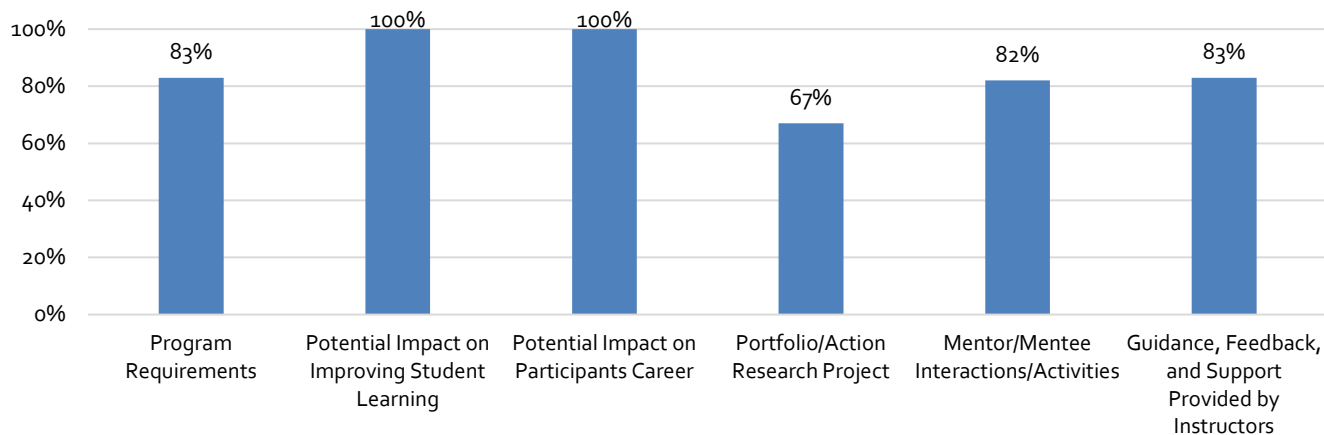
Figure 13: Percent of Respondents Who Agreed AAP Prepared Participants to Implement an Instructional Supervision Program



Stakeholder Perceptions

Figure 14 displays the percent of program participants who were satisfied with various program components of the AAP. With one exception, overall satisfaction levels were high across most components with at least 82 percent of participants indicating that they were satisfied. The percent of participants who were satisfied with the portfolio/action research project was notably lower at (67%). Comments from the survey noted the following improvements to the portfolio/action research project: breaking up the requirements into stages, offering more structure and support for the project, providing clearer expectations, following through with the final project to ensure that all participants were able to present their project and receive feedback after their presentation, and considering implementing a digital portfolio. Another comment noted that it was challenging to collect data and complete the portfolio/action research project when moving to a new school.

Figure 14: Percent of AAP Participants Who Were Satisfied With AAP Components



Figures 15 and 16 display the percent of participants who agreed with survey statements regarding their overall perceptions of the AAP. A large majority of participants, ranging from 89 to 100 percent, agreed that the program and coursework were beneficial to their work, engaging and stimulating, challenging, and well-aligned with their professional needs. Additionally, participants agreed that the AAP increased their professional knowledge, enhanced instructional skills, enhanced administrative skills, strengthened leadership skills, helped build and expand professional networks, enabled participants to lead instructional improvement efforts, and prepared participants to lead at all levels.

Figure 15: Percent of AAP Participants Who Agreed the AAP Was Beneficial, Engaging, Challenging, and Aligned

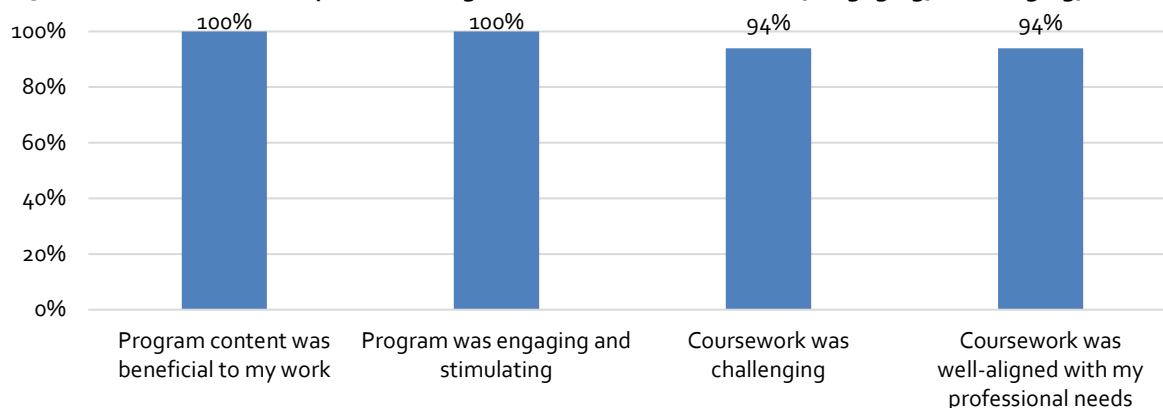
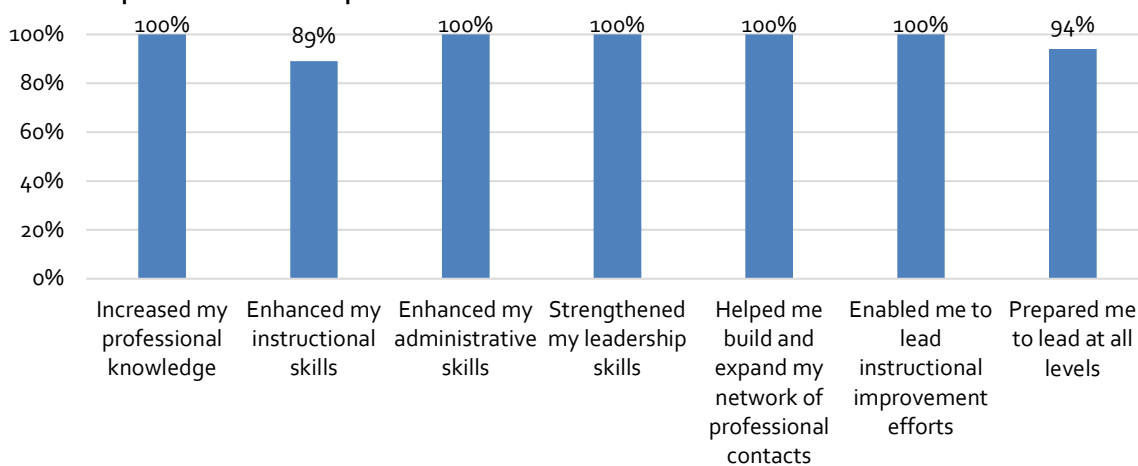


Figure 16: Participants Overall Perceptions of AAP



Additional Cost

The Office of Research and Evaluation worked with staff in the Office of Professional Growth and Innovation to determine areas of additional cost for the AAP. The areas for additional expenditures were limited because most of the professional development sessions were conducted by VBCPS personnel as part of their ongoing job duties. However, the Department of School Leadership did have two additional expenses for the AAP including \$3,375 in 2016-2017 for the administration and scoring of the Myers-Briggs Personality Test by a member of the Virginia Tech faculty and \$7,500 for Ed Leadership's Simulation in 2017-2018. Overall, the total additional cost of the program for the 2016-2017 cohort of AAP participants was \$10,875.

Summary

LEAD Virginia Beach was designed to help participants prepare for professional advancement and to provide mentors and mentorship experiences for new administrators. The full program consists of a three-tiered comprehensive plan of succession – from instructional staff to assistant principal, from assistant principal to principal, and from new principal to veteran principal. The AAP is the first tier of LEAD Virginia Beach. The AAP is specifically intended to identify, select, and prepare talented teachers and other instructional personnel to become effective assistant principals.

Participants must be a VBCPS employee with three years of successful performance as a teacher with demonstrated leadership skills and a commitment to professional learning. Overall, the AAP received 64 applications for the initial cohort that began during 2016-2017. Initially, 25 participants were accepted into the program (39%). When participants were promoted prior to completing the full program, other participants were added to the cohort for 2017-2018, and these participants had the option of continuing their coursework and projects during 2018-2019. Overall, a total of 42 aspiring administrators participated as part of the most recent cohort over a period of three years. Program participants who responded to a survey were highly satisfied with the program and course content with satisfaction rates ranging from 94 to 100 percent for most survey statements about AAP course content, facilitation, and activities. Only one activity had a satisfaction rate below 94 percent. The statement regarding after-class written reflections had the lowest

level of satisfaction at 76 percent. Additionally, when participants were asked about components of the AAP, satisfaction levels ranged from 67 to 100 percent with all components having satisfaction rates higher than 80 percent except for the portfolio/action research project (67%).

When participants and supervisors were surveyed regarding their perceptions of whether the AAP helped participants handle different tasks, agreement rates were within 10 percentage points of each other. There were three areas where there was a large difference between participants' and supervisors' perceptions. When asked whether the AAP helped prepare participants to handle student discipline issues, 67 percent of participants agreed the program helped prepare them, while 94 percent of supervisors agreed. When asked if the program helped prepare AAP participants to develop learning plans, 67 percent of participants and 88 percent of supervisors agreed. Additionally, agreement percentages were relatively low for both groups when respondents were asked if the AAP helped prepare participants to understand budget development and management, with 68 percent of participants and 63 percent of supervisors agreeing to the statements.

The overall goal for participants is to complete the AAP and be prepared for a leadership role in VBCPS. According to data provided by the Department of Human Resources, 25 of the 42 AAP participants (60%) had received and accepted a job offer in a leadership role. Of those 25 who moved into a leadership role, 72 percent were assistant principals, 16 percent were administrative assistants, 8 percent were central office coordinators, and 4 percent were instructional specialists.

Recommendations and Rationale

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

Rationale: Continuing the Aspiring Administrators Program is recommended because participants and supervisors report overall high levels of satisfaction with the program components, staffing, and outcomes and the program has a limited cost to the division. The program enrolled a total of 42 participants in the most recent cohort with some participants beginning in 2016-2017 and others beginning in 2017-2018. Data from the Department of Human Resources showed that 25 of the 42 participants (60%) secured an administrative leadership position during or after their participation in the program. Of those 25 who moved into a leadership role, 72 percent were assistant principals, 16 percent were administrative assistants, 8 percent were central office coordinators, and 4 percent were instructional specialists.

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

Rationale: The second recommendation is to review and adjust several course content areas and the portfolio/action research project component based on participants' and supervisors' survey results. Specifically, reviewing the course content in the areas of handling student discipline, assisting teachers with the development of learning plans, and budget development and management is recommended because survey results indicated that these were the areas with the lowest perceptions for AAP participants. Based on the survey data, 67 percent of participants indicated they thought the program helped prepare them to handle student discipline issues and helped prepare them to develop learning plans. Additionally, 68 percent of participants and 63 percent of supervisors indicated that the program helped AAP participants understand budget development and management. Regarding program activities, most program components were perceived very positively with the exception of the portfolio/action research project. Of the survey respondents, 67 percent reported being satisfied with the portfolio/action research project. Comments suggested that participants needed more structure and support for the project, clearer expectations, and more feedback after their presentation. Reviewing and adjusting course content and program activities as needed to meet participants' needs will better serve the participants and VBCPS.

Appendices

Appendix A: Transformational Learning - Leadership Disposition

During the 2016-2017 school year, the Digital Learning Anchor Schools took the lead in defining these essential elements which were then translated into specific dispositions of leaders, teachers, students, the learning environment and the community that support transformational learning. Woven throughout the dispositions were the foundations of the Digital Learning Anchor Schools' and Design Fellows' work: student-centered learning, student agency, and the purposeful use of digital tools and resources to maximize opportunities for students to engage in learning aligned to their unique needs and interests. The following sections describe each of the dispositions that support transformational learning.



Disposition of Leadership

Transformational learning requires leaders to engage in four different types of leadership: shared leadership, change leadership, innovative leadership and learning leadership. In shared leadership, the leader engages the school community in a strategic manner to share in learning, thinking and decision making. The leader enables and empowers others to act and create a culture of shared ownership between

students, teachers and the school community. **Change leadership** is demonstrated by a leader who is able to successfully lead change within the school and focus teacher practices on creating a personalized learning environment for students. A critical part of being a change leader is encouraging and motivating individuals to contribute to change in meaningful ways and creating an environment in which failing-forward is embraced. Transformational learning also requires **innovative leadership**. The innovative leader understands and promotes the idea that iteration is the key to innovation. Further, the leader encourages risk-taking and innovation by providing staff with frequent recognition and support for good ideas. The final aspect of leadership necessary for transformational learning is **learning leadership**. Learning leadership is demonstrated by a leader who is willing to be a learning partner with staff, frequently modeling and learning alongside faculty. This type of leadership involves modeling a daily commitment to learning and setting an example that creates progress and momentum. Appendix A contains the reflection rubric for the dispositions of leadership.

Disposition of Teachers

Transformational learning requires teachers who engage in highly effective collaborative planning, student-centered teaching practices and balanced assessment. It has implications for each of the three areas outlined in the T&L Framework.

Transformational learning requires that when teachers **plan**, they collaboratively work in a professional learning community (PLC) structure with a shared vision and prioritization of analyzing student work, reflecting on data, and responding with plans that meet student needs. It also means that teachers' instructional plans provide for personalized learning opportunities that authentically engage students in critical thinking, communication, collaboration and creativity. Digital tools are used in the planning process for communication and collaboration among teachers and are also incorporated within the planned learning opportunities for students.

Transformational learning requires that when teachers **teach**, they use personalized, student-centered strategies that include opportunities for students to engage in reflection, goal setting and action planning as ways to support the development of student agency. It also requires teachers to facilitate learning through opportunities for students to collaborate and make relevant connections to content. Differentiated instruction continues to play an important role in meeting student needs with deliberate gradual release promoting independent mastery of skills and concepts. Transformational learning is further supported through the use of digital tools that are purposefully leveraged to support individual students' needs and support collaboration.

Appendix B: Monthly Written Log and Reflection

Monthly Log and Reflection Form

(Real Life Application Linked to Coursework)

Name: _____ Cohort: _____ Year: _____

Month of: _____

| Description of Activity (Attach Documentation) | Summary Notes | Alignment to Professional Standards for Educational Leaders | Date |
|---|---------------|--|------|
| | | | |
| Reflection: | | | |

Month's Reflection:

Identify the activity or activities.

Provide an analysis of why certain actions were taken or discussed.

Give an assessment of how the event affected relationships or the school environment.

Tell what you learned from the experience.

What questions does it raise for you? What do you wonder?

Principal's Signature: _____ Date: _____

Aspiring Administrator's Signature: _____ Date: _____



Appendix C: Aspiring Administrator Project Rubric

| | Exceeds Expectations | Meets Expectations | Developing | Needs Improvement | Comments/Feedback |
|----------------------------------|---|---|--|---|--------------------------|
| Purpose and Rationale | The presentation includes a very clearly stated purpose and rationale. | The presentation includes a clearly stated purpose and rationale. | The presentation includes a minimally defined purpose and rationale. | The presentation does not include a minimally defined purpose and rationale. | |
| School-wide Implications | An issue with school-wide implications is clearly identified and effectively addressed. | An issue with school-wide implications is identified and appropriately addressed. | An issue with school-wide implications is vaguely identified and addressed. | No issue with school-wide implications is identified nor addressed. | |
| Division-wide Connections | A division-wide connection is clearly identified. | A division-wide connection is identified. | A division-wide connection is vaguely identified. | No division-wide connection is identified. | |
| Data | Data collected fully supports conclusions or outcomes. | Some data is collected but does not fully support conclusions or outcomes. | Insufficient data is collected to support conclusions or outcomes. | No data is collected or does not support stated conclusions or outcomes. | |
| Leadership | This project effectively demonstrates the presenter's ability to lead by guiding a team through an initiative designed to move the school forward in a specific area. | This project appropriately demonstrates the presenter's ability to lead by guiding a team through an initiative designed to move the school forward in a specific area. | This project moderately demonstrates the presenter's ability to lead by guiding a team through an initiative designed to move the school forward in a specific area. | This project does not demonstrate the presenter's ability to lead by guiding a team through an initiative designed to move the school forward in a specific area. | |

Reviewer: _____ **Date:** _____

| | Exceeds Expectations | Meets Expectations | Developing | Needs Improvement | Comments/Feedback |
|---------------------|---|--|--|--|--------------------------|
| Presentation | Presentation is well-organized, very clear, and effectively structured. Presenter effectively communicated. Nonverbal cues/gestures are appropriate to the presentation and flow of ideas. Visual aids and other media used are appropriately professional to the presentation and flow of ideas. Technology is used appropriately and effectively to present the project. Dress and grooming are appropriate to the setting. | Presentation is organized, clear, and structured. Presenter appropriately communicated. Nonverbal cues/gestures are contributed to the presentation and flow of ideas. Visual aids and other media used are appropriate to the presentation and flow of ideas. Technology is used appropriately to present the project. Dress and grooming are appropriate to the setting. | Presentation is somewhat organized, moderately clear, and structured. Presenter communicated somewhat appropriately. Nonverbal cues/gestures minimally contributed to the presentation and flow of ideas. Visual aids and other media used are vaguely appropriate to the presentation and flow of ideas. Technology is used to present the project. Dress and grooming are somewhat appropriate to the setting. | Presentation is not organized, clear, or structured. Presenter communicated poorly. Nonverbal cues/gestures did not contribute to the presentation and flow of ideas. Visual aids and other media used are not appropriate to the presentation and flow of ideas. Technology is not used or is ineffectively used to present the project. Dress and grooming are inappropriate to the setting. | |

Comments:

Reviewer: _____ **Date:** _____

Endnotes

¹ P. France, Personal Communication, September 9, 2019.

² P. France, Personal Communication, August 29, 2019.

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

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September 2019



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

LEAD Aspiring Administrators Program: Comprehensive Evaluation

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

| School Board Meeting Date | Evaluation | Recommendations From the Fall 2019 Program Evaluation | Administration's Recommendations |
|---|---|---|--|
| <u>Information</u> September 24, 2019 <u>Consent</u> October 8, 2019 | LEAD Aspiring Administrators Program: Comprehensive Evaluation Report | <ol style="list-style-type: none">1. Recommendation #1: Continue the Aspiring Administrators Program with the following recommendation. (<i>Responsible Group: Department of School Leadership and Office of Professional Growth and Innovation</i>)2. Recommendation #2: Review and adjust course content and program components as needed based on survey results to meet participants' and the division's needs. (<i>Responsible Group: Department of School Leadership and Office of Professional Growth and Innovation</i>) | The administration concurs with the recommendations from the program evaluation. |



Subject: Interim Financial Statements – June (unaudited), July and August 2019 Item Number: 13B

Section: Information **Date:** September 24, 2019

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

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

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

Recommendation:

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

1. June 2019 (unaudited)
2. July 2019
3. August 2019

Background Summary:

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

Source:

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

Budget Impact:

None



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INTERIM FINANCIAL STATEMENTS
FISCAL YEAR 2018-2019
JUNE 2019 (UNAUDITED)

The financial statements include the following:

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

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

School Operating Fund

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

School Operating Fund Summary (page B1)

Revenues totaled **\$828,442,890** or **100.97%** of the estimated budget for FY 2018-2019. Expenditures and Encumbrances totaled **\$808,435,634** or **97.70%** of the estimated budget for FY 2018-2019 (including debt service). Revenues and the Prior Year Local Contribution (carryover encumbrances from FY 2017-2018 in the amount of **\$7,038,446**) exceeded expenditures and encumbrances by **\$27,045,702**. The total Reversion to the City General fund was **\$26,824,198** (net prepaid items).

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

Revenues realized this month totaled **\$90.2 million**. Revenues realized to date are **101.0%** of the budgeted revenue for the current fiscal year. Of the amount realized for the month, **\$39.3 million** was realized from the City and **\$34.4 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue. A payment of **\$13.4 million** in state sales tax was received (including the July collection which is applicable to FY 2018-2019) this month.

School Operating Fund Expenditures (pages A3, B1)

Of the total expenditures and encumbrances of **\$808,435,634** for FY 2018-2019, outstanding encumbrances totaled **\$10,298,557**. The outstanding encumbrances will be brought forward into the FY 2019-2020 operating budget with a corresponding increase in the operating budget to cover the related payments (when goods/services are delivered/rendered).

Athletics Fund (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. The fund has realized **\$4,822,503** or **92.1%** of the budgeted revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **\$5,427,604** or **96.4%** of the budget for the current fiscal year. Please note that **\$394,082** of the current year budget is funded by the prior year fund balance for encumbrances. **\$438,344** was reverted from the Athletics Fund to the School Operating Fund as part of the Reversion to the City General Fund.

The fund balance decreased by **\$481,311** (from **\$605,101** to **\$123,790**).

Cafeterias Fund (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. A total of **\$5,584,056** in revenue (includes from the federal government **\$2,130,378** under the National School Meal Program, **\$1,721,436** in USDA Commodities, **\$899,578** under the Breakfast Program, and **\$466,919** in charges for services from local revenue) was realized this month. This fund has realized **\$30,721,118** or **96.6%** of the budgeted revenue for the current fiscal year.

Expenditures totaled **\$5,027,531** for this month. This fund has incurred expenditures and encumbrances of **\$29,503,174** or **87.3%** of the budget for the current fiscal year. Please note that **\$2,026,534** of the current year budget is funded by the prior year fund balance (**\$1,945,288**) and prior year fund balance reserve for encumbrance (**\$81,246**).

The fund balance increased by **\$1,323,735** (from **\$12,290,872** to **\$13,614,607**). A total of **\$2,490,632** of the School Cafeterias Fund June 30, 2019 fund balance (**\$13,614,607**) is designated for the FY 2019-2020 School Cafeterias Fund Budget.

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. Revenues for this month totaled **\$371,933** (includes **\$333,660** from the Department of Education). This fund has realized **\$4,145,545** or **101.9%** of the budgeted revenue for the current fiscal year. Expenditures totaled **\$200,350** for this month. This fund has incurred expenditures and encumbrances of **\$5,131,769** or **82.4%** of the budget for the current fiscal year. Please note that **\$2,163,315** of the current year budget is funded by the prior year fund balance (**\$2,140,110**) and prior year fund balance reserve for encumbrance (**\$23,205**).

The fund balance decreased by **\$984,134** (from **\$8,013,741** to **\$7,029,607**). A total of **\$722,803** of the Textbook Fund June 30, 2019 fund balance (**\$7,029,607**) is designated for the FY 2019-2020 Textbook Fund Budget.

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. Revenues for this month totaled **\$38,920** (includes **\$27,990** in interest). This fund has realized **\$9,805,182** in revenue for the current fiscal year. Expenses for this month totaled **\$1,257,190** (includes **\$569,568** in Worker's Compensation payments, **\$550,684** in Motor Vehicle Insurance premiums, and **\$61,359** in General Liability Insurance premiums). This fund has incurred expenses and encumbrances of **\$8,385,799** for the current fiscal year.

The retained earnings balance increased by **\$1,420,241** (from **\$5,402,583** to **\$6,822,824**).

Communication Towers/Technology Fund (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. A total of **\$15,913** in revenue was realized this month (includes **\$2,186** in cell tower rent – Cox High, **\$4,769** in cell tower rent – Tech Center, and **\$3,889** in cell tower rent – Woodstock Elementary). This fund has realized **\$622,940** or **122.1%** of the budgeted revenue for the current fiscal year. Expenditures totaled **\$73,110** for this month. This fund has incurred expenditures and encumbrances of **\$532,537** or **62.6%** of the budget for the current fiscal year. Please note that **\$340,764** of the current year budget is funded by the prior year fund balance (**\$340,000**) and prior year fund balance reserve for encumbrance (**\$764**).

The fund balance increased by **\$91,573** (from **\$2,627,084** to **\$2,718,657**). A total of **\$284,000** of the Communication Towers/Technology Fund June 30, 2019 fund balance (**\$2,718,657**) is designated for the FY 2019-2020 Communication Towers/Technology Fund Budget.

Grants Fund (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$45,463,669** in revenue for various grants was realized for FY 2018-2019. This includes **\$9,366,836** from the Commonwealth of Virginia, **\$32,111,852** from the Federal Government, **\$3,536,134** from the School Operating Fund, and **\$448,847** from other sources.

Health Insurance Fund (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$12,744,150** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$21,552,705**. This includes medical and prescription drug claim payments for City and School Board employees and the Incurred, But Not Reported claims (IBNR's) estimate.

A total of **\$151,293,678** in revenue was realized for FY 2018-2019. Expenses totaled **\$144,156,087** for FY 2018-2019. The retained earnings balance increased by **\$7,137,591** (from **\$38,747,238** to **\$45,884,829**).

Vending Operations Fund (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the drink vending operations in the School Division. A total of **\$33,487** in revenue (includes **\$33,401** in vending receipts) was realized this month. This fund had realized **\$165,904** or **115.2%** of the budgeted revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **\$149,481** or **99.7%** of the budget for the current fiscal year. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

The fund balance increased by **\$16,423** (from **\$64,986** to **\$81,409**). A total of **\$6,000** of the Vending Operations Fund June 30, 2018 fund balance (**\$81,409**) is designated for the FY 2019-2020 Vending Operations Fund Budget.

Instructional Technology Fund (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. A total of **\$33,334** in revenue (interest) was realized this month. This fund has realized **\$291,971** in revenue for the current fiscal year Please note that **\$260,244** of the current year budget is funded by the prior year fund balance.

The fund balance increased by **\$291,971** (from **\$421,429** to **\$713,400**). A total of **\$200,000** of the Instructional Technology fund balance (**\$713,400**) is designated for the FY 2019-2020 Instructional Technology Fund Budget.

Equipment Replacement Fund (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. A total of **\$2,007** in revenue (interest) was realized this month. This fund has realized **\$19,660** in revenue for the current fiscal year. Please note that **\$1,088,036** of the current year budget is funded by the prior year fund balance.

The fund balance increased by **\$19,660** (from **\$1,099,736** to **\$1,119,396**). A total of **\$80,000** of the Equipment Replacement Fund June 30, 2019 fund balance (**\$1,119,396**) is designated for the FY 2019-2020 Equipment Replacement Fund Budget.

Capital Projects Funds (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$15,949,832** in expenditures was incurred for various school capital projects this month. This includes **\$522,498** for the John B. Dey Elementary Modernization project, **\$4,298,278** for Thoroughgood Elementary Replacement project, **\$6,477,137** for Princess Anne Middle Replacement project, **\$930,493** for the Energy Management II Renovation and Replacement projects, **\$1,148,916** for the Reroofing Phase II Renovation and Replacement projects, and **\$2,212,367** for the HVAC Phase III Renovation and Replacement projects.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$3,360,081** in revenue for the current fiscal year from the School Operating Fund. This fund has incurred expenditures and encumbrances of **\$3,373,321** or **88.3%** of the budget for the current fiscal year. Please note that **\$19,102** of the current year budget is funded by the prior year fund balance for encumbrances. **\$442,950** was reverted from the Green Run Collegiate Charter School Fund to the School Operating Fund as part of the Reversion to the City General Fund.

The fund balance decreased by **\$4,455** (from **\$23,782** to **\$19,327**).

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

6

| | Description | | Account From | | Account To | Transfer Amount |
|----------|---|------|--|----|--|-----------------|
| 19-06-01 | To purchase toner, chorus dresses, USA test prep and to cover managed print service charges | FROM | Brandon MS Computer Supplies Draw | TO | Brandon MS Administrative Draw-Computer Supplies Instructional Draw Instructional Draw-Computer Software Instructional Draw-Computer Supplies | \$ 2,243 |
| 19-06-01 | To cover VCTM conference | FROM | Holland ES Instructional Draw | TO | Holland ES Staff Development Draw | \$ 128 |
| 19-06-01 | To cover substitutes and VCTM conference | FROM | Holland ES Library Draw | TO | Holland ES Staff Development Draw-Elem Teacher Substitutes Staff Development Draw | \$ 579 |
| 19-06-01 | To cover FICA benefits | FROM | Holland ES Instructional Draw | TO | Holland ES Staff Development Draw-FICA Benefits | \$ 28 |
| 19-06-01 | To purchase post-it and flip charts | FROM | Bayside ES Staff Development Draw | TO | Bayside ES Administrative Draw | \$ 29 |
| 19-06-01 | To purchase toner and cover managed print service charges | FROM | Bayside ES Administrative Draw | TO | Bayside ES Administrative Draw-Computer Supplies | \$ 420 |
| 19-06-01 | To purchase batteries, color paper and lamination film | FROM | Bayside ES Library Draw | TO | Bayside ES Administrative Draw Instructional Draw | \$ 252 |
| 19-06-01 | To purchase magnetic math boards and numbers for each class | FROM | Bayside ES Equipment Draw | TO | Bayside ES Instructional Draw | \$ 632 |
| 19-06-01 | To purchase office supplies, cover substitutes and FICA benefits | FROM | Bayside HS Staff Development Draw | TO | Bayside HS Administrative Draw Staff Development Draw-Senior High Teacher Substitutes Staff Development Draw-FICA Benefits | \$ 4,915 |
| 19-06-01 | To purchase furniture and cover managed print service charges | FROM | Bayside HS Instructional Draw | TO | Bayside HS Administrative Draw Instructional Draw-Computer Supplies | \$ 9,622 |
| 19-06-01 | To purchase paper, pencils, toner and highlighters | FROM | Bayside HS Library Draw | TO | Bayside HS Instructional Draw | \$ 230 |
| 19-06-01 | To purchase rocketbooks | FROM | College Park ES Administrative Draw | TO | College Park ES Administrative Draw-Computer Supplies | \$ 141 |
| 19-06-01 | To purchase rocketbooks and to cover Writing A-Z subscription | FROM | College Park ES Instructional Draw | TO | College Park ES Administrative Draw-Computer Supplies Instructional Draw-Computer Software | \$ 714 |
| 19-06-01 | To cover substitutes and FICA benefits | FROM | College Park ES Staff Development Draw | TO | College Park ES Staff Development Draw-Elem Teacher Substitutes Staff Development Draw-FICA Benefits | \$ 646 |
| 19-06-01 | To purchase instructional supplies, pay substitutes and FICA benefits | FROM | Green Run ES Staff Development Draw | TO | Green Run ES Instructional Draw Staff Development Draw-Elem Teacher Substitutes Staff Development Draw-FICA Benefits | \$ 1,361 |
| 19-06-01 | To purchase copy paper, clips, file folders, labels, putty for instructional and special education use | FROM | Green Run ES Administrative Draw | TO | Green Run ES Instructional Draw Special Education Draw | \$ 129 |
| 19-06-01 | To purchase copy paper, paper clips, file folders, labels and to cover managed print service charges | FROM | Green Run ES Equipment Draw | TO | Green Run ES Instructional Draw Computer Supplies Draw | \$ 1,356 |
| 19-06-01 | To purchase copy paper, learning A-Z, SOL pass software, Chromebook covers, dry erase boards, iPad and to cover managed print service charges | FROM | Hermitage ES Equipment Draw | TO | Hermitage ES Instructional Draw Instructional Draw-Computer Software Instructional Draw-Computer Supplies Special Education Draw Computer Supplies Draw-Controlled Assets Computer Supplies Draw | \$ 4,515 |
| 19-06-01 | To cover managed print service charges | FROM | Hermitage ES Staff Development Draw | TO | Hermitage ES Computer Supplies Draw | \$ 414 |
| 19-06-01 | To cover managed print service charges and purchase various instructional supplies and office supplies | FROM | Diamond Springs ES Equipment Draw | TO | Diamond Springs ES Instructional Draw-Computer Supplies Instructional Draw Administrative Draw | \$ 4,515 |
| 19-06-01 | To cover managed print service charges, purchase various instructional supplies and office supplies, pay substitutes and FICA benefits | FROM | Diamond Springs ES Staff Development Draw | TO | Diamond Springs ES Instructional Draw Staff Development Draw-Elem Teacher Substitutes Staff Development Draw-FICA Benefits Administrative Draw Administrative Draw-Computer Supplies | \$ 2,452 |
| 19-06-01 | To cover managed print service charges | FROM | Diamond Springs ES Instructional Draw | TO | Diamond Springs ES Instructional Draw-Computer Supplies | \$ 3,483 |
| 19-06-01 | To purchase a multi-function printer | FROM | Diamond Springs ES Special Education Draw | TO | Diamond Springs ES Special Education Draw-Controlled Assets | \$ 835 |

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

7

| | Description | | Account From | | Account To | Transfer Amount |
|----------|--|------|---|----|--|-----------------|
| 19-06-02 | To record custodial overtime hours and FICA benefits | FROM | Teaching and Learning Other Purchased Services | TO | Custodial Services Custodians FICA | \$ 542 |
| 19-06-02 | To purchase furniture | FROM | Senior High Classroom Capital Outlay Replacement | TO | Senior High Classroom Instructional Supplies | \$ 17,700 |
| 19-06-02 | To purchase furniture | FROM | Senior High Classroom Capital Outlay Additional | TO | Senior High Classroom Instructional Supplies | \$ 4,425 |
| 19-06-02 | To purchase a 3D printer | FROM | Gifted Education and Academy Programs Controlled Assets-Computer Equipment | TO | Gifted Ed and Academy Programs Support Controlled Assets-Computer Equipment | \$ 2,000 |
| 19-06-02 | To purchase safety vests, mats, safety helmets, adapted chairs, assessment materials and weighted blankets | FROM | Special Education Computer Equipment-Additional | TO | Special Education Instructional Supplies | \$ 4,037 |
| 19-06-02 | To cover SECEP and residential facilities | FROM | Special Education Support Other Purchased Services | TO | Special Education Special Education/Private Schools | \$ 4,398 |
| 19-06-02 | To purchase safety vests, mats, safety helmets, adapted chairs, assessment materials and weighted blankets | FROM | Special Education Computer Supplies | TO | Special Education Instructional Supplies | \$ 9,565 |
| 19-06-02 | To purchase laptops | FROM | Special Education Computer Equipment-Additional | TO | Special Education Support Controlled Assets-Computer Equipment | \$ 15,963 |
| 19-06-02 | To cover SECEP and residential facilities | FROM | Special Education Support Printing and Binding | TO | Special Education Special Education/Private Schools | \$ 559 |
| 19-06-02 | To cover SECEP and residential facilities | FROM | Special Education Support Postal Services | TO | Special Education Special Education/Private Schools | \$ 233 |
| 19-06-02 | To cover SECEP and residential facilities | FROM | Special Education Support Travel/Professional Improvement | TO | Special Education Special Education/Private Schools | \$ 900 |
| 19-06-02 | To cover SECEP and residential facilities | FROM | Special Education Support Office Supplies | TO | Special Education Special Education/Private Schools | \$ 11,178 |
| 19-06-02 | To cover SECEP and residential facilities | FROM | Special Education Support Instructional Supplies | TO | Special Education Special Education/Private Schools | \$ 9,679 |
| 19-06-04 | To purchase replacement multi-function devices | FROM | Instructional Technology Senior High Classroom Technology Software/Online Content | TO | General Adult Education Alternative Education - Renaissance Academy Student Activities Special Education Support Gifted Education & Academy Programs Support Media Services Support Planning, Innovation and Accountability School Leadership Office of the Superintendent Department of Budget and Finance Professional Growth and Innovation Benefits Management Facilities Planning and Construction Computer Equipment - Replacement | \$ 236,227 |
| 19-06-05 | To purchase toner | FROM | Lynnhaven ES Administrative Draw | TO | Lynnhaven ES Administrative Draw Computer Supplies | \$ 332 |
| 19-06-05 | To purchase toner | FROM | Lynnhaven ES Instructional Draw | TO | Lynnhaven ES Instructional Draw Computer Supplies | \$ 686 |
| 19-06-05 | To pay for managed print services | FROM | Luxford ES Administrative Draw | TO | Luxford ES Administrative Draw Computer Supplies | \$ 731 |
| 19-06-05 | To purchase paper, dry erase markers, tip charts and pencils | FROM | Luxford ES Computer Supplies Draw | TO | Luxford ES Administrative Draw | \$ 1,072 |
| 19-06-05 | To purchase a presenter | FROM | Luxford ES Special Ed Draw | TO | Luxford ES Special Ed Draw Computer Supplies | \$ 102 |

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

8

| | Description | | Account From | | Account To | Transfer Amount |
|----------|--|------|---|----|---|-----------------|
| 19-06-05 | To pay for managed print services | FROM | Luxford ES Library Draw | TO | Luxford ES Library Draw Computer Supplies | \$ 117 |
| 19-06-05 | To purchase physical education equipment and paper | FROM | Newtown ES Equipment Draw | TO | Newtown ES Instructional Draw | \$ 1,298 |
| 19-06-05 | To purchase a printer | FROM | Newtown ES Computer Supplies Draw | TO | Newtown ES Computer Supplies Draw Controlled Assets - Computer Equipment | \$ 610 |
| 19-06-05 | To pay salary and benefits for elementary teacher substitutes | FROM | Newtown ES Staff Development Draw | TO | Newtown ES Staff Development Draw Elementary Teacher Substitutes FICA Benefits | \$ 856 |
| 19-06-05 | To purchase library shelving | FROM | Ocean Lakes ES Equipment Draw | TO | Ocean Lakes ES Library Draw | \$ 1,094 |
| 19-06-05 | To pay for managed print services | FROM | Ocean Lakes ES Equipment Draw | TO | Ocean Lakes ES Instructional Draw Computer Supplies | \$ 480 |
| 19-06-05 | To purchase classroom tables and instructional supplies | FROM | Ocean Lakes ES Equipment Draw Computer Supplies Draw | TO | Ocean Lakes ES Instructional Draw | \$ 4,418 |
| 19-06-05 | To purchase printer ink and copier cartridges | FROM | Malibu ES Administrative Draw | TO | Malibu ES Administrative Draw Computer Supplies | \$ 267 |
| 19-06-05 | To purchase printer ink | FROM | Malibu ES Special Ed Draw | TO | Malibu ES Special Ed Draw Computer Supplies | \$ 57 |
| 19-06-05 | To purchase printer ink and copier cartridges | FROM | Malibu ES Equipment Draw | TO | Malibu ES Computer Supplies Draw | \$ 1,089 |
| 19-06-05 | To pay salary and benefits for elementary teacher substitutes | FROM | Malibu ES Staff Development Draw | TO | Malibu ES Staff Development Draw Elementary Teacher Substitutes FICA Benefits | \$ 193 |
| 19-06-14 | To cover managed printing service ink invoices | FROM | Media Services Support Books and Subscriptions | TO | Media Services Support Computer Supplies | \$ 1,000 |
| 19-06-15 | To record reversal of 54300 RN 19-05-14 | FROM | Psychological Services Computer Software | TO | Psychological Services Instructional Materials | \$ 2,400 |
| 19-06-15 | To cover online tests | FROM | Psychological Services Instructional Materials | TO | Psychological Services Computer Software | \$ 10,475 |
| 19-06-15 | To cover online tests | FROM | Psychological Services Office Supplies | TO | Psychological Services Computer Software | \$ 1,200 |
| 19-06-15 | To cover online tests | FROM | Psychological Services Book and Subscriptions | TO | Psychological Services Computer Software | \$ 101 |
| 19-06-15 | To cover custodial pay and FICA | FROM | Teaching and Learning Other Purchased Services | TO | Custodial Services Custodians FICA | \$ 380 |
| 19-06-24 | To pay for conference registration and substitutes | FROM | North Landing ES Administrative Draw | TO | North Landing ES Staff Development Draw | \$ 280 |
| 19-06-24 | To pay for managed print services | FROM | North Landing ES Administrative Draw Instructional Draw | TO | North Landing ES Computer Supplies Draw | \$ 625 |
| 19-06-24 | To purchase paper, pens, chart paper, card stock, construction paper and other classroom supplies. | FROM | Pembroke Meadows ES Library Draw Staff Development Draw | TO | Pembroke Meadows ES Instructional Draw | \$ 3,721 |
| 19-06-24 | To purchase toner | FROM | Pembroke Meadows ES Staff Development Draw Computer Supplies Draw | TO | Pembroke Meadows ES Instructional Draw Computer Supplies | \$ 605 |
| 19-06-25 | To cover transportation for field trips | FROM | Gifted Education and Academy Programs Other Purchased Services | TO | Vehicle Operations Bus Drivers | \$ 900 |

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

9

| | Description | | Account From | | Account To | Transfer Amount |
|-------------|---|------|---|----|--|-----------------|
| 19-06-34 | To purchase a replacement scoreboard for Virginia Beach MS | FROM | Senior High Classroom Senior High Teachers | TO | Student Activities Capital Outlay - Replacement | \$ 25,000 |
| 19-06-34 | To purchase two air conditioning machines and one shear for the bus garage. | FROM | Vehicle Maintenance Shop Tools | TO | Vehicle Maintenance Capital Outlay - Additional | \$ 26,483 |
| 19-06-34 | To pay to transport homeless and displaced students (McKinney-Vento Homeless Assistance Act) | FROM | Elementary Classroom Elementary Teachers | TO | Social Work Services Other Purchased Services | \$ 200,000 |
| 19-06-40 | To cover FY19 local match for Algebra Readiness Grant due to increase in grant award | FROM | Elementary Classroom Transfer to Other Funds | TO | Teaching and Learning Transfer to Other Funds | \$ 5,570 |
| 19-06-42 | To purchase multifunction printer | FROM | Middle School Classroom Travel-Routine | TO | Middle School Classroom Controlled Assets-Computer Equipment | \$ 2,000 |
| 19-06-42 | To purchase multifunction printer | FROM | Middle School Classroom Instructional Supplies | TO | Middle School Classroom Controlled Assets-Computer Equipment | \$ 3,000 |
| 19-06-50 | To cover SOL tutoring | FROM | Green Run Collegiate Charter School Senior High Classroom Other Instructional Personnel-High School | TO | Green Run Collegiate Charter School Remedial Education Other Instructional Personnel-High School FICA Benefits | \$ 1,400 |
| 19-06-50 | To cover stipends and benefits | FROM | Green Run Collegiate Charter School Senior High Classroom Other Instructional Personnel-High School | TO | Green Run Collegiate Charter School Instructional Professional Growth & Innovation Stipends FICA Benefits | \$ 550 |
| 19-06-50 | To cover ESI invoice and printer ink | FROM | Green Run Collegiate Charter School Office of the Principal-Senior High Office Supplies | TO | Green Run Collegiate Charter School Office of the Principal-Senior High Computer Supplies | \$ 750 |
| 19-06-50A/B | To cover ASCD membership and printing | FROM | Green Run Collegiate Charter School Office of the Principal-Senior High Office Supplies | TO | Green Run Collegiate Charter School Office of the Principal-Senior High Dues and Memberships Printing and Binding | \$ 605 |
| 19-06-51 | To pay for custodial services for the career fair event held at Landtown HS | FROM | Department of Human Resources Part-Time/Temporary Personnel | TO | Custodial Services Custodians FICA Benefits | \$ 532 |
| 19-06-51 | To pay for custodial services for the Teacher Assistant of the Year reception held at Kellam HS | FROM | Office of the Superintendent Other Purchased Services | TO | Custodial Services Custodians FICA Benefits | \$ 76 |
| 19-06-66 | To increase the budget for clerical personnel | FROM | Technical and Career Education Senior High Teachers | TO | Social Work Services Clerical Personnel | \$ 307 |
| 19-06-66 | To increase the budget for the Early Retirement/Resignation Notification Incentive | FROM | Technical and Career Education Senior High Teachers | TO | Social Work Services Early Retirement/Resignation Notification Incentive | \$ 1,000 |
| 19-06-66 | To increase the budget for Instructional Coordinators/Specialists | FROM | Technical and Career Education Senior High Teachers | TO | Social Work Services Instructional Coordinators/Specialists | \$ 405 |
| 19-06-66 | To increase the budget for Social Workers | FROM | Technical and Career Education Senior High Teachers | TO | Social Work Services Social Workers | \$ 20,804 |
| 19-06-66 | To increase the budget for the VA Local Disability Plan | FROM | Technical and Career Education Senior High Teachers | TO | Social Work Services VA Local Disability Plan | \$ 501 |
| 19-06-66 | To increase the budget for the VRS - Hybrid Retirement Plan | FROM | Technical and Career Education Senior High Teachers | TO | Social Work Services VRS - Hybrid Retirement Plan | \$ 13,075 |
| 19-06-66 | To increase the budget for health insurance | FROM | Technical and Career Education Senior High Teachers | TO | Social Work Services Health Insurance | \$ 23,739 |
| 19-06-66 | To increase the budget for Part-Time/Temporary Personnel | FROM | Technical and Career Education Senior High Teachers | TO | Office of the Principal - Technical Part-Time/Temporary Personnel | \$ 11,656 |
| 19-06-66 | To increase the budget for Other Administrative Personnel | FROM | Special Education Middle School Teachers | TO | Special Education Support Other Administrative Personnel | \$ 32,612 |
| 19-06-66 | To increase the budget for Part-Time/Temporary Personnel | FROM | Elementary Classroom Retirement Contributions (VRS) | TO | Office of the Principal - Middle School Part-Time/Temporary Personnel | \$ 111,477 |

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

10

| | Description | | Account From | | Account To | Transfer Amount |
|-----------------|--|-------------|--|-----------|---|-----------------|
| 19-06-66 | To increase the budget for health insurance | FROM | Elementary Classroom Retirement Contributions (VRS) | TO | Office of the Principal - Middle School Health Insurance | \$ 69,305 |
| 19-06-66 | To increase the budget for middle school teachers | FROM | Technical and Career Education Senior High Teachers | TO | Remedial Education Middle School Teachers | \$ 175,000 |
| 19-06-85 | To increase the budget for telecommunications equipment | FROM | Technology Maintenance Supervisors and Other Professional Personnel | TO | Telecommunications Telecommunications Equipment | \$ 41,607 |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

A 1

REVENUES

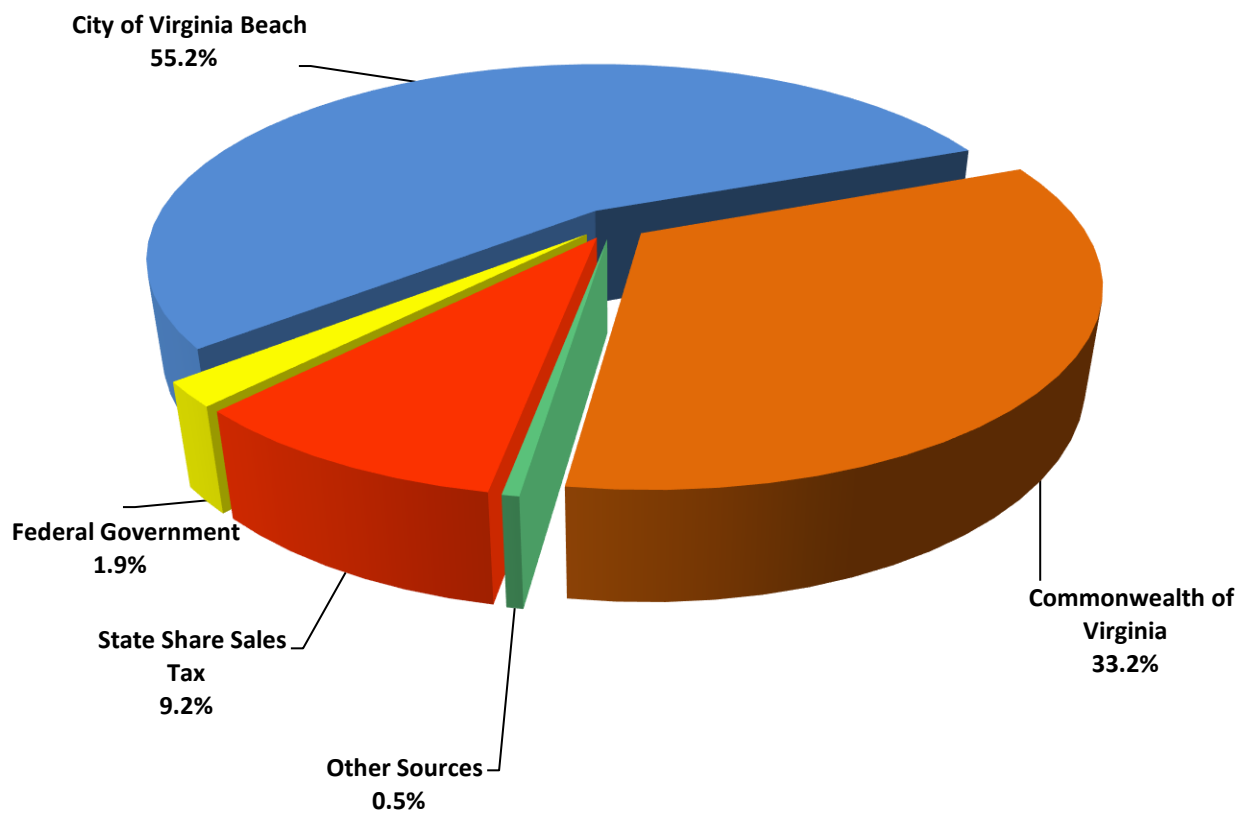
JUNE 2019 (UNAUDITED)

| BY MAJOR SOURCE | FISCAL YEAR | (1) BUDGET | (2) ACTUAL THROUGH JUNE | (3) ACTUAL THROUGH MONTH | % OF (3) TO (2) | TREND * |
|--|--------------------|-----------------------|--|---|--------------------------------|----------------|
| COMMONWEALTH OF VIRGINIA | 2019 | 272,725,078 | <----- | 274,756,361 | 100.74% | F |
| | 2018 | 273,443,481 | 273,210,535 | 273,210,535 | 100.00% | |
| | 2017 | 263,423,825 | 260,283,753 | 260,283,753 | 100.00% | |
| STATE SALES TAX | 2019 | 75,344,490 | <----- | 76,320,888 | 101.30% | F |
| | 2018 | 73,718,340 | 74,264,875 | 74,264,875 | 100.00% | |
| | 2017 | 74,741,805 | 73,084,563 | 73,084,563 | 100.00% | |
| FEDERAL GOVERNMENT | 2019 | 12,200,000 | <----- | 15,961,332 | 130.83% | F |
| | 2018 | 12,200,000 | 12,614,392 | 12,614,392 | 100.00% | |
| | 2017 | 12,476,532 | 13,464,377 | 13,464,377 | 100.00% | |
| CITY OF VIRGINIA BEACH | 2019 | 457,402,684 | <----- | 457,402,684 | 100.00% | A |
| | 2018 | 448,113,765 | 448,113,765 | 448,113,765 | 100.00% | |
| | 2017 | 424,077,954 | 424,077,954 | 424,077,954 | 100.00% | |
| OTHER SOURCES | 2019 | 2,782,803 | <----- | 4,001,625 | 143.80% | F |
| | 2018 | 2,782,803 | 3,404,755 | 3,404,755 | 100.00% | |
| | 2017 | 2,782,803 | 2,759,412 | 2,759,412 | 100.00% | |
| SCHOOL OPERATING FUND TOTAL | 2019 | 820,455,055 | <----- | 828,442,890 | 100.97% | F |
| | 2018 | 810,258,389 | 811,608,322 | 811,608,322 | 100.00% | |
| | 2017 | 777,502,919 | 773,670,059 | 773,670,059 | 100.00% | |

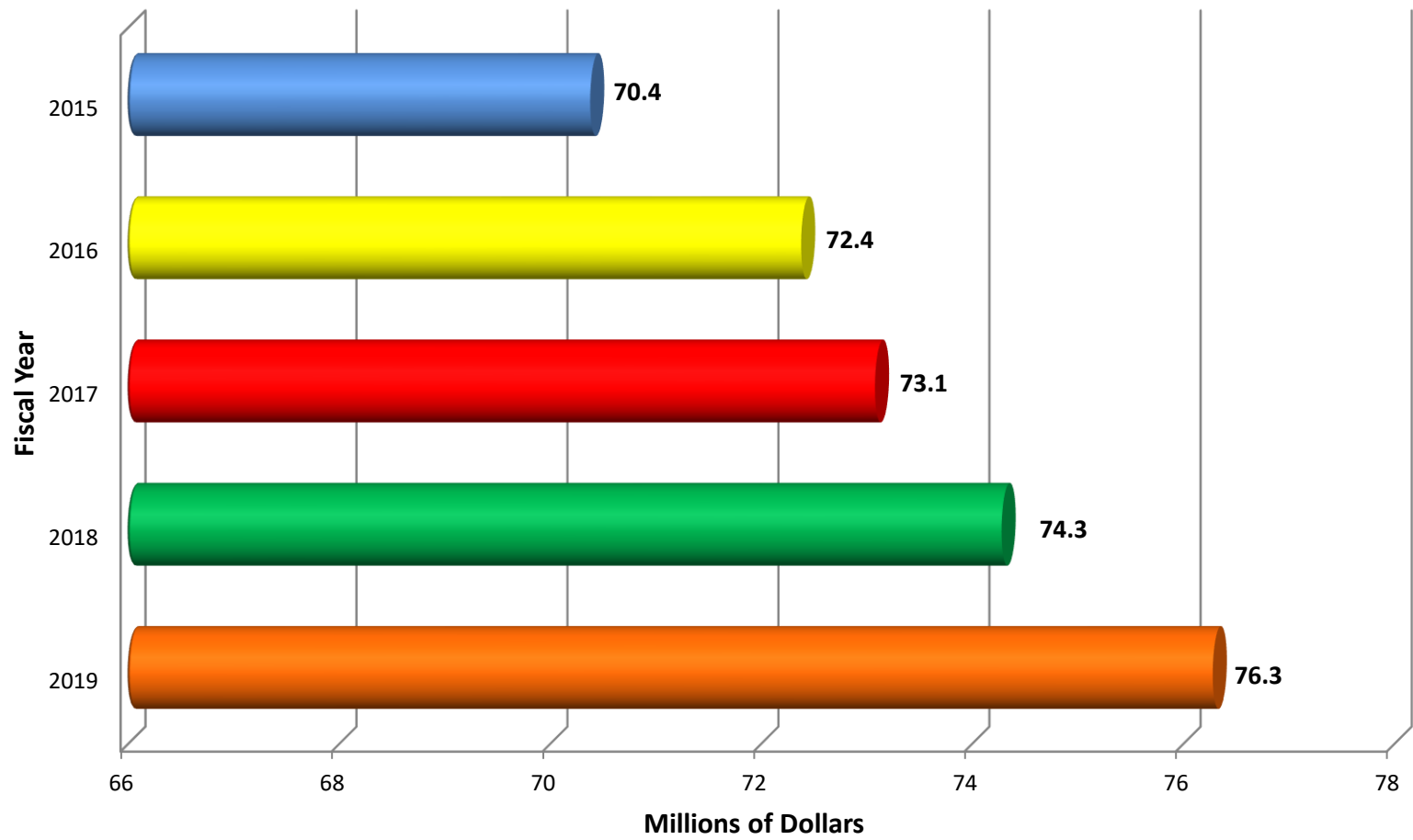
* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

Fiscal Year 2019 Revenue Actual by Major Source



State Sales Tax Revenue through June 30, 2019



VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

A 3

EXPENDITURES/ENCUMBRANCES

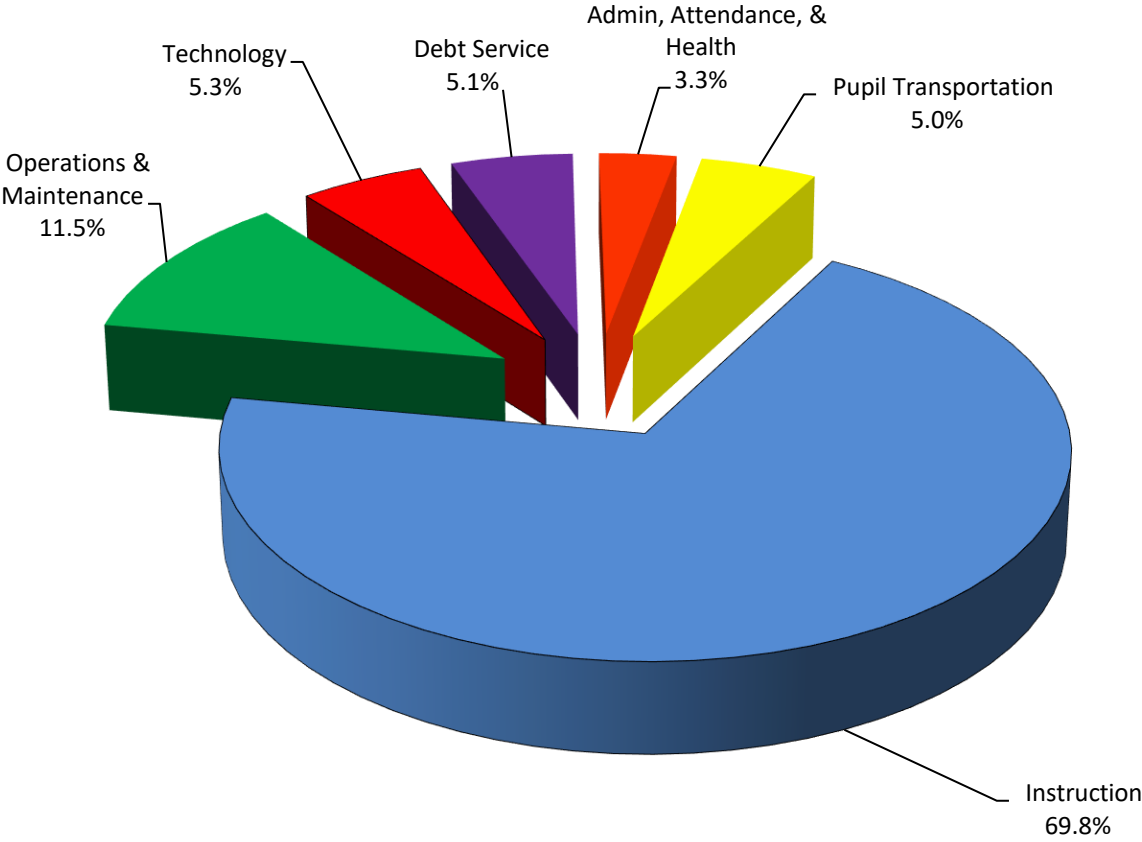
JUNE 2019 (UNAUDITED)

| BY UNIT WITHIN CATEGORY | FISCAL YEAR | (1) BUDGET | (2) ACTUAL THROUGH JUNE | (3) ACTUAL THROUGH MONTH | % OF (3) TO (2) | TREND * |
|---------------------------------|--------------------|-----------------------|--|---|--------------------------------|----------------|
| INSTRUCTION | 2019 | 576,532,705 | <----- | 564,422,174 | 97.90% | F |
| CATEGORY | 2018 | 566,031,486 | 555,182,270 | 555,182,270 | 100.00% | |
| | 2017 | 547,382,834 | 533,960,741 | 533,960,741 | 100.00% | |
| ADMINISTRATION, | 2019 | 27,757,408 | <----- | 26,446,361 | 95.28% | F |
| ATTENDANCE & HEALTH | 2018 | 25,140,520 | 23,861,911 | 23,861,911 | 100.00% | |
| CATEGORY | 2017 | 24,339,437 | 23,322,078 | 23,322,078 | 100.00% | |
| PUPIL TRANSPORTATION | 2019 | 40,914,622 | <----- | 40,103,993 | 98.02% | F |
| CATEGORY | 2018 | 47,622,296 | 46,649,944 | 46,649,944 | 100.00% | |
| | 2017 | 40,132,386 | 38,393,774 | 38,393,774 | 100.00% | |
| OPERATIONS AND | 2019 | 95,992,689 | <----- | 92,855,284 | 96.73% | F |
| MAINTENANCE | 2018 | 94,061,627 | 90,389,774 | 90,389,774 | 100.00% | |
| CATEGORY | 2017 | 92,216,393 | 88,249,457 | 88,249,457 | 100.00% | |
| TECHNOLOGY | 2019 | 44,344,757 | <----- | 42,839,605 | 96.61% | F |
| CATEGORY | 2018 | 40,886,252 | 39,490,916 | 39,490,916 | 100.00% | |
| | 2017 | 35,470,704 | 34,587,905 | 34,587,905 | 100.00% | |
| SCHOOL OPERATING FUND | 2019 | 785,542,181 | <----- | 766,667,417 | 97.60% | F |
| TOTAL | 2018 | 773,742,181 | 755,574,815 | 755,574,815 | 100.00% | |
| (EXCLUDING DEBT SERVICE) | 2017 | 739,541,754 | 718,513,955 | 718,513,955 | 100.00% | |
| DEBT SERVICE | 2019 | 41,951,320 | <----- | 41,768,217 | 99.56% | F |
| CATEGORY | 2018 | 44,947,680 | 42,173,255 | 42,173,255 | 100.00% | |
| | 2017 | 45,819,477 | 45,704,383 | 45,704,383 | 100.00% | |

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

Fiscal Year 2019
Actual by Category
(Includes Debt Service Category)



VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

A 5

| | <u>FY 2019</u> <u>APPROPRIATIONS</u> | <u>MONTH'S</u> <u>EXPENDITURES</u> | <u>YR-TO-DATE</u> <u>EXPENDITURES</u> | <u>OUTSTANDING</u> <u>ENCUMBRANCES</u> | <u>REMAINING</u> <u>BALANCE</u> | <u>PERCENT</u> <u>OBLIGATED</u> |
|--|---|---------------------------------------|--|---|------------------------------------|------------------------------------|
| INSTRUCTION CATEGORY: | | | | | | |
| ELEMENTARY CLASSROOM | 151,004,460 | 14,908,448 | 148,707,655 | 433,501 | 1,863,304 | 98.8% |
| SENIOR HIGH CLASSROOM | 79,202,322 | 7,977,350 | 78,659,715 | 192,725 | 349,882 | 99.6% |
| TECHNICAL AND CAREER EDUCATION | 18,308,688 | 1,817,325 | 16,901,712 | | 1,406,976 | 92.3% |
| GIFTED EDUCATION AND ACADEMY PROGRAMS | 14,457,437 | 1,530,920 | 14,167,856 | 20,245 | 269,336 | 98.1% |
| SPECIAL EDUCATION | 96,377,252 | 7,909,053 | 94,363,460 | 11,166 | 2,002,626 | 97.9% |
| SUMMER SCHOOL | 1,978,585 | 8,812 | 1,743,514 | | 235,071 | 88.1% |
| SUMMER SLIDE PROGRAM | 276,002 | 30,662 | 201,272 | | 74,730 | 72.9% |
| GENERAL ADULT EDUCATION | 2,027,974 | 207,531 | 1,918,827 | | 109,147 | 94.6% |
| ALTERNATIVE EDUCATION-RENAISSANCE | 7,057,172 | 622,426 | 6,412,088 | | 645,084 | 90.9% |
| STUDENT ACTIVITIES | 8,295,524 | (1,679) | 7,797,007 | 47,183 | 451,334 | 94.6% |
| OFFICE OF THE PRINCIPAL-ELEMENTARY | 26,607,597 | 2,408,955 | 26,264,347 | 3,976 | 339,274 | 98.7% |
| OFFICE OF THE PRINCIPAL-SENIOR HIGH | 12,349,816 | 1,127,371 | 11,988,649 | 1,918 | 359,249 | 97.1% |
| OFFICE OF THE PRINCIPAL-TECHNICAL | 680,987 | 57,622 | 656,246 | 80 | 24,661 | 96.4% |
| GUIDANCE SERVICES | 18,363,317 | 1,710,627 | 17,916,328 | | 446,989 | 97.6% |
| SOCIAL WORK SERVICES | 4,556,497 | 628,642 | 4,553,745 | | 2,752 | 99.9% |
| MEDIA AND COMMUNICATIONS | 2,091,798 | 286,974 | 1,990,075 | 579 | 101,144 | 95.2% |
| TEACHING AND LEARNING SUPPORT | 17,274,036 | 789,190 | 16,680,497 | 13,749 | 579,790 | 96.6% |
| INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION | 1,191,819 | 247,873 | 1,021,072 | | 170,747 | 85.7% |
| OPPORTUNITY AND ACHIEVEMENT | 88,765 | 3,011 | 42,749 | | 46,016 | 48.2% |
| SPECIAL EDUCATION SUPPORT | 3,633,963 | 377,649 | 3,629,589 | | 4,374 | 99.9% |
| GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT | 2,394,494 | 222,729 | 2,290,030 | 3,171 | 101,293 | 95.8% |
| MEDIA SERVICES SUPPORT | 13,158,208 | 1,239,937 | 12,835,451 | 3,483 | 319,274 | 97.6% |
| PLANNING INNOVATION AND ACCOUNTABILITY | 2,618,365 | 287,029 | 1,964,243 | 3,595 | 650,527 | 75.2% |
| MIDDLE SCHOOL CLASSROOM | 61,487,020 | 6,302,213 | 60,404,147 | 141,071 | 941,802 | 98.5% |
| REMEDIAL EDUCATION | 8,510,824 | 815,550 | 8,469,344 | | 41,480 | 99.5% |
| OFFICE OF THE PRINCIPAL-MIDDLE | 11,150,972 | 1,004,126 | 11,081,092 | 6,969 | 62,911 | 99.4% |
| HOMEBOUND SERVICES | 413,388 | 49,678 | 319,432 | | 93,956 | 77.3% |
| TECHNICAL AND CAREER EDUCATION SUPPORT | 949,000 | 84,265 | 935,641 | | 13,359 | 98.6% |
| STUDENT LEADERSHIP | 1,444,200 | 81,773 | 1,436,487 | | 7,713 | 99.5% |
| PSYCHOLOGICAL SERVICES | 4,657,458 | 417,336 | 4,620,929 | 316 | 36,213 | 99.2% |
| AUDIOLOGICAL SERVICES | 510,366 | 38,562 | 505,713 | | 4,653 | 99.1% |
| SCHOOL LEADERSHIP | 1,985,970 | 180,538 | 1,729,305 | | 256,665 | 87.1% |
| ALTERNATIVE EDUCATION | 1,428,429 | 170,183 | 1,325,356 | 4,874 | 98,199 | 93.1% |
| TOTAL INSTRUCTION | <u>576,532,705</u> | <u>53,542,681</u> | <u>563,533,573</u> | <u>888,601</u> | <u>12,110,531</u> | 97.9% |
| ADMIN., ATTENDANCE, AND HEALTH CATEGORY: | | | | | | |
| BOARD, LEGAL, AND GOVERNMENTAL SERVICES | 1,191,278 | 72,247 | 1,157,350 | 6,899 | 27,029 | 97.7% |
| OFFICE OF THE SUPERINTENDENT | 1,099,055 | 101,781 | 1,034,417 | | 64,638 | 94.1% |
| BUDGET AND FINANCE | 7,315,343 | 384,914 | 6,870,574 | 6,474 | 438,295 | 94.0% |
| HUMAN RESOURCES | 5,283,227 | 469,444 | 5,044,656 | 45,000 | 193,571 | 96.3% |
| INTERNAL AUDIT | 459,129 | 46,090 | 438,798 | | 20,331 | 95.6% |
| PURCHASING SERVICES | 1,115,574 | 95,004 | 1,106,787 | | 8,787 | 99.2% |
| PROFESSIONAL GROWTH AND INNOVATION | 905,735 | 83,624 | 804,266 | 15,601 | 85,868 | 90.5% |
| BENEFITS | 2,434,115 | 262,087 | 2,065,127 | 50,681 | 318,307 | 86.9% |
| HEALTH SERVICES | 7,953,952 | 843,161 | 7,799,731 | | 154,221 | 98.1% |
| TOTAL ADMIN., ATTENDANCE, AND HEALTH | <u>27,757,408</u> | <u>2,358,352</u> | <u>26,321,706</u> | <u>124,655</u> | <u>1,311,047</u> | 95.3% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

A 6

| | FY 2019 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|--|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| PUPIL TRANSPORTATION CATEGORY: | | | | | | |
| MANAGEMENT | 2,730,675 | 222,328 | 2,610,317 | | 120,358 | 95.6% |
| VEHICLE OPERATIONS | 23,557,333 | 1,657,300 | 23,432,253 | 15,777 | 109,303 | 99.5% |
| VEHICLE OPERATIONS-SPECIAL EDUCATION | 7,505,954 | 601,513 | 7,169,128 | | 336,826 | 95.5% |
| VEHICLE MAINTENANCE | 3,682,637 | 349,901 | 3,460,096 | | 222,541 | 94.0% |
| MONITORING SERVICES | 3,438,023 | 342,015 | 3,416,422 | | 21,601 | 99.4% |
| TOTAL PUPIL TRANSPORTATION | 40,914,622 | 3,173,057 | 40,088,216 | 15,777 | 810,629 | 98.0% |
| OPERATIONS AND MAINTENANCE CATEGORY: | | | | | | |
| FACILITIES SERVICES | 819,984 | 59,445 | 676,601 | | 143,383 | 82.5% |
| MAINTENANCE SERVICES | 50,064,995 | 6,086,532 | 44,653,134 | 3,908,162 | 1,503,699 | 97.0% |
| DISTRIBUTION SERVICES | 1,839,281 | 184,390 | 1,775,750 | 15,815 | 47,716 | 97.4% |
| GROUND SERVICES | 4,442,908 | | 4,442,908 | | | 100.0% |
| CUSTODIAL SERVICES | 27,008,261 | 2,743,045 | 26,147,814 | 38,748 | 821,699 | 97.0% |
| SAFE SCHOOLS | 7,534,609 | 765,128 | 7,261,851 | 556 | 272,202 | 96.4% |
| VEHICLE SERVICES | 3,163,356 | 257,626 | 2,178,038 | 669,536 | 315,782 | 90.0% |
| TELECOMMUNICATIONS | 1,119,295 | 121,365 | 1,071,371 | 15,000 | 32,924 | 97.1% |
| TOTAL OPERATIONS AND MAINTENANCE | 95,992,689 | 10,217,531 | 88,207,467 | 4,647,817 | 3,137,405 | 96.7% |
| TECHNOLOGY CATEGORY: | | | | | | |
| ELEMENTARY CLASSROOM | 5,578,340 | 1,499,589 | 3,641,255 | 1,736,488 | 200,597 | 96.4% |
| SENIOR HIGH CLASSROOM | 1,503,421 | 493,396 | 926,275 | 464,560 | 112,586 | 92.5% |
| TECHNICAL AND CAREER EDUCATION | 392,340 | 80,634 | 324,992 | 19,290 | 48,058 | 87.8% |
| GIFTED EDUCATION AND ACADEMY PROGRAMS | 148,972 | 10,221 | 116,612 | 11,529 | 20,831 | 86.0% |
| SPECIAL EDUCATION | 386,004 | 8,438 | 381,207 | 855 | 3,942 | 99.0% |
| SUMMER SCHOOL | 4,974 | | 2,571 | | 2,403 | 51.7% |
| GENERAL ADULT EDUCATION | 51,440 | 3,539 | 38,906 | 9,418 | 3,116 | 93.9% |
| ALTERNATIVE EDUCATION-RENAISSANCE | 63,453 | | 18,211 | 45,333 | (91) | 100.1% |
| STUDENT ACTIVITIES | 28,587 | | 18,526 | 9,418 | 643 | 97.8% |
| OFFICE OF THE PRINCIPAL-ELEMENTARY | 142,100 | 5,549 | 136,450 | | 5,650 | 96.0% |
| OFFICE OF THE PRINCIPAL-SENIOR HIGH | 79,098 | 15,165 | 90,083 | | (10,985) | 113.9% |
| OFFICE OF THE PRINCIPAL-TECHNICAL | 3,564 | 1,618 | 4,670 | | (1,106) | 131.0% |
| GUIDANCE SERVICES | 88,269 | 7,614 | 88,217 | | 52 | 99.9% |
| SOCIAL WORK SERVICES | 16,886 | 193 | 9,310 | 7,500 | 76 | 99.5% |
| MEDIA AND COMMUNICATIONS | 261,005 | 23,092 | 214,413 | 3,265 | 43,327 | 83.4% |
| INSTRUCTIONAL TECHNOLOGY | 13,899,626 | 1,131,230 | 13,624,826 | 205,138 | 69,662 | 99.5% |
| TEACHING AND LEARNING SUPPORT | 271,462 | 3,702 | 247,023 | 21,875 | 2,564 | 99.1% |
| INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION | 85,562 | 83,521 | 85,056 | | 506 | 99.4% |
| OPPORTUNITY AND ACHIEVEMENT | 4,655 | | 905 | | 3,750 | 19.4% |
| SPECIAL EDUCATION SUPPORT | 91,736 | 18,295 | 32,587 | 58,718 | 431 | 99.5% |
| GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT | 49,699 | 9,025 | 27,598 | 7,379 | 14,722 | 70.4% |
| MEDIA SERVICES SUPPORT | 694,799 | 4,800 | 676,179 | 18,836 | (216) | 100.0% |
| PLANNING INNOVATION AND ACCOUNTABILITY | 511,279 | 43,729 | 415,208 | 14,250 | 81,821 | 84.0% |
| MIDDLE SCHOOL CLASSROOM | 1,188,718 | 277,090 | 896,176 | 297,515 | (4,973) | 100.4% |
| REMEDIAL EDUCATION | 33,458 | 3,617 | 33,098 | | 360 | 98.9% |
| OFFICE OF THE PRINCIPAL-MIDDLE | 55,562 | 176 | 54,444 | 1,250 | (132) | 100.2% |
| HOMEBOUND SERVICES | 43,462 | (1,684) | 19,294 | | 24,168 | 44.4% |
| TECHNICAL AND CAREER EDUCATION SUPPORT | 5,121 | (398) | 4,611 | | 510 | 90.0% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

A 7

| | FY 2019 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|---|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| TECHNOLOGY CATEGORY: | | | | | | |
| STUDENT LEADERSHIP | 4,570 | (434) | 3,965 | | 605 | 86.8% |
| PSYCHOLOGICAL SERVICES | 44,051 | 12,530 | 43,766 | | 285 | 99.4% |
| AUDIOLOGICAL SERVICES | 2,017 | 1,250 | 2,017 | | | 100.0% |
| SCHOOL LEADERSHIP | 43,027 | 156 | 8,260 | 9,700 | 25,067 | 41.7% |
| ALTERNATIVE EDUCATION | 168,356 | 33,575 | 105,338 | 21,197 | 41,821 | 75.2% |
| BOARD, LEGAL, AND GOVERNMENTAL SERVICES | 4,581 | 159 | 2,664 | | 1,917 | 58.2% |
| OFFICE OF THE SUPERINTENDENT | 16,434 | 2,224 | 4,952 | 7,661 | 3,821 | 76.7% |
| BUDGET AND FINANCE | 270,207 | 502 | 147,134 | 9,823 | 113,250 | 58.1% |
| HUMAN RESOURCES | 299,550 | 5,714 | 291,996 | | 7,554 | 97.5% |
| INTERNAL AUDIT | 4,618 | 1,393 | 3,736 | 530 | 352 | 92.4% |
| PURCHASING SERVICES | 50,138 | 107 | 41,366 | | 8,772 | 82.5% |
| PROFESSIONAL GROWTH AND INNOVATION | 150,404 | 1,464 | 120,990 | 15,678 | 13,736 | 90.9% |
| OFFICE OF TECHNOLOGY | 894,778 | 74,543 | 866,557 | 15,003 | 13,218 | 98.5% |
| BENEFITS | 56,498 | 1,801 | 17,250 | 26,596 | 12,652 | 77.6% |
| HEALTH SERVICES | 30,770 | | 29,872 | | 898 | 97.1% |
| MANAGEMENT | 222,679 | 14,130 | 193,394 | 15,322 | 13,963 | 93.7% |
| VEHICLE OPERATIONS | 384,410 | 31,794 | 326,843 | 55,145 | 2,422 | 99.4% |
| VEHICLE OPERATIONS-SPED | 7,752 | | 7,752 | | | 100.0% |
| VEHICLE MAINTENANCE | 28,221 | | 16,071 | | 12,150 | 56.9% |
| MONITORING SERVICES | 7,930 | | 7,930 | | | 100.0% |
| FACILITIES SERVICES | 27,139 | 7,052 | 18,605 | 6,224 | 2,310 | 91.5% |
| MAINTENANCE SERVICES | 1,210,014 | 165,344 | 886,984 | 321,185 | 1,845 | 99.8% |
| DISTRIBUTION SERVICES | 56,991 | 27 | 47,603 | | 9,388 | 83.5% |
| CUSTODIAL SERVICES | 66,345 | 14 | 63,701 | 2,552 | 92 | 99.9% |
| SAFE SCHOOLS | 786,890 | 216 | 85,553 | 701,289 | 48 | 99.9% |
| VEHICLE SERVICES | 38,026 | 3,154 | 38,026 | | | 100.0% |
| TELECOMMUNICATIONS | 10,804 | 372 | 8,986 | | 1,818 | 83.2% |
| TECHNOLOGY MAINTENANCE | 13,773,965 | 1,381,429 | 12,697,884 | 481,185 | 594,896 | 95.7% |
| TOTAL TECHNOLOGY | 44,344,757 | 5,460,667 | 38,217,898 | 4,621,707 | 1,505,152 | 96.6% |
| TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE) | 785,542,181 | 74,752,288 | 756,368,860 | 10,298,557 | 18,874,764 | 97.6% |
| DEBT SERVICE CATEGORY: | 41,951,320 | (118,584) | 41,768,217 | | 183,103 | 99.6% |

Virginia Beach City Public Schools
Interim Financial Statements
School Operating Fund Summary
For the period July 1, 2018 through June 30, 2019

B 1

Unaudited

Revenues:

| | <u>Budget</u> | <u>% of Total</u> | <u>Actual</u> | <u>Actual over (under) Budget</u> | <u>Percent Realized</u> |
|--|----------------------|-----------------------|----------------------|---------------------------------------|-----------------------------|
| Source: | | | | | |
| Commonwealth of Virginia | \$272,725,078 | 33.24% | \$274,756,361 | \$2,031,283 | 100.74% |
| State Sales Tax | 75,344,490 | 9.18% | 76,320,888 | 976,398 | 101.30% |
| Federal Government | 12,200,000 | 1.49% | 15,961,332 | 3,761,332 | 130.83% |
| City of Virginia Beach | 457,402,684 | 55.30% | 457,402,684 | 0 | 100.00% |
| Other Sources | 2,782,803 | 0.79% | 4,001,625 | 1,218,822 | 143.80% |
| Total Revenues | 820,455,055 | 100.00% | \$828,442,890 | \$7,987,835 | 100.97% |
| Prior Year Local Contribution (PYLC) * | 7,038,446 | | 7,038,446 | | |
| Total Revenues and PYLC | <u>\$827,493,501</u> | | <u>\$835,481,336</u> | | |

Expenditures/Encumbrances:

| | <u>Budget</u> | <u>% of Total</u> | <u>Actual</u> | <u>Remaining Balance</u> | <u>Percent Obligated</u> |
|--|----------------------|-----------------------|----------------------|------------------------------|------------------------------|
| Category: | | | | | |
| Instruction | \$576,532,705 | 69.67% | \$564,422,174 | \$12,110,531 | 97.90% |
| Administration, Attendance and Health | 27,757,408 | 3.36% | 26,446,361 | 1,311,047 | 95.28% |
| Pupil Transportation | 40,914,622 | 4.94% | 40,103,993 | 810,629 | 98.02% |
| Operations and Maintenance | 95,992,689 | 11.60% | 92,855,284 | 3,137,405 | 96.73% |
| Technology | 44,344,757 | 5.36% | 42,839,605 | 1,505,152 | 96.61% |
| Debt Service | 41,951,320 | 5.07% | 41,768,217 | 183,103 | 99.56% |
| Total Expenditures/Encumbrances | <u>\$827,493,501</u> | 100.00% | <u>\$808,435,634</u> | <u>\$19,057,867</u> | 97.70% |

**Total Revenues and PYLC over
Expenditures/Encumbrances**

\$27,045,702

Prepaid Items (net)

(221,504)

Total Reversion to the City General Fund**

\$26,824,198

* Fiscal Year 2017-18 encumbrances brought
forward into the FY 2018-19 operating budget

** Includes \$438,344 reverted from the School Athletics
Fund and \$442,950 reverted from the GRC Charter
School Fund to the School Operating Fund

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL OPERATING FUND
BALANCE SHEET
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 2

ASSETS:

| | |
|-----------------------------|------------|
| CASH | 90,066,912 |
| ACCOUNTS RECEIVABLE | 602,985 |
| DUE FROM COMMONWEALTH OF VA | 10,803,650 |
| DUE FROM FEDERAL GOVERNMENT | 81,407 |
| PREPAID ITEM | 651,117 |

TOTAL ASSETS

102,206,071

LIABILITIES:

| | |
|----------------------------|-------------------|
| VOUCHERS PAYABLE | 3,594,429 |
| ACCOUNTS PAYABLE | 211,904 |
| ACCOUNTS PAYABLE - SCHOOLS | 41,876 |
| SALARIES PAYABLE | 2,581,688 |
| SALARIES PAYABLE-OPTIONS | 50,201,569 |
| FICA PAYABLE-OPTIONS | 3,840,367 |
| WIRES PAYABLE | 1,056,118 |
| ACH PAYABLE | 2,322,880 |
| UNEARNED REVENUE-MISC | 581,368 |
| TOTAL LIABILITIES | <u>64,432,199</u> |

FUND EQUITY:

| | |
|-----------------------------|-------------------|
| FUND BALANCE: | |
| DESIGNATED FOR REVERSION TO | |
| THE CITY GENERAL FUND | 26,824,198 |
| RESERVE FOR ENCUMBRANCES | 10,298,557 |
| RESERVE FOR PREPAID ITEMS | 651,117 |
| TOTAL FUND EQUITY | <u>37,773,872</u> |

TOTAL LIABILITIES AND FUND EQUITY

102,206,071

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 3

| | FY 2019 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|---|----------------------|---------------------|------------------------|------------------------|---------------------|
| REIMB-SOCIAL SECURITY | 10,633,306 | 884,766 | 10,586,360 | (46,946) | 99.6% |
| REIMB-RETIREMENT | 23,456,993 | 1,951,787 | 23,353,430 | (103,563) | 99.6% |
| REIMB-LIFE INSURANCE | 716,852 | 59,647 | 713,687 | (3,165) | 99.6% |
| BASIC SCHOOL AID | 179,992,491 | 14,908,540 | 178,656,354 | (1,336,137) | 99.3% |
| SP ED-SOQ | 18,797,454 | 1,564,081 | 18,714,464 | (82,990) | 99.6% |
| VOCATIONAL FUNDS-SOQ | 1,911,606 | 159,059 | 1,903,166 | (8,440) | 99.6% |
| FOSTER HOME CHILDREN-REGULAR | 362,823 | 79,108 | 158,217 | (204,606) | 43.6% |
| FOSTER HOME CHILDREN-SPED | | 102,648 | 205,295 | 205,295 | |
| SUMMER SCHOOLS-REMEDIAL | 236,411 | 35,228 | 264,206 | 27,795 | 111.8% |
| GIFTED & TALENTED AID-SOQ | 1,991,256 | 165,686 | 1,982,464 | (8,792) | 99.6% |
| REMEDIAL ED-SOQ | 4,619,713 | 384,392 | 4,599,317 | (20,396) | 99.6% |
| SP ED-HOME BOUND | 151,776 | 17,769 | 115,495 | (36,281) | 76.1% |
| SP ED-REGIONAL PROG PAYMENT | 9,709,693 | 9,417,315 | 9,417,315 | (292,378) | 97.0% |
| VOCATIONAL ED-ADULT | | 39,981 | 39,981 | 39,981 | |
| VOCATIONAL ED-OCCUPATIONAL/TECH ED | 294,035 | 209,246 | 209,246 | (84,789) | 71.2% |
| ENGLISH AS A SECOND LANG PAYMENTS | 736,632 | 83,453 | 858,002 | 121,370 | 116.5% |
| AT-RISK INITIATIVE | 3,162,986 | 470,716 | 3,461,265 | 298,279 | 109.4% |
| CLASS SIZE INITIATIVE | 5,090,675 | 920,789 | 5,064,339 | (26,336) | 99.5% |
| VIRTUAL VIRGINIA ADVANCE PLACEMENT | | 15,470 | 15,470 | 15,470 | |
| SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION | 10,860,376 | 2,963,078 | 14,438,288 | 3,577,912 | 132.9% |
| TOTAL FROM COMMONWEALTH OF VIRGINIA | 272,725,078 | 34,432,759 | 274,756,361 | 2,031,283 | 100.7% |
| STATE SHARE SALES TAX | 75,344,490 | 13,361,173 | 76,320,888 | 976,398 | 101.3% |
| TOTAL FROM STATE SHARE SALES TAX | 75,344,490 | 13,361,173 | 76,320,888 | 976,398 | 101.3% |
| PUBLIC LAW 874 | 9,935,191 | | 9,225,889 | (709,302) | 92.9% |
| DEPT OF THE NAVY-NJROTC | 100,000 | 81,407 | 317,492 | 217,492 | 317.5% |
| OTHER FEDERAL FUNDS | | | 30 | 30 | |
| DEPT OF DEFENSE | 1,500,000 | | 1,461,231 | (38,769) | 97.4% |
| IMPACT AID-SPECIAL ED | | | 1,822,927 | 1,822,927 | |
| DEPARTMENT OF DEFENSE-SPECIAL ED | | | 670,529 | 670,529 | |
| MEDICAID REIMBURSEMENT | 664,809 | 1,427,224 | 2,189,979 | 1,525,170 | 329.4% |
| MEDICAID REIMBURSEMENT-TRANSPORTATION | | 169,212 | 273,255 | 273,255 | |
| TOTAL FROM FEDERAL GOVERNMENT | 12,200,000 | 1,677,843 | 15,961,332 | 3,761,332 | 130.8% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 4

| | FY 2019 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|---|----------------------|---------------------|------------------------|------------------------|---------------------|
| CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION | 449,867,146 | 38,795,907 | 449,867,146 | | 100.0% |
| TRANSFER FROM SCHOOL RESERVE FUND | 6,800,000 | 515,151 | 6,800,000 | | 100.0% |
| CITY OF VIRGINIA BEACH-CONSOLIDATED BEN | 735,538 | | 735,538 | | 100.0% |
| TOTAL TRANSFERS | 457,402,684 | 39,311,058 | 457,402,684 | | 100.0% |
| SALE OF SCHOOL VEHICLES | 15,000 | 91,738 | 224,992 | 209,992 | 1499.9% |
| RENT OF FACILITIES | 450,000 | 3,950 | 245,731 | (204,269) | 54.6% |
| SECEP-RENT OF FACILITIES | | | 165,000 | 165,000 | |
| RENT OF PROPERTY | | | 22,000 | 22,000 | |
| SECEP-CHARGES FOR SERVICES | | | 53,220 | 53,220 | |
| TUITION-REGULAR DAY | 100,000 | 25,673 | 227,372 | 127,372 | 227.4% |
| TUITION-GEN ADULT ED | 142,839 | 75,990 | 75,990 | (66,849) | 53.2% |
| TUITION-SUMMER SCHOOL | 700,000 | | 556,949 | (143,051) | 79.6% |
| MISCELLANEOUS ADULT LEARNING CHARGES | | 1,102 | 1,102 | 1,102 | |
| TUITION-VOCATIONAL ADULT ED | 169,750 | 12,220 | 12,220 | (157,530) | 7.2% |
| TUITION-DRIVERS ED | 322,125 | 55,190 | 257,961 | (64,164) | 80.1% |
| COLLEGE NIGHT FEES | | | 15,335 | 15,335 | |
| TUITION-LPN PROGRAM | 25,575 | 14,450 | 17,450 | (8,125) | 68.2% |
| TUITION-RENAISSANCE ACADEMY | 20,811 | | | (20,811) | |
| PLANETARIUM FEES | | (196) | 4,290 | 4,290 | |
| DONATION | | 13,000 | 15,908 | 15,908 | |
| MISCELLANEOUS REVENUE | 224,703 | 673,247 | 818,200 | 593,497 | 364.1% |
| STOP ARM ENFORCEMENT PROGRAM | | 110,555 | 214,355 | 214,355 | |
| SALE OF SALVAGE MATERIALS | 12,000 | 5,111 | 80,583 | 68,583 | 671.5% |
| REIMB-SYSTEM REPAIRS | | 18,395 | 30,585 | 30,585 | |
| INDIRECT COST-GRANTS | 600,000 | 83,139 | 722,660 | 122,660 | 120.4% |
| TUITION SECEP REACH | | 135,560 | 135,560 | 135,560 | |
| LOST & STOLEN-TECHNOLOGY | | 8,191 | 11,200 | 11,200 | |
| LOST & DAMAGED-TECHNOLOGY | | 33,912 | 64,313 | 64,313 | |
| LOST & DAMAGED-CALCULATORS | | 16,400 | 27,508 | 27,508 | |
| LOST & DAMAGED-HEARTRATE MONITORS | | 346 | 1,141 | 1,141 | |
| TOTAL FROM OTHER SOURCES | 2,782,803 | 1,377,973 | 4,001,625 | 1,218,822 | 143.8% |
| TOTAL SCHOOL OPERATING FUND | 820,455,055 | 90,160,806 | 828,442,890 | 7,987,835 | 101.0% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 5

| | | | |
|---------------------|---------|-----------------------------------|---------|
| ASSETS: | | LIABILITIES: | |
| CASH | 213,370 | VOUCHERS PAYABLE | 52,008 |
| ACCOUNTS RECEIVABLE | 90 | ACCOUNTS PAYABLE | 4,567 |
| | | SALARIES PAYABLE | 2,322 |
| | | WIRES PAYABLE | 11,287 |
| | | ACH PAYABLE | 19,486 |
| | | TOTAL LIABILITIES | 89,670 |
| | | FUND EQUITY: | |
| | | FUND BALANCE: | |
| | | RESERVE FOR ENCUMBRANCES | 123,790 |
| | | TOTAL FUND EQUITY | 123,790 |
| TOTAL ASSETS | 213,460 | TOTAL LIABILITIES AND FUND EQUITY | 213,460 |

| | FY 2019 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|--------------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | 5,000 | 1,350 | 45,634 | 40,634 | 912.7% |
| BASKETBALL | 120,000 | | 106,150 | (13,850) | 88.5% |
| FOOTBALL | 250,000 | | 169,859 | (80,141) | 67.9% |
| GYMNASTICS | 4,000 | | 5,349 | 1,349 | 133.7% |
| WRESTLING | 13,000 | | 13,636 | 636 | 104.9% |
| SOCCER | 42,000 | 4,686 | 59,832 | 17,832 | 142.5% |
| MIDDLE SCHOOL | 65,000 | 4,420 | 95,315 | 30,315 | 146.6% |
| TRANSFER FROM SCHOOL OPERATING | 4,729,774 | (438,344) | 4,291,430 | (438,344) | 90.7% |
| OTHER INCOME | 5,000 | 30 | 35,298 | 30,298 | 706.0% |
| TOTAL REVENUES | 5,233,774 | (427,858) | 4,822,503 | (411,271) | 92.1% |
| PYFB-ENCUMBRANCES | 394,082 | | | | |
| TOTAL REVENUES AND PYFB | 5,627,856 | | | | |

| | FY 2019 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|-----------------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| PERSONNEL SERVICES | 2,554,767 | 27,472 | 2,376,626 | | 178,141 | 93.0% |
| FICA BENEFITS | 195,437 | 2,095 | 181,665 | | 13,772 | 93.0% |
| PURCHASED SERVICES | 1,252,979 | 43,937 | 1,207,108 | | 45,871 | 96.3% |
| VA HIGH SCHOOL LEAGUE DUES | 51,250 | | 21,055 | | 30,195 | 41.1% |
| ATHLETIC INSURANCE | 175,000 | | 190,774 | | (15,774) | 109.0% |
| OTHER CHARGES | | 395 | 2,071 | | (2,071) | |
| MATERIALS AND SUPPLIES | 835,538 | 95,755 | 910,481 | 15,948 | (90,891) | 110.9% |
| CAPITAL OUTLAY | 270,976 | 17,450 | 119,736 | 101,165 | 50,075 | 81.5% |
| LAND, STRUCTURES AND IMPROVEMENTS | 291,909 | | 294,298 | 6,677 | (9,066) | 103.1% |
| TOTAL | 5,627,856 | 187,104 | 5,303,814 | 123,790 | 200,252 | 96.4% |

INCREASE (DECREASE) IN FUND BALANCE (481,311)

BUDGETED INCREASE (DECREASE)
IN FUND BALANCE (394,082)

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 6

| | | | |
|-----------------------------|-------------------|-----------------------------------|-------------------|
| ASSETS: | | LIABILITIES: | |
| CASH | 14,166,188 | VOUCHERS PAYABLE | 7,262 |
| CASH WITH CAFETERIAS | 5,000 | SALARIES PAYABLE | 72,218 |
| ACCOUNTS RECEIVABLE | 101,535 | SALARIES PAYABLE-OPTIONS | 926,453 |
| DUE FROM FEDERAL GOVERNMENT | 885,414 | FICA PAYABLE-OPTIONS | 70,916 |
| FOOD INVENTORY | 233,974 | WIRES PAYABLES | 3,346 |
| FOOD-USDA INVENTORY | 157,242 | ACH PAYABLES | 503,764 |
| SUPPLIES INVENTORY | 118,283 | UNEARNED REVENUE | 474,466 |
| PREPAID ITEM | 5,396 | TOTAL LIABILITIES | <u>2,058,425</u> |
| | | FUND EQUITY: | |
| | | FUND BALANCE: | |
| | | RESERVE FOR INVENTORIES | 509,499 |
| | | RESERVE FOR PREPAID ITEMS | 5,396 |
| | | RESERVE FOR ENCUMBRANCES | 105,791 |
| | | DESIGNATED FOR THE FY20 BUDGET | 2,490,632 |
| | | UNDESIGNATED | <u>10,503,289</u> |
| | | TOTAL FUND EQUITY | <u>13,614,607</u> |
| TOTAL ASSETS | <u>15,673,032</u> | TOTAL LIABILITIES AND FUND EQUITY | <u>15,673,032</u> |

| | FY 2019 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|-----------------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | 50,000 | 44,305 | 231,849 | 181,849 | 463.7% |
| CHARGES FOR SERVICES | 11,230,670 | 466,919 | 9,751,969 | (1,478,701) | 86.8% |
| USDA REBATES | 673,583 | 137,934 | 654,270 | (19,313) | 97.1% |
| MISCELLANEOUS REVENUE | | | 10,000 | 10,000 | |
| TOTAL LOCAL REVENUE | <u>11,954,253</u> | <u>649,158</u> | <u>10,648,088</u> | <u>(1,306,165)</u> | 89.1% |
| SCHOOL MEAL PAYMENTS | 500,000 | 67,537 | 665,561 | 165,561 | 133.1% |
| SCHOOL BREAKFAST INITIATIVE | | 30,260 | 64,594 | 64,594 | |
| TOTAL REVENUE FROM COMMONWEALTH | <u>500,000</u> | <u>97,797</u> | <u>730,155</u> | <u>230,155</u> | 146.0% |
| BREAKFAST PROGRAM | | 899,578 | 4,973,241 | 4,973,241 | |
| NATIONAL SCHOOL MEAL PROGRAM | 17,410,089 | 2,130,378 | 12,091,348 | (5,318,741) | 69.5% |
| USDA COMMODITIES | 1,923,583 | 1,721,436 | 1,721,436 | (202,147) | 89.5% |
| SUMMER FEEDING PROGRAM | | 16,614 | 169,307 | 169,307 | |
| CHILD AND ADULT CARE FOOD PROGRAM | | 69,095 | 387,071 | 387,071 | |
| OTHER FEDERAL FUNDS | | | 472 | 472 | |
| TOTAL REVENUE FROM FEDERAL GOV'T | <u>19,333,672</u> | <u>4,837,101</u> | <u>19,342,875</u> | <u>9,203</u> | 100.0% |
| TOTAL REVENUES | <u>31,787,925</u> | <u>5,584,056</u> | <u>30,721,118</u> | <u>(1,066,807)</u> | 96.6% |
| PRIOR YEAR FUND BALANCE (PYFB) | 1,945,288 | | | | |
| PYFB-ENCUMBRANCES | <u>81,246</u> | | | | |
| TOTAL REVENUES AND PYFB | <u>33,814,459</u> | | | | |

| | FY 2019 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| PERSONNEL SERVICES | 10,937,689 | 990,485 | 9,369,495 | | 1,568,194 | 85.7% |
| FRINGE BENEFITS | 4,610,424 | 364,001 | 3,612,322 | | 998,102 | 78.4% |
| PURCHASED SERVICES | 456,466 | 30,117 | 337,666 | 4,807 | 113,993 | 75.0% |
| OTHER CHARGES | 74,802 | 3,104 | 44,507 | | 30,295 | 59.5% |
| MATERIALS AND SUPPLIES | 16,439,734 | 3,526,790 | 15,325,593 | 6,250 | 1,107,891 | 93.3% |
| CAPITAL OUTLAY | 1,295,344 | 113,034 | 707,800 | 94,734 | 492,810 | 62.0% |
| TOTAL | <u>33,814,459</u> | <u>5,027,531</u> | <u>29,397,383</u> | <u>105,791</u> | <u>4,311,285</u> | 87.3% |

INCREASE (DECREASE) IN FUND BALANCE 1,323,735

BUDGETED INCREASE (DECREASE)
IN FUND BALANCE (2,026,534)

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 7

| | | | |
|---------------------|-----------|-----------------------------------|-----------|
| ASSETS: | | LIABILITIES: | |
| CASH | 7,118,677 | ACCOUNTS PAYABLE | 189,203 |
| ACCOUNTS RECEIVABLE | 133 | TOTAL LIABILITIES | 189,203 |
| PREPAID ITEM | 100,000 | | |
| | | FUND EQUITY: | |
| | | FUND BALANCE: | |
| | | RESERVE FOR PREPAID ITEMS | 100,000 |
| | | RESERVE FOR ENCUMBRANCES | 2,090 |
| | | DESIGNATED FOR THE FY20 BUDGET | 722,803 |
| | | UNDESIGNATED | 6,204,714 |
| | | TOTAL FUND EQUITY | 7,029,607 |
| TOTAL ASSETS | 7,218,810 | TOTAL LIABILITIES AND FUND EQUITY | 7,218,810 |

| | FY 2019 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|--------------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | 29,483 | 12,546 | 103,434 | 73,951 | 350.8% |
| PURCHASES | | | 14 | 14 | |
| LOST AND DAMAGED | 27,000 | 23,461 | 45,834 | 18,834 | 169.8% |
| MISCELLANEOUS | | 2,266 | 3,976 | 3,976 | |
| TOTAL LOCAL REVENUE | 56,483 | 38,273 | 153,258 | 96,775 | 271.3% |
| DEPT OF EDUCATION | 4,009,991 | 333,660 | 3,992,287 | (17,704) | 99.6% |
| TOTAL REVENUE-COMMONWEALTH | 4,009,991 | 333,660 | 3,992,287 | (17,704) | 99.6% |
| TOTAL REVENUES | 4,066,474 | 371,933 | 4,145,545 | 79,071 | 101.9% |
| PRIOR YEAR FUND BALANCE (PYFB) | 2,140,110 | | | | |
| PYFB-ENCUMBRANCES | 23,205 | | | | |
| TOTAL REVENUES AND PYFB | 6,229,789 | | | | |

| | FY 2019 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| PERSONNEL SERVICES | 87,067 | 7,604 | 93,257 | | (6,190) | 107.1% |
| FRINGE BENEFITS | 28,076 | 3,542 | 37,066 | | (8,990) | 132.0% |
| PURCHASED SERVICES | 725,930 | | 334,964 | | 390,966 | 46.1% |
| MATERIALS AND SUPPLIES | 5,388,716 | 189,204 | 4,664,392 | 2,090 | 722,234 | 86.6% |
| TOTAL | 6,229,789 | 200,350 | 5,129,679 | 2,090 | 1,098,020 | 82.4% |

INCREASE (DECREASE) IN FUND BALANCE (984,134)

BUDGETED INCREASE (DECREASE)
IN FUND BALANCE (2,163,315)

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 8

| | | | |
|---------------------|-------------------|-----------------------------------|-------------------|
| ASSETS: | | LIABILITIES: | |
| CASH | 15,439,841 | VOUCHERS PAYABLE | 263,043 |
| ACCOUNTS RECEIVABLE | 1,998 | ACCOUNTS PAYABLE | 5,000 |
| PREPAID ITEM | 317,064 | SALARIES PAYABLE | 1,667 |
| | | WIRES PAYABLE | 49,039 |
| | | ACH PAYABLES | 20,330 |
| | | EST CLAIMS/JUDGMENTS PAYABLE | 8,597,000 |
| | | TOTAL LIABILITIES | <u>8,936,079</u> |
| | | FUND EQUITY: | |
| | | RETAINED EARNINGS | <u>6,822,824</u> |
| | | TOTAL FUND EQUITY | <u>6,822,824</u> |
| TOTAL ASSETS | <u>15,758,903</u> | TOTAL LIABILITIES AND FUND EQUITY | <u>15,758,903</u> |

| | MONTH'S REALIZED | YR-TO-DATE REALIZED |
|-------------------------------------|---------------------|------------------------|
| REVENUES: | | |
| INTEREST ON BANK DEPOSITS | 27,990 | 284,550 |
| RISK MANAGEMENT CHARGES | | 6,805,724 |
| INSURANCE PROCEEDS | 10,636 | 710,831 |
| MISCELLANEOUS REVENUE | 294 | 4,077 |
| TRANSFER FROM SCHOOL OPERATING FUND | | 2,000,000 |
| TOTAL REVENUES | <u>38,920</u> | <u>9,805,182</u> |

| | MONTH'S EXPENSES | YR-TO-DATE EXPENSES | OUTSTANDING ENCUMBRANCES |
|----------------------------------|---------------------|------------------------|-----------------------------|
| EXPENSES: | | | |
| PERSONNEL SERVICES | 28,566 | 296,387 | |
| FRINGE BENEFITS | 9,159 | 96,670 | |
| OTHER PURCHASED SERVICES | 32,468 | 477,488 | 858 |
| FIRE AND PROPERTY INSURANCE | | 1,585,812 | |
| MOTOR VEHICLE INSURANCE | 550,684 | 2,353,717 | |
| WORKER'S COMPENSATION | 569,568 | 2,743,993 | |
| SURETY BONDS | | 200 | |
| GENERAL LIABILITY INSURANCE | 61,359 | 735,585 | |
| MISCELLANEOUS | 196 | 4,102 | |
| MATERIALS AND SUPPLIES | 5,190 | 48,754 | |
| CAPITAL OUTLAY | | 34,853 | |
| LAND, STRUCTURES, & IMPROVEMENTS | | 7,380 | |
| TOTAL | <u>1,257,190</u> | <u>8,384,941</u> | <u>858</u> |

INCREASE (DECREASE) IN RETAINED EARNINGS 1,420,241

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 9

| | | | |
|---------------------|------------------|-----------------------------------|------------------|
| ASSETS: | | LIABILITIES: | |
| CASH | 2,797,191 | DEPOSITS PAYABLE | 75,000 |
| ACCOUNTS RECEIVABLE | 1,296 | ACH PAYABLES | 4,830 |
| | | TOTAL LIABILITIES | <u>79,830</u> |
| | | FUND EQUITY: | |
| | | FUND BALANCE: | |
| | | RESERVE FOR ENCUMBRANCES | 1,170 |
| | | DESIGNATED FOR THE FY20 BUDGET | 284,000 |
| | | UNDESIGNATED | <u>2,433,487</u> |
| | | TOTAL FUND EQUITY | <u>2,718,657</u> |
| TOTAL ASSETS | <u>2,798,487</u> | TOTAL LIABILITIES AND FUND EQUITY | <u>2,798,487</u> |

| | FY 2019 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|---------------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | 10,000 | 5,069 | 52,402 | 42,402 | 524.0% |
| RENT-WIRELESS COMMUNICATION | 500,000 | | | (500,000) | |
| TOWER RENT-BAYSIDE HIGH | | | 27,500 | 27,500 | |
| TOWER RENT-COX HIGH | | 2,186 | 143,048 | 143,048 | |
| TOWER RENT-FIRST COLONIAL HIGH | | | 76,734 | 76,734 | |
| TOWER RENT-LANDSTOWN HIGH | | | 32,920 | 32,920 | |
| TOWER RENT-OCEAN LAKES HIGH | | | 91,962 | 91,962 | |
| TOWER RENT-SALEM HIGH | | | 49,976 | 49,976 | |
| TOWER RENT-TALLWOOD HIGH | | | 39,418 | 39,418 | |
| TOWER RENT-TECH CENTER | | 4,769 | 93,309 | 93,309 | |
| TOWER RENT-WOODSTOCK ELEMENTARY | | 3,889 | 15,671 | 15,671 | |
| TOTAL REVENUES | <u>510,000</u> | <u>15,913</u> | <u>622,940</u> | <u>112,940</u> | 122.1% |
| PRIOR YEAR FUND BALANCE (PYFB) | 340,000 | | | | |
| PYFB-ENCUMBRANCES | <u>764</u> | | | | |
| TOTAL REVENUES AND PYFB | <u>850,764</u> | | | | |

| | FY 2019 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| PURCHASED SERVICES | | | 3,315 | | (3,315) | |
| MATERIALS AND SUPPLIES | 850,764 | 73,110 | 528,052 | 1,170 | 321,542 | 62.2% |
| TOTAL | <u>850,764</u> | <u>73,110</u> | <u>531,367</u> | <u>1,170</u> | <u>318,227</u> | 62.6% |

INCREASE (DECREASE) IN FUND BALANCE 91,573

BUDGETED INCREASE (DECREASE)
IN FUND BALANCE (340,764)

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B10

Revenues :

| | FY 2019 Estimated | Month's Realized | Yr-To-Date Realized | Unrealized Revenues | Percent Realized |
|--------------------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| Source: | | | | | |
| Commonwealth of Virginia | 14,506,140 | 2,468,624 | 9,366,836 | (5,139,304) | 64.57% |
| Federal Government | 41,077,712 | 16,175,383 | 32,111,852 | (8,965,860) | 78.17% |
| Other Sources | 673,149 | 177,557 | 448,847 | (224,302) | 66.68% |
| Transfers from School Operating Fund | 5,229,649 | (1,701,469) | 3,536,134 | (1,693,515) | 67.62% |
| Total Revenues | 61,486,650 | 17,120,095 | 45,463,669 | (16,022,981) | 73.94% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 11

| | <u>FY 2019</u> <u>APPROPRIATIONS</u> | <u>MONTH'S</u> <u>EXPENDITURES</u> | <u>YR-TO-DATE</u> <u>EXPENDITURES</u> | <u>OUTSTANDING</u> <u>ENCUMBRANCES</u> | <u>REMAINING</u> <u>BALANCE</u> | <u>PERCENT</u> <u>OBLIGATED</u> |
|--|---|---------------------------------------|--|---|------------------------------------|------------------------------------|
| ADULT BASIC EDUCATION 18/19 | 321,573 | 10,177 | 321,573 | | | 100.0% |
| ADULT BASIC EDUCATION 17/18 | 4,968 | | 4,968 | | | 100.0% |
| ALGEBRA READINESS 17/18 | 407,642 | 60,329 | 407,642 | | | 100.0% |
| ALGEBRA READINESS 18/19 | 1,047,800 | 100,605 | 542,641 | | 505,159 | 51.8% |
| ASIA SOCIETY CONFUCIUS CLASSROOMS 12/13 | 2,089 | | 1,099 | | 990 | 52.6% |
| ASSESSMENT FOR LEARNING PROJECT 15/16 | 32,802 | 7,354 | 19,759 | | 13,043 | 60.2% |
| CAREER & TECHNICAL EDUCATION STATE EQUIP 18/19 | 79,442 | | 79,442 | | | 100.0% |
| CAREER SWITCHER PROGRAM MENTOR REIMBURSE 17/18 | 3,800 | | 3,800 | | | 100.0% |
| CAREER SWITCHER PROGRAM MENTOR REIMBURSE 18/19 | 19,000 | 12,000 | 18,550 | | 450 | 97.6% |
| CARL PERKINS 17/18 | 142,921 | | 140,420 | | 2,501 | 98.3% |
| CARL PERKINS 18/19 | 886,990 | 160,125 | 804,202 | 82,788 | | 100.0% |
| CHAMPIONS TOGETHER 18/19 | 4,000 | | | | 4,000 | |
| COPS SCHOOL VIOLENCE PREVENTION 18/19 | 515,000 | | | | 515,000 | |
| CTE COMPETITIVE INNOVATIVE PROGRAM EQUIP 18/19 | 37,500 | 37,500 | 37,500 | | | 100.0% |
| CTE SPECIAL STATE EQUIP ALLOCATION 18/19 | 62,205 | | 62,205 | | | 100.0% |
| DODEA-MCASP OPERATION GRIT 17/18 | 32,965 | | 32,965 | | | 100.0% |
| DODEA-MCASP OPERATION GRIT 18/19 | 400,805 | 28,977 | 317,697 | | 83,108 | 79.3% |
| DODEA SPECIAL EDUCATION 17/18 | 85,976 | | 85,976 | | | 100.0% |
| DUAL ENROLLMENT-TCC 18/19 | 902,962 | 455,914 | 902,962 | | | 100.0% |
| EARLY CHILDHOOD ED LEADERS COMMUNITIES OF LEARNING 18/19 | 1,000 | | | | 1,000 | |
| EARLY READING INTERVENTION 17/18 | 901,695 | 28,098 | 901,695 | | | 100.0% |
| EARLY READING INTERVENTION 18/19 | 1,915,309 | 82,837 | 854,284 | | 1,061,025 | 44.6% |
| GENERAL ADULT EDUCATION-GAE 18/19 | 30,993 | | 30,993 | | | 100.0% |
| GREEN RUN COLLEGIATE CHARTER SCHOOL SUPPORT 18/19 | 12,500 | 1,632 | 1,632 | 10,868 | | 100.0% |
| IDEA CO-TEACHING INITIATIVE THREE OAKS ES PART 1 18/19 | 8,000 | | 8,000 | | | 100.0% |
| IDEA CO-TEACHING INITIATIVE THREE OAKS ES PART 2 18/19 | 3,750 | 3,750 | 3,750 | | | 100.0% |
| INCLUSION LEADERSHIP TEAM SUPPORT GRANT-SALEM HS 10/11 | 457 | 457 | 457 | | | 100.0% |
| INCLUSION PROJECT MINI- GRANT 17/18 | 2,000 | | 900 | | 1,100 | 45.0% |
| INDUSTRY CERTIFICATION EXAMS 18/19 | 96,092 | 34,838 | 96,092 | | | 100.0% |
| INDUSTRY CERTIFICATION EXAMS STEM 18/19 | 26,234 | 1,252 | 26,234 | | | 100.0% |
| INNOVATION CHALLENGE GRANT 18/19 | 23,000 | 11,236 | 23,000 | | | 100.0% |
| ISAEP 18/19 | 66,842 | 22,008 | 66,842 | | | 100.0% |
| JAIL EDUCATION PROGRAM 19/20 | 180,263 | 14,879 | 42,272 | | 137,991 | 23.5% |
| JAIL EDUCATION PROGRAM 18/19 | 186,688 | | 123,751 | | 62,937 | 66.3% |
| JUVENILE DETENTION 19/20 | 638,959 | 89,259 | 266,095 | | 372,864 | 41.6% |
| JUVENILE DETENTION 18/19 | 809,502 | | 800,011 | | 9,491 | 98.8% |
| MCKINNEY HOMELESS 16/17 | 13,101 | | 13,101 | | | 100.0% |
| MCKINNEY HOMELESS 17/18 | 68,097 | 11,285 | 68,097 | | | 100.0% |
| MCKINNEY HOMELESS 18/19 | 73,000 | 16,432 | 26,635 | | 46,365 | 36.5% |
| MYCAA-LPN COURSES 18/19 | 2,000 | | 2,000 | | | 100.0% |
| NATIONAL BOARD TEACHERS STIPENDS 18/19 | 377,500 | | 377,500 | | | 100.0% |
| NATIONAL MATH & SCIENCE INITIATIVE 18/19 | 112,558 | 104,213 | 112,558 | | | 100.0% |
| NETWORK IMPROVEMENT COMMUNITY (NIC) 18/19 | 16,750 | | 14,250 | | 2,500 | 85.1% |
| NEW TEACHER MENTOR 18/19 | 42,303 | | 42,303 | | | 100.0% |
| NJROTC 18/19 | 39,590 | 39,590 | 39,590 | | | 100.0% |
| NNSY 2018 STEM CAMP | 10,000 | | 10,000 | | | 100.0% |
| NNSY SUMMER 2019 STEM CAMP | 10,000 | 2,009 | 2,009 | 4,705 | 3,286 | 67.1% |
| ODU RESEARCH FOUNDATION CYBERSECURITY 18/19 | 3,000 | 600 | 1,500 | | 1,500 | 50.0% |
| OPPORTUNITY INC-ALC 18/19 | 115,000 | 9,958 | 78,826 | | 36,174 | 68.5% |
| OPPORTUNITY INC-STEM (ISY) 18/19 | 155,000 | 14,935 | 120,351 | | 34,649 | 77.6% |
| OPPORTUNITY INC-STEM (OSY) 18/19 | 160,000 | 15,053 | 100,899 | | 59,101 | 63.1% |
| POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT 17/18 | 7,960 | | 7,152 | | 808 | 89.8% |
| POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT 18/19 | 31,919 | 371 | 17,940 | | 13,979 | 56.2% |
| POST 9/11 GI BILL 18/19 | 2,996 | 2,996 | 2,996 | | | 100.0% |
| PRAXIS ASSISTANCE 18/19 | 7,401 | 1,561 | 1,561 | | 5,840 | 21.1% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 12

| | <u>FY 2019</u> <u>APPROPRIATIONS</u> | <u>MONTH'S</u> <u>EXPENDITURES</u> | <u>YR-TO-DATE</u> <u>EXPENDITURES</u> | <u>OUTSTANDING</u> <u>ENCUMBRANCES</u> | <u>REMAINING</u> <u>BALANCE</u> | <u>PERCENT</u> <u>OBLIGATED</u> |
|--|---|---------------------------------------|--|---|------------------------------------|------------------------------------|
| PRESCHOOL INCENTIVE 17/18 | 119,575 | | 119,575 | | | 100.0% |
| PRESCHOOL INCENTIVE IDEA 18/19 | 504,702 | 38,327 | 307,755 | | 196,947 | 61.0% |
| PROJECT GRADUATION 16/17 | 7,973 | | 7,973 | | | 100.0% |
| PROJECT GRADUATION 17/18 | 37,500 | 18,916 | 32,339 | | 5,161 | 86.2% |
| PROJECT GRADUATION 18/19 | 37,500 | | | | 37,500 | |
| PROJECT HOPE-CITY WIDE SCA 13/14 | 2,874 | | 420 | | 2,454 | 14.6% |
| RACE-TO-GED 18/19 | 68,553 | | 68,553 | | | 100.0% |
| REGION II SUPERINTENDENTS ESCROW 17/18 | 8,953 | 685 | 685 | | 8,268 | 7.7% |
| RESERVE FOR CONTINGENCY | 1,326,937 | | | | 1,326,937 | |
| RISE PROGRAM-INSTRUCTIONAL SUPPORT 17/18 | 67,123 | | | | 67,123 | |
| SCHOOL SECURITY EQUIPMENT GRANT 18/19 | 114,576 | | 114,576 | | | 100.0% |
| SCHOOL SECURITY OFFICE GRANT 18/19 | 32,572 | 921 | 12,268 | | 20,304 | 37.7% |
| START ON SUCCESS (SOS) 18/19 | 15,000 | 837 | 4,779 | | 10,221 | 31.9% |
| STARTALK 17/18 | 67,259 | | 64,023 | | 3,236 | 95.2% |
| STARTALK 18/19 | 89,807 | 19,152 | 19,229 | 1,620 | 68,958 | 23.2% |
| STEM TEACHER RECRUITMENT & RETENTION | 29,000 | | 12,000 | | 17,000 | 41.4% |
| TECHNOLOGY INITIATIVE 16/17 | 304,830 | 186,207 | 304,830 | | | 100.0% |
| TECHNOLOGY INITIATIVE 17/18 | 2,618,400 | 716,347 | 1,911,342 | 2,220 | 704,838 | 73.1% |
| TECHNOLOGY INITIATIVE 18/19 | 2,618,400 | | | | 2,618,400 | |
| TITLE I PART A 17/18 | 3,642,207 | 474,733 | 3,638,613 | 3,594 | | 100.0% |
| TITLE I PART A 16/17 | 66,871 | | 66,871 | | | 100.0% |
| TITLE I PART A 18/19 | 11,914,698 | 1,248,587 | 9,349,916 | 37,954 | 2,526,828 | 78.8% |
| TITLE I PART D SUBPART 1 17/18 | 13,110 | | 13,110 | | | 100.0% |
| TITLE I PART D SUBPART 1 18/19 | 68,023 | 5,547 | 40,484 | | 27,539 | 59.5% |
| TITLE I PART D SUBPART 2 16/17 | 44,941 | | 44,941 | | | 100.0% |
| TITLE I PART D SUBPART 2 17/18 | 283,727 | 53,698 | 195,717 | 5,216 | 82,794 | 70.8% |
| TITLE I PART D SUBPART 2 18/19 | 225,906 | | | | 225,906 | |
| TITLE II PART A 16/17 | 18,820 | | 18,820 | | | 100.0% |
| TITLE II PART A 17/18 | 62,505 | 4,166 | 50,408 | | 12,097 | 80.6% |
| TITLE II PART A 18/19 | 1,583,202 | 141,908 | 1,426,148 | | 157,054 | 90.1% |
| TITLE III PART A LANG ACQUISITION 18/19 | 118,490 | 10,012 | 40,602 | | 77,888 | 34.3% |
| TITLE III PART A LANG ACQUISITION 17/18 | 78,522 | | 78,522 | | | 100.0% |
| TITLE IV PART A 17/18 | 203,099 | 40,634 | 173,509 | 4,845 | 24,745 | 87.8% |
| TITLE IV PART B 21ST CCLC GRC 16/17 | 24,165 | | 24,165 | | | 100.0% |
| TITLE IV PART B 21ST CCLC LYNN ES 17/18 | 8,123 | | 8,123 | | | 100.0% |
| TITLE IV PART B 21ST CCLC LYNN ES 18/19 | 95,660 | 28,757 | 83,419 | 28 | 12,213 | 87.2% |
| TITLE IV PELL 18/19 | 30,643 | 4,546 | 30,643 | | | 100.0% |
| TITLE IV PART A 18/19 | 857,953 | 86,728 | 147,781 | 15,936 | 694,236 | 19.1% |
| TITLE VI-B 17/18 | 2,026,839 | | 2,026,839 | | | 100.0% |
| TITLE VI-B 18/19 | 14,762,186 | 1,291,683 | 11,484,998 | | 3,277,188 | 77.8% |
| VA ELEARNING BACKPACK BAYSIDE 17/18 | 7,061 | 5,784 | 7,061 | | | 100.0% |
| VA ELEARNING BACKPACK GREEN RUN 17/18 | 196 | | 196 | | | 100.0% |
| VA ELEARNING BACKPACK KEMPSVILLE 17/18 | 9,447 | 2,646 | 9,447 | | | 100.0% |
| VA INITIATIVE FOR AT RISK FOUR YR OLDS 17/18 | 405,584 | | 405,584 | | | 100.0% |
| VA INITIATIVE FOR AT RISK FOUR YR OLDS 18/19 | 4,826,738 | 461,985 | 4,232,780 | | 593,958 | 87.7% |
| VIRGINIA MIDDLE SCHOOL TEACHER CORPS 18/19 | 5,000 | | 5,000 | | | 100.0% |
| VPI+PRESCHOOL EXPANSION GRANT 18/19 | 788,207 | 86,747 | 709,654 | 2,944 | 75,609 | 90.4% |
| VPI+PRESCHOOL EXPANSION GRANT 17/18 | 85,100 | | 85,100 | | | 100.0% |
| WORKPLACE READINESS 18/19 | 16,194 | | 16,194 | | | 100.0% |
| TOTAL SCHOOL GRANTS FUND | <u>61,486,650</u> | <u>6,311,783</u> | <u>45,463,669</u> | <u>172,718</u> | <u>15,850,263</u> | <u>74.2%</u> |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL BOARD/CITY HEALTH INSURANCE FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 13

| | | | |
|---------------------|-------------------|-----------------------------------|-------------------|
| ASSETS: | | LIABILITIES: | |
| CASH | 66,137,883 | VOUCHERS PAYABLE | 1,424,361 |
| ACCOUNTS RECEIVABLE | 1,897,163 | ACCOUNTS PAYABLE | 7,650 |
| | | SALARIES PAYABLE | 249 |
| | | ACCOUNTS PAYABLE-HSA | 75 |
| | | WIRES PAYABLE | 3,297,037 |
| | | UNEARNED REVENUE | 7,990,683 |
| | | EST CLAIMS-JUDGMENTS PAYABLE | 9,430,162 |
| | | TOTAL LIABILITIES | <u>22,150,217</u> |
| | | FUND EQUITY: | |
| | | RETAINED EARNINGS | <u>45,884,829</u> |
| | | TOTAL FUND EQUITY | <u>45,884,829</u> |
| TOTAL ASSETS | <u>68,035,046</u> | TOTAL LIABILITIES AND FUND EQUITY | <u>68,035,046</u> |

| REVENUES: | MONTH'S REALIZED | YEAR-TO-DATE REALIZED | |
|--|---------------------|--------------------------|-----------------------------|
| INTEREST ON BANK DEPOSITS | 122,839 | 1,046,209 | |
| EMPLOYEE PREMIUMS-CITY | 1,351,930 | 14,509,321 | |
| EMPLOYER PREMIUMS-CITY | 3,858,563 | 49,142,707 | |
| EMPLOYEE PREMIUMS-SCHOOLS | 1,729,730 | 18,574,957 | |
| EMPLOYER PREMIUMS-SCHOOLS | 5,680,190 | 68,009,685 | |
| COBRA ADMINISTRATIVE FEE-CITY | 300 | 5,015 | |
| COBRA ADMINISTRATIVE FEE-SCHOOLS | 598 | 5,784 | |
| TOTAL REVENUES | <u>12,744,150</u> | <u>151,293,678</u> | |
| EXPENSES: | MONTH'S EXPENSES | YEAR-TO-DATE EXPENSES | OUTSTANDING ENCUMBRANCES |
| SALARIES AND BENEFITS | 46,318 | 515,394 | |
| HEALTH CLAIMS AND OTHER EXPENSES-CITY | 7,629,347 | 59,338,966 | |
| HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS | 13,877,040 | 84,301,727 | |
| TOTAL EXPENSES | <u>21,552,705</u> | <u>144,156,087</u> | |
| INCREASE (DECREASE) IN RETAINED EARNINGS | | <u>7,137,591</u> | |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 14

| | |
|---------------------|--------|
| ASSETS: | |
| CASH | 48,153 |
| ACCOUNTS RECEIVABLE | 33,256 |

| | |
|-------------------|--|
| LIABILITIES: | |
| TOTAL LIABILITIES | |

| | |
|-----------------------------------|--------|
| FUND EQUITY: | |
| FUND BALANCE: | |
| DESIGNATED FOR THE FY20 BUDGET | 6,000 |
| UNDESIGNATED | 75,409 |
| TOTAL FUND EQUITY | 81,409 |
| TOTAL LIABILITIES AND FUND EQUITY | 81,409 |

| | |
|--------------|--------|
| TOTAL ASSETS | 81,409 |
|--------------|--------|

| | FY 2019 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|--------------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | | 86 | 334 | 334 | |
| VENDING OPERATIONS RECEIPTS | 144,000 | 33,401 | 165,570 | 21,570 | 115.0% |
| TOTAL REVENUES | 144,000 | 33,487 | 165,904 | 21,904 | 115.2% |
| PRIOR YEAR FUND BALANCE (PYFB) | 6,000 | | | | |
| TOTAL REVENUES AND PYFB | 150,000 | | | | |

| | FY 2019 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| SCHOOL ALLOCATIONS | 144,280 | | 149,085 | | (4,805) | 103.3% |
| MATERIALS AND SUPPLIES | 5,320 | 431 | 396 | | 4,924 | 7.4% |
| PURCHASED SERVICES | 400 | | | | 400 | |
| TOTAL | 150,000 | 431 | 149,481 | | 519 | 99.7% |

INCREASE (DECREASE) IN FUND BALANCE

| | | |
|---|---------|--------|
| | | 16,423 |
| BUDGETED INCREASE (DECREASE) IN FUND BALANCE | (6,000) | |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 15

| | | | |
|--------------|----------------|-----------------------------------|----------------|
| ASSETS: | | LIABILITIES: | |
| CASH | 713,400 | TOTAL LIABILITIES | |
| | | | |
| | | FUND EQUITY: | |
| | | FUND BALANCE: | |
| | | DESIGNATED FOR THE FY20 BUDGET | 200,000 |
| | | UNDESIGNATED | 513,400 |
| | | TOTAL FUND EQUITY | 713,400 |
| TOTAL ASSETS | <u>713,400</u> | TOTAL LIABILITIES AND FUND EQUITY | <u>713,400</u> |

| | | | | |
|--------------------------------|----------------------|---------------------|------------------------|------------------------|
| REVENUES: | FY 2019 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES |
| INTEREST ON BANK DEPOSITS | | 33,334 | 291,971 | 291,971 |
| TOTAL REVENUES | | <u>33,334</u> | <u>291,971</u> | <u>291,971</u> |
| PRIOR YEAR FUND BALANCE (PYFB) | 260,244 | | | |
| TOTAL REVENUES AND PYFB | <u>260,244</u> | | | |

| | | | | | | |
|------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | FY 2019 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
| MATERIALS AND SUPPLIES | 260,244 | | | | 260,244 | % |
| TOTAL | <u>260,244</u> | | | | <u>260,244</u> | |

INCREASE (DECREASE) IN FUND BALANCE 291,971

BUDGETED INCREASE (DECREASE)
IN FUND BALANCE (260,244)

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 16

| | | | |
|--------------|-----------|-----------------------------------|-----------|
| ASSETS: | | LIABILITIES: | |
| CASH | 1,119,396 | TOTAL LIABILITIES | |
| | | | |
| | | FUND EQUITY: | |
| | | FUND BALANCE: | |
| | | DESIGNATED FOR THE FY20 BUDGET | 80,000 |
| | | UNDESIGNATED | 1,039,396 |
| | | TOTAL FUND EQUITY | 1,119,396 |
| TOTAL ASSETS | 1,119,396 | TOTAL LIABILITIES AND FUND EQUITY | 1,119,396 |

| | | | | |
|--------------------------------|----------------------|---------------------|------------------------|------------------------|
| | FY 2019 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES |
| REVENUES: | | | | |
| INTEREST ON BANK DEPOSITS | | 2,007 | 19,660 | 19,660 |
| TOTAL REVENUES | | 2,007 | 19,660 | 19,660 |
| PRIOR YEAR FUND BALANCE (PYFB) | 1,088,036 | | | |
| TOTAL REVENUES AND PYFB | 1,088,036 | | | |

| | | | | | | |
|----------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| | FY 2019 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
| EXPENDITURES: | | | | | | |
| CAPITAL OUTLAY | 1,088,036 | | | | 1,088,036 | % |
| TOTAL | 1,088,036 | | | | 1,088,036 | |

INCREASE (DECREASE) IN FUND BALANCE 19,660

BUDGETED INCREASE (DECREASE)
IN FUND BALANCE (1,088,036)

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B 17

| | FY 2019 APPROPRIATIONS | MONTH'S EXPENDITURES | YEAR-TO-DATE EXPENDITURES | PROJECT-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|--|---------------------------|-------------------------|------------------------------|---------------------------------|-----------------------------|----------------------|----------------------|
| 1003 RENOV/REPLACEMT-ENERGY MGMT II | 8,675,000 | 930,493 | 2,126,743 | 5,637,002 | 691,674 | 2,346,324 | 72.95% |
| 1004 TENNIS COURT RENOVATIONS II | 1,000,000 | 39,095 | 125,363 | 736,959 | 108,505 | 154,536 | 84.55% |
| 1019 GREAT NECK MIDDLE SCHOOL REPLACEMENT | 45,789,062 | | | 45,789,062 | | | 100.00% |
| 1025 KEMPSVILLE HS ENTREPRENEURIAL ACADEMY | 950,000 | | 491,679 | 948,768 | 150 | 1,082 | 99.89% |
| 1035 JOHN B DEY ES MODERNIZATION | 25,989,241 | 522,498 | 7,445,524 | 21,594,564 | 4,310,422 | 84,255 | 99.68% |
| 1043 THOROUGHGOOD ES REPLACEMENT | 28,970,000 | 4,298,278 | 12,197,372 | 14,389,985 | 8,850,883 | 5,729,132 | 80.22% |
| 1056 PRINCESS ANNE MS REPLACEMENT | 49,975,759 | 6,477,137 | 23,935,962 | 29,299,927 | 16,386,205 | 4,289,627 | 91.42% |
| 1078 SCHOOL BUS FACILITY RENOVATION/EXPANSION | 21,821,574 | | 4,513 | 21,821,574 | | | 100.00% |
| 1095 COMPREHENSIVE LONG RANGE FACILITIES PLANNING UPDATE | 300,000 | | 9,512 | 284,602 | | 15,398 | 94.87% |
| 1099 RENOV & REPLACE-GROUNDS PHASE II | 11,675,000 | 21,945 | 941,937 | 11,661,771 | 12,242 | 987 | 99.99% |
| 1102 21ST CENTURY LEARNING ENVIRONMENT IMPROVEMENTS | 2,100,000 | 4,449 | 1,514,594 | 2,015,150 | 78,159 | 6,691 | 99.68% |
| 1103 RENOV & REPLACE-HVAC SYSTEMS PHASE II | 45,367,724 | 6,579 | 1,631,543 | 45,342,576 | 10,645 | 14,503 | 99.97% |
| 1104 RENOV & REPLACE-REROOFING PHASE II | 35,025,639 | 1,148,916 | 1,873,921 | 31,564,451 | 3,461,109 | 79 | 99.99% |
| 1105 RENOV & REPLACE-VARIOUS PHASE II | 15,033,273 | | 784,329 | 14,989,057 | 8,861 | 35,355 | 99.76% |
| 1110 ENERGY PERFORMANCE CONTRACTS PHASE II | 15,000,000 | 80,807 | 1,214,302 | 11,202,975 | 17,500 | 3,779,525 | 74.80% |
| 1178 RENOV & REPLACE-GROUND PH III | 1,325,000 | 25,141 | 1,158,895 | 1,158,895 | | 166,105 | 87.46% |
| 1179 RENOV & REPLACE-HVAC PH III | 5,650,000 | 2,212,367 | 3,348,598 | 3,348,598 | 2,300,848 | 554 | 99.99% |
| 1180 RENOV & REPLACE-REROOFING PH III | 4,200,000 | 110,613 | 213,413 | 213,413 | 1,068,627 | 2,917,960 | 30.52% |
| 1182 RENOV & REPLACE - VARIOUS PH III | 1,850,000 | 16,761 | 1,815,574 | 1,815,574 | 16,721 | 17,705 | 99.04% |
| 1184 PLAZA ANNEX/LASKIN ROAD ADDITION | 13,300,000 | 113,939 | 647,232 | 647,232 | 354,762 | 12,298,006 | 7.53% |
| 1185 ELEMENTARY PLAYGROUND EQUIPMENT REP | 250,000 | | | | 223,659 | 26,341 | 89.46% |
| 1195 STUDENT DATA MANAGEMENT SYSTEM | 12,187,001 | 150,752 | 610,272 | 11,832,718 | 33,617 | 320,666 | 97.37% |
| 1233 KEMPS LANDING/ODC REPLACEMENT | 63,615,000 | 44,142 | 483,822 | 63,505,274 | 9,288 | 100,438 | 99.84% |
| 1237 SCHOOL HR/PAYROLL | 9,196,000 | | | 8,867,573 | | 328,427 | 96.43% |
| UNALLOCATED CIP SALARIES/BENEFITS | | (254,080) | | | | | |
| TOTAL CAPITAL PROJECTS | 419,245,273 | 15,949,832 | 62,575,100 | 348,667,700 | 37,943,877 | 32,633,696 | 92.22% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2018 THROUGH JUNE 30, 2019 (UNAUDITED)

B18

| | | | |
|---------------------|----------------|-----------------------------------|----------------|
| ASSETS: | | LIABILITIES: | |
| CASH | 294,097 | VOUCHERS PAYABLE | 3,171 |
| ACCOUNTS RECEIVABLE | 230 | ACCOUNTS PAYABLE | 3,197 |
| PREPAID ITEM | 10,542 | SALARIES PAYABLE | 2,468 |
| | | SALARIES PAYABLE-OPTIONS | 235,151 |
| | | FICA PAYABLE-OPTIONS | 17,989 |
| | | WIRES PAYABLE | 20,056 |
| | | ACH PAYABLES | <u>3,510</u> |
| | | TOTAL LIABILITIES | <u>285,542</u> |
| | | FUND EQUITY: | |
| | | FUND BALANCE: | |
| | | RESERVE FOR PREPAID ITEMS | 10,542 |
| | | RESERVE FOR ENCUMBRANCES | <u>8,785</u> |
| | | TOTAL FUND EQUITY | <u>19,327</u> |
| TOTAL ASSETS | <u>304,869</u> | TOTAL LIABILITIES AND FUND EQUITY | <u>304,869</u> |

| | FY 2019 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|--------------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| REVENUES: | | | | | |
| TRANSFER FROM SCHOOL OPERATING | 3,803,031 | (442,950) | 3,360,081 | (442,950) | 88.4% |
| TOTAL REVENUES | 3,803,031 | <u>(442,950)</u> | <u>3,360,081</u> | <u>(442,950)</u> | 88.4% |
| PYFB-ENCUMBRANCES | 19,102 | | | | |
| TOTAL REVENUES AND PYFB | <u>3,822,133</u> | | | | |

| | FY 2019 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| PERSONNEL SERVICES | 2,324,175 | 209,130 | 2,140,587 | | 183,588 | 92.1% |
| FRINGE BENEFITS | 774,317 | 74,875 | 756,518 | | 17,799 | 97.7% |
| PURCHASED SERVICES | 407,802 | 58,357 | 282,628 | 46 | 125,128 | 69.3% |
| OTHER CHARGES | 75,675 | 4,377 | 54,205 | | 21,470 | 71.6% |
| MATERIALS AND SUPPLIES | 240,164 | 19,252 | 130,598 | 8,739 | 100,827 | 58.0% |
| TOTAL | <u>3,822,133</u> | <u>365,991</u> | <u>3,364,536</u> | <u>8,785</u> | <u>448,812</u> | 88.3% |

INCREASE (DECREASE) IN FUND BALANCE (4,455)

BUDGETED INCREASE (DECREASE)
IN FUND BALANCE (19,102)



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INTERIM FINANCIAL STATEMENTS
FISCAL YEAR 2019-2020
JULY 2019

The financial statements include the following:

Please Note: The “A” Schedules, balance sheets (including **B2**), Grants Fund, Health Insurance Fund, and Capital Projects will be included in the Interim Financial Statements for the month of September 2019.

| | <u>Page</u> |
|--|-------------|
| School Operating Fund: | |
| Revenues and Expenditures/Encumbrances Summary | B1 |
| Revenues by Account..... | B3 |
| Special Revenue and Proprietary Funds: | |
| Athletics | B5 |
| Cafeterias..... | B6 |
| Textbooks | B7 |
| Risk Management | B8 |
| Communication Towers/Technology | B9 |
| Vending Operations | B14 |
| Instructional Technology | B15 |
| Equipment Replacement..... | B16 |
| Green Run Collegiate Charter School | B18 |

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

The financial statements do not include FY2019 encumbrances, as these encumbrances will be brought forward in August 2019.

School Operating Fund

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

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

Revenues realized this month totaled **\$62.7 million**. Of the amount realized for the month, **\$38.5 million** was realized from the City and **\$21.1 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue. A payment of **\$2,018,064** in Impact Aid was received from the Federal Government this month.

School Operating Fund Expenditures (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **7.04%**.

Athletics Fund (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. The fund has realized **\$4,728,885** (includes **\$4,723,274** from the School Operating Fund) this month or **90.5%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **6.2%** of the current fiscal year budget.

Cafeterias Fund (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$39,016** (interest and charges for services) this month or **0.1%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **2.1%** of the current fiscal year budget.

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$344,659** (includes **\$330,298** from the Department of Education) this month or **8.5%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **20.3%** of the budget for the current fiscal year. Please note that **\$722,803** of the current year budget is funded by the prior year fund balance.

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$6,839,969** in revenue (includes **\$6,805,724** from the School Operating Fund) this month. Expenses for this month totaled **\$3,124,604** (includes **\$370,262** in Worker's Compensation payments,

\$1,854,130 in Fire and Property Insurance premiums, **\$565,965** in Motor Vehicle Insurance premiums, and **\$161,286** in General Liability Insurance premiums).

Communication Towers/Technology Fund (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. The fund realized **\$126,086** in revenue (includes **\$27,500** in tower rent-Bayside High, **\$52,447** in tower rent-Cox High, **\$32,958** in tower rent-First Colonial High, **\$2,780** in tower rent-Ocean Lakes High, and **\$4,769** in tower rent-Tech Center) this month or **24.4%** of the estimated revenue for the current fiscal year. Please note that **\$284,000** of the current year budget is funded by the prior year fund balance.

Vending Operations Fund (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. The fund realized **\$128** in revenue (interest) this month. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

Instructional Technology Fund (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. The fund realized **\$31,671** in revenue (interest) this month. Please note that **\$200,000** of the current year budget is funded by the prior year fund balance.

Equipment Replacement Fund (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. The fund realized **\$2,208** in revenue (interest) this month. Please note that **\$80,000** of the current year budget is funded by the prior year fund balance.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$3,913,938** in revenue this month (from General Fund) or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **2.1%** of the current year fiscal year budget.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000
July 1, 2019 through July 31, 2019

4

| Entry | | Description | | Account From | | Account To | Transfer Amount |
|-----------|----------|--|------|---|----|---|-----------------|
| JV NUMBER | 20-07-05 | To pay for the Raptor System software | FROM | Maintenance Services Technological Services | TO | Safe Schools Technology Software/Online Content | \$ 33,000 |
| JV NUMBER | 20-07-15 | To record Challenge Funds | FROM | Office of the Principal-Middle School Other Purchased Services | TO | Bayside 6th Grade Campus Administrative Draw | \$ 5,358 |
| JV NUMBER | 20-07-15 | To record Challenge Funds | FROM | Office of the Principal-Middle School Other Purchased Services | TO | Bayside Middle Administrative Draw | \$ 10,716 |
| JV NUMBER | 20-07-18 | To align with the Virginia Department of Education's change on how testing vouchers should be coded | FROM | Technical and Career Education Other Purchased Services | TO | Technical and Career Education Technology Software/Online Content | \$ 100,000 |
| JV NUMBER | 20-07-19 | To cover the implementation, hardware, and software cost of Education Logistics, Inc. for the special education yellow fleet | FROM | Management Technology Software/Online Content | TO | Vehicle Operations – Special Education Technology Software/Online Content Computer Supplies | \$ 166,315 |
| JV NUMBER | 20-07-19 | To cover the implementation, hardware, and software cost of Education Logistics, Inc. for the white fleet | FROM | Management Technology Software/Online Content | TO | Vehicle Services Computer Supplies | \$ 31,058 |

Virginia Beach City Public Schools
Interim Financial Statements
School Operating Fund Summary
For the period July 1, 2019 through July 31, 2019

B1

Revenues :

| | Budget | % of Total | Actual | Unrealized | Percent Realized |
|--------------------------|--------------------|---------------|-------------------|----------------------|---------------------|
| Source: | | | | | |
| Commonwealth of Virginia | 284,825,537 | 34.20% | 21,067,680 | (263,757,857) | 7.40% |
| State Share Sales Tax | 78,981,847 | 9.48% | 0 | (78,981,847) | 0.00% |
| Federal Government | 12,200,000 | 1.46% | 2,191,964 | (10,008,036) | 17.97% |
| City of Virginia Beach | 453,801,557 | 54.50% | 38,491,040 | (415,310,517) | 8.48% |
| Other Sources | 3,032,803 | 0.36% | 953,254 | (2,079,549) | 31.43% |
| Total Revenues | 832,841,744 | 100.0% | 62,703,938 | (770,137,806) | 7.53% |

Expenditures/Encumbrances:

| | Budget | % of Total | Actual | Unencumbered | Percent Obligated |
|--|--------------------|----------------|-------------------|--------------------|----------------------|
| Category: | | | | | |
| Instruction | 593,109,952 | 71.22% | 22,209,893 | 570,900,059 | 3.74% |
| Administration, Attendance and Health | 26,211,588 | 3.15% | 1,738,542 | 24,473,046 | 6.63% |
| Pupil Transportation | 39,500,098 | 4.74% | 2,716,562 | 36,783,536 | 6.88% |
| Operations and Maintenance | 93,708,519 | 11.25% | 9,902,350 | 83,806,169 | 10.57% |
| Technology | 36,997,705 | 4.44% | 8,002,241 | 28,995,464 | 21.63% |
| Debt Service | 43,313,882 | 5.20% | 14,053,528 | 29,260,354 | 32.45% |
| Total Expenditures/Encumbrances | 832,841,744 | 100.00% | 58,623,116 | 774,218,628 | 7.04% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS

B 3

STATEMENT OF REVENUES

SCHOOL OPERATING FUND

JULY 1, 2019 THROUGH JULY 31, 2019

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|---|----------------------|---------------------|------------------------|------------------------|---------------------|
| REIMB-SOCIAL SECURITY | 10,635,633 | 879,133 | 879,133 | (9,756,500) | 8.3% |
| REIMB-RETIREMENT | 23,414,266 | 1,935,404 | 1,935,404 | (21,478,862) | 8.3% |
| REIMB-LIFE INSURANCE | 714,334 | 59,046 | 59,046 | (655,288) | 8.3% |
| BASIC SCHOOL AID | 177,592,419 | 14,647,945 | 14,647,945 | (162,944,474) | 8.2% |
| SP ED-SOQ | 18,731,413 | 1,548,324 | 1,548,324 | (17,183,089) | 8.3% |
| VOCATIONAL FUNDS-SOQ | 1,904,889 | 157,457 | 157,457 | (1,747,432) | 8.3% |
| FOSTER HOME CHILDREN-REGULAR | 420,617 | | | (420,617) | |
| SUMMER SCHOOLS-REMEDIAL | 270,315 | 22,526 | 22,526 | (247,789) | 8.3% |
| GIFTED & TALENTED AID-SOQ | 1,984,260 | 164,017 | 164,017 | (1,820,243) | 8.3% |
| REMEDIAL ED-SOQ | 4,603,483 | 380,520 | 380,520 | (4,222,963) | 8.3% |
| SP ED-HOME BOUND | 116,073 | | | (116,073) | |
| SP ED-REGIONAL PROG PAYMENT | 9,228,646 | | | (9,228,646) | |
| VOCATIONAL ED-OCCUPATIONAL/TECH ED | 319,681 | | | (319,681) | |
| ENGLISH AS A SECOND LANG PAYMENTS | 1,017,426 | 84,785 | 84,785 | (932,641) | 8.3% |
| AT-RISK INITIATIVE | 3,786,117 | 312,959 | 312,959 | (3,473,158) | 8.3% |
| CLASS SIZE INITIATIVE | 5,029,898 | | | (5,029,898) | |
| SALARY SUPPLEMENT | 10,592,101 | 875,564 | 875,564 | (9,716,537) | 8.3% |
| SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION | 14,463,966 | | | (14,463,966) | |
| TOTAL FROM COMMONWEALTH OF VIRGINIA | 284,825,537 | 21,067,680 | 21,067,680 | (263,757,857) | 7.4% |
| STATE SHARE SALES TAX | 78,981,847 | | | (78,981,847) | |
| TOTAL FROM STATE SHARE SALES TAX | 78,981,847 | | | (78,981,847) | |
| PUBLIC LAW 874 | 8,935,191 | | | (8,935,191) | |
| DEPT OF THE NAVY-NJROTC | 100,000 | | | (100,000) | |
| DEPT OF DEFENSE | 1,500,000 | 2,018,064 | 2,018,064 | 518,064 | 134.5% |
| MEDICAID REIMBURSEMENT | 1,664,809 | 173,900 | 173,900 | (1,490,909) | 10.4% |
| TOTAL FROM FEDERAL GOVERNMENT | 12,200,000 | 2,191,964 | 2,191,964 | (10,008,036) | 18.0% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2019 THROUGH JULY 31, 2019

B 4

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|---|---------------------------|--------------------------|--------------------------|-----------------------------|---------------------|
| CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION | 447,266,019 | 37,272,168 | 37,272,168 | (409,993,851) | 8.3% |
| TRANSFER FROM SCHOOL RESERVE FUND | 5,800,000 | 483,334 | 483,334 | (5,316,666) | 8.3% |
| CITY OF VIRGINIA BEACH-CONSOLIDATED BEN | 735,538 | 735,538 | 735,538 | | 100.0% |
| TOTAL TRANSFERS | <u>453,801,557</u> | <u>38,491,040</u> | <u>38,491,040</u> | <u>(415,310,517)</u> | 8.5% |
| SALE OF SCHOOL VEHICLES | 15,000 | | | (15,000) | |
| RENT OF FACILITIES | 450,000 | 26,175 | 26,175 | (423,825) | 5.8% |
| TUITION-REGULAR DAY | 100,000 | | | (100,000) | |
| TUITION-GEN ADULT ED | 142,839 | | | (142,839) | |
| TUITION-SUMMER SCHOOL | 700,000 | 546,176 | 546,176 | (153,824) | 78.0% |
| TUITION-VOCATIONAL ADULT ED | 169,750 | | | (169,750) | |
| TUITION-DRIVERS ED | 322,125 | | | (322,125) | |
| TUITION-LPN PROGRAM | 25,575 | | | (25,575) | |
| TUITION-RENAISSANCE ACADEMY | 20,811 | | | (20,811) | |
| PLANETARIUM FEES | | 435 | 435 | 435 | |
| MISCELLANEOUS REVENUE | 224,703 | | | (224,703) | |
| STOP ARM ENFORCEMENT PROGRAM | 250,000 | 81,020 | 81,020 | (168,980) | 32.4% |
| SALE OF SALVAGE MATERIALS | 12,000 | 291,143 | 291,143 | 279,143 | 2426.2% |
| REIMB-SYSTEM REPAIRS | | 1,365 | 1,365 | 1,365 | |
| INDIRECT COST-GRANTS | 600,000 | 6,940 | 6,940 | (593,060) | 1.2% |
| TOTAL FROM OTHER SOURCES | <u>3,032,803</u> | <u>953,254</u> | <u>953,254</u> | <u>(2,079,549)</u> | 31.4% |
| TOTAL SCHOOL OPERATING FUND | <u><u>832,841,744</u></u> | <u><u>62,703,938</u></u> | <u><u>62,703,938</u></u> | <u><u>(770,137,806)</u></u> | 7.5% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2019 THROUGH JULY 31, 2019

B 5

| | <u>FY 2020</u> <u>ESTIMATED</u> | <u>MONTH'S</u> <u>REALIZED</u> | <u>YR-TO-DATE</u> <u>REALIZED</u> | <u>UNREALIZED</u> <u>REVENUES</u> | <u>PERCENT</u> <u>REALIZED</u> |
|--------------------------------|------------------------------------|-----------------------------------|--------------------------------------|--------------------------------------|-----------------------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | 5,000 | 5,611 | 5,611 | 611 | 112.2% |
| BASKETBALL | 120,000 | | | (120,000) | |
| FOOTBALL | 250,000 | | | (250,000) | |
| GYMNASTICS | 4,000 | | | (4,000) | |
| WRESTLING | 13,000 | | | (13,000) | |
| SOCCER | 42,000 | | | (42,000) | |
| MIDDLE SCHOOL | 65,000 | | | (65,000) | |
| TRANSFER FROM SCHOOL OPERATING | 4,723,274 | 4,723,274 | 4,723,274 | | 100.0% |
| OTHER INCOME | 5,000 | | | (5,000) | |
| TOTAL REVENUES | <u>5,227,274</u> | <u>4,728,885</u> | <u>4,728,885</u> | <u>(498,389)</u> | 90.5% |

| | <u>FY 2020</u> <u>APPROPRIATIONS</u> | <u>MONTH'S</u> <u>EXPENDITURES</u> | <u>YR-TO-DATE</u> <u>EXPENDITURES</u> | <u>OUTSTANDING</u> <u>ENCUMBRANCES</u> | <u>REMAINING</u> <u>BALANCE</u> | <u>PERCENT</u> <u>OBLIGATED</u> |
|----------------------------|---|---------------------------------------|--|---|------------------------------------|------------------------------------|
| EXPENDITURES: | | | | | | |
| PERSONNEL SERVICES | 2,554,767 | 1,000 | 1,000 | | 2,553,767 | 0.1% |
| FICA BENEFITS | 195,437 | 77 | 77 | | 195,360 | 0.1% |
| PURCHASED SERVICES | 1,282,029 | 900 | 900 | | 1,281,129 | 0.1% |
| VA HIGH SCHOOL LEAGUE DUES | 51,250 | 20,280 | 20,280 | | 30,970 | 39.6% |
| ATHLETIC INSURANCE | 190,000 | 179,748 | 179,748 | | 10,252 | 94.6% |
| MATERIALS AND SUPPLIES | 764,800 | 60,154 | 60,154 | 52,477 | 652,169 | 14.7% |
| CAPITAL OUTLAY | 188,991 | 5,040 | 5,040 | 6,500 | 177,451 | 6.1% |
| TOTAL | <u>5,227,274</u> | <u>267,199</u> | <u>267,199</u> | <u>58,977</u> | <u>4,901,098</u> | 6.2% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2019 THROUGH JULY 31, 2019

B 6

| | <u>FY 2020</u> <u>ESTIMATED</u> | <u>MONTH'S</u> <u>REALIZED</u> | <u>YR-TO-DATE</u> <u>REALIZED</u> | <u>UNREALIZED</u> <u>REVENUES</u> | <u>PERCENT</u> <u>REALIZED</u> |
|-----------------------------------|------------------------------------|-----------------------------------|--------------------------------------|--------------------------------------|-----------------------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | 75,000 | 27,546 | 27,546 | (47,454) | 36.7% |
| CHARGES FOR SERVICES | 11,217,029 | 11,470 | 11,470 | (11,205,559) | 0.1% |
| USDA REBATES | 600,000 | | | (600,000) | |
| TOTAL LOCAL REVENUE | 11,892,029 | 39,016 | 39,016 | (11,853,013) | 0.3% |
| SCHOOL MEAL PAYMENTS | 500,000 | | | (500,000) | |
| TOTAL REVENUE FROM COMMONWEALTH | 500,000 | | | (500,000) | |
| NATIONAL SCHOOL MEAL PROGRAM | 18,241,572 | | | (18,241,572) | |
| USDA COMMODITIES | 1,929,871 | | | (1,929,871) | |
| SUMMER FEED PROGRAM | 150,000 | | | (150,000) | |
| CHILD AND ADULT CARE FOOD PROGRAM | 350,000 | | | (350,000) | |
| TOTAL REVENUE FROM FEDERAL GOV'T | 20,671,443 | | | (20,671,443) | |
| TOTAL REVENUES | 33,063,472 | 39,016 | 39,016 | (33,024,456) | 0.1% |
| PRIOR YEAR FUND BALANCE (PYFB) | 2,490,632 | | | | |
| TOTAL REVENUES AND PYFB | 35,554,104 | | | | |

| | <u>FY 2020</u> <u>APPROPRIATIONS</u> | <u>MONTH'S</u> <u>EXPENDITURES</u> | <u>YR-TO-DATE</u> <u>EXPENDITURES</u> | <u>OUTSTANDING</u> <u>ENCUMBRANCES</u> | <u>REMAINING</u> <u>BALANCE</u> | <u>PERCENT</u> <u>OBLIGATED</u> |
|------------------------|---|---------------------------------------|--|---|------------------------------------|------------------------------------|
| EXPENDITURES: | | | | | | |
| PERSONNEL SERVICES | 12,143,480 | 115,706 | 115,706 | | 12,027,774 | 1.0% |
| FRINGE BENEFITS | 5,331,963 | 29,578 | 29,578 | | 5,302,385 | 0.6% |
| PURCHASED SERVICES | 438,201 | 73,432 | 73,432 | | 364,769 | 16.8% |
| OTHER CHARGES | 44,782 | 5,770 | 5,770 | | 39,012 | 12.9% |
| MATERIALS AND SUPPLIES | 16,302,995 | 18,475 | 18,475 | 156,644 | 16,127,876 | 1.1% |
| CAPITAL OUTLAY | 1,292,683 | 35,553 | 35,553 | 314,056 | 943,074 | 27.0% |
| TOTAL | 35,554,104 | 278,514 | 278,514 | 470,700 | 34,804,890 | 2.1% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2019 THROUGH JULY 31, 2019

B 7

| | <u>FY 2020</u> | <u>MONTH'S</u> | <u>YR-TO-DATE</u> | <u>UNREALIZED</u> | <u>PERCENT</u> |
|--------------------------------|------------------|-----------------|-------------------|-------------------|-----------------|
| REVENUES: | <u>ESTIMATED</u> | <u>REALIZED</u> | <u>REALIZED</u> | <u>REVENUES</u> | <u>REALIZED</u> |
| INTEREST ON BANK DEPOSITS | 29,483 | 14,361 | 14,361 | (15,122) | 48.7% |
| LOST AND DAMAGED | 27,000 | | | (27,000) | |
| TOTAL LOCAL REVENUE | 56,483 | 14,361 | 14,361 | (42,122) | 25.4% |
| DEPT OF EDUCATION | 3,995,902 | 330,298 | 330,298 | (3,665,604) | 8.3% |
| TOTAL REVENUE-COMMONWEALTH | 3,995,902 | 330,298 | 330,298 | (3,665,604) | 8.3% |
| TOTAL REVENUES | 4,052,385 | 344,659 | 344,659 | (3,707,726) | 8.5% |
| PRIOR YEAR FUND BALANCE (PYFB) | 722,803 | | | | |
| TOTAL REVENUES AND PYFB | 4,775,188 | | | | |

| | <u>FY 2020</u> | <u>MONTH'S</u> | <u>YR-TO-DATE</u> | <u>OUTSTANDING</u> | <u>REMAINING</u> | <u>PERCENT</u> |
|------------------------|-----------------------|---------------------|---------------------|---------------------|------------------|------------------|
| EXPENDITURES: | <u>APPROPRIATIONS</u> | <u>EXPENDITURES</u> | <u>EXPENDITURES</u> | <u>ENCUMBRANCES</u> | <u>BALANCE</u> | <u>OBLIGATED</u> |
| PERSONNEL SERVICES | 93,977 | 7,832 | 7,832 | | 86,145 | 8.3% |
| FRINGE BENEFITS | 30,110 | 1,835 | 1,835 | | 28,275 | 6.1% |
| MATERIALS AND SUPPLIES | 4,651,101 | 100,000 | 100,000 | 860,653 | 3,690,448 | 20.7% |
| TOTAL | 4,775,188 | 109,667 | 109,667 | 860,653 | 3,804,868 | 20.3% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2019 THROUGH JULY 31, 2019

B 8

| REVENUES: | MONTH'S REALIZED | YR-TO-DATE REALIZED |
|---------------------------|---------------------|------------------------|
| INTEREST ON BANK DEPOSITS | 33,877 | 33,877 |
| RISK MANAGEMENT CHARGES | 6,805,724 | 6,805,724 |
| MISCELLANEOUS REVENUE | 368 | 368 |
| TOTAL REVENUES | <u>6,839,969</u> | <u>6,839,969</u> |

| EXPENSES: | MONTH'S EXPENSES | YR-TO-DATE EXPENSES | OUTSTANDING ENCUMBRANCES |
|-----------------------------|---------------------|------------------------|-----------------------------|
| PERSONNEL SERVICES | 25,403 | 25,403 | |
| FRINGE BENEFITS | 6,450 | 6,450 | |
| OTHER PURCHASED SERVICES | 140,471 | 140,471 | 3,704 |
| FIRE AND PROPERTY INSURANCE | 1,854,130 | 1,854,130 | |
| MOTOR VEHICLE INSURANCE | 565,965 | 565,965 | |
| WORKER'S COMPENSATION | 370,262 | 370,262 | |
| SURETY BONDS | 200 | 200 | |
| GENERAL LIABILITY INSURANCE | 161,286 | 161,286 | |
| MISCELLANEOUS | 225 | 225 | |
| MATERIALS AND SUPPLIES | 212 | 212 | 975 |
| TOTAL | <u>3,124,604</u> | <u>3,124,604</u> | <u>4,679</u> |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2019 THROUGH JULY 31, 2019

B 9

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|--------------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | 16,000 | 5,632 | 5,632 | (10,368) | 35.2% |
| RENT-WIRELESS COMMUNICATION | 500,000 | | | (500,000) | |
| TOWER RENT-BAYSIDE HIGH | | 27,500 | 27,500 | 27,500 | |
| TOWER RENT-COX HIGH | | 52,447 | 52,447 | 52,447 | |
| TOWER RENT-FIRST COLONIAL HIGH | | 32,958 | 32,958 | 32,958 | |
| TOWER RENT-OCEAN LAKES HIGH | | 2,780 | 2,780 | 2,780 | |
| TOWER RENT-TECH CENTER | | 4,769 | 4,769 | 4,769 | |
| TOTAL REVENUES | 516,000 | 126,086 | 126,086 | (389,914) | 24.4% |
| PRIOR YEAR FUND BALANCE (PYFB) | 284,000 | | | | |
| TOTAL REVENUES AND PYFB | 800,000 | | | | |

| | FY 2020 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| MATERIALS AND SUPPLIES | 800,000 | 1,170 | 1,170 | | 798,830 | 0.1% |
| TOTAL | 800,000 | 1,170 | 1,170 | | 798,830 | 0.1% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2019 THROUGH JULY 31, 2019

B 14

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED | |
|--------------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| REVENUES: | | | | | | |
| INTEREST ON BANK DEPOSITS | | 128 | 128 | 128 | % | |
| VENDING OPERATIONS RECEIPTS | 144,000 | | | (144,000) | | |
| TOTAL REVENUES | 144,000 | 128 | 128 | (143,872) | | |
| PRIOR YEAR FUND BALANCE (PYFB) | 6,000 | | | | | |
| TOTAL REVENUES AND PYFB | 150,000 | | | | | |
| | | | | | | |
| | FY 2020 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
| EXPENDITURES: | | | | | | |
| SCHOOL ALLOCATIONS | 144,280 | | | | 144,280 | % |
| MATERIALS AND SUPPLIES | 5,360 | | | | 5,360 | |
| PURCHASED SERVICES | 360 | | | | 360 | |
| TOTAL | 150,000 | | | | 150,000 | |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2019 THROUGH JULY 31, 2019

B 15

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED | |
|--------------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| REVENUES: | | | | | | |
| INTEREST ON BANK DEPOSITS | | 31,671 | 31,671 | 31,671 | % | |
| TOTAL REVENUES | | 31,671 | 31,671 | 31,671 | | |
| PRIOR YEAR FUND BALANCE (PYFB) | 200,000 | | | | | |
| TOTAL REVENUES AND PYFB | 200,000 | | | | | |
| | | | | | | |
| | FY 2020 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
| EXPENDITURES: | | | | | | |
| MATERIALS AND SUPPLIES | 200,000 | | | | 200,000 | % |
| TOTAL | 200,000 | | | | 200,000 | |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2019 THROUGH JULY 31, 2019

B 16

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|--------------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | | 2,208 | 2,208 | 2,208 | % |
| TOTAL REVENUES | | 2,208 | 2,208 | 2,208 | |
| PRIOR YEAR FUND BALANCE (PYFB) | 80,000 | | | | |
| TOTAL REVENUES AND PYFB | 80,000 | | | | |

| | FY 2020 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|----------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| CAPITAL OUTLAY | 80,000 | | | | 80,000 | % |
| TOTAL | 80,000 | | | | 80,000 | |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2019 THROUGH JULY 31, 2019

B18

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|----------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| REVENUES: | | | | | |
| TRANSFER FROM GENERAL FUND | 3,913,938 | 3,913,938 | 3,913,938 | | 100.0% |
| TOTAL REVENUES | <u>3,913,938</u> | <u>3,913,938</u> | <u>3,913,938</u> | | 100.0% |

| | FY 2020 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| PERSONNEL SERVICES | 2,414,792 | 30,843 | 30,843 | | 2,383,949 | 1.3% |
| FRINGE BENEFITS | 800,968 | 7,411 | 7,411 | | 793,557 | 0.9% |
| PURCHASED SERVICES | 409,172 | 22,174 | 22,174 | 52 | 386,946 | 5.4% |
| OTHER CHARGES | 77,339 | 9,142 | 9,142 | | 68,197 | 11.8% |
| MATERIALS AND SUPPLIES | 211,667 | 9,439 | 9,439 | 4,241 | 197,987 | 6.5% |
| TOTAL | <u>3,913,938</u> | <u>79,009</u> | <u>79,009</u> | <u>4,293</u> | <u>3,830,636</u> | 2.1% |



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INTERIM FINANCIAL STATEMENTS
FISCAL YEAR 2019-2020
AUGUST 2019

The financial statements include the following:

Please Note: The “A” Schedules, balance sheets (including **B2**), Grants Fund, Health Insurance Fund, and Capital Projects will be included in the Interim Financial Statements for the month of September 2019.

| | <u>Page</u> |
|--|-------------|
| School Operating Fund: | |
| Revenues and Expenditures/Encumbrances Summary | B1 |
| Revenues by Account | B3 |
| Special Revenue and Proprietary Funds: | |
| Athletics | B5 |
| Cafeterias | B6 |
| Textbooks | B7 |
| Risk Management | B8 |
| Communication Towers/Technology | B9 |
| Vending Operations | B14 |
| Instructional Technology | B15 |
| Equipment Replacement | B16 |
| Green Run Collegiate Charter School | B18 |

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

School Operating Fund

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

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

Revenues realized this month totaled **\$61.9 million**. Of the amount realized for the month, **\$37.8 million** was realized from the City, **\$2.9 million** was received in state sales tax, and **\$21.1 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue.

School Operating Fund Expenditures (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **11.81%**. Please note that **\$10,298,557** of the current year budget is funded by the prior year fund balance for encumbrances.

Athletics Fund (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. The fund has realized **\$10,937** (interest) in revenue this month or **90.7%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **15.3%** of the current fiscal year budget. Please note that **\$123,790** of the current year budget is funded by the prior year fund balance for encumbrances.

Cafeterias Fund (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$193,103** (includes **\$125,352** from federal government Summer Feed Program) this month or **0.7%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **3.2%** of the current fiscal year budget. Please note that **\$2,596,423** of the current year budget is funded by the prior year fund balance (**\$2,490,632**) and prior year fund balance reserve for encumbrance (**\$105,791**).

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$346,371** (includes **\$330,298** from the Department of Education) this month or **17.1%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **49.6%** of the budget for the current fiscal year. Please note that **\$724,893** of the current year budget is funded by the prior year fund balance (**\$722,803**) and prior year fund balance reserve for encumbrance (**\$2,090**).

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$44,252** in revenue (includes **\$43,884** in interest) this month. Expenses for this month totaled **\$265,119** (includes **\$132,353** in Worker's Compensation payments, **\$27,513** in Motor Vehicle Insurance premiums, and **\$54,259** in General Liability Insurance premiums).

Communication Towers/Technology Fund (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. The fund realized **\$63,350** in revenue (includes **\$2,186** in tower rent-Cox High, **\$2,782** in tower rent-Ocean Lakes High, **\$46,738** in tower rent-Tallwood High, and **\$4,769** in tower rent-Tech Center) this month or **36.7%** of the estimated revenue for the current fiscal year. Please note that **\$285,170** of the current year budget is funded by the prior year fund balance (**\$284,000**) and prior year fund balance reserve for encumbrance (**\$1,170**).

Vending Operations Fund (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. The fund realized **\$190** in revenue (interest) this month. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

Instructional Technology Fund (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. The fund realized **\$30,374** in revenue (interest) this month. Please note that **\$200,000** of the current year budget is funded by the prior year fund balance.

Equipment Replacement Fund (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. The fund realized **\$2,618** in revenue (interest) this month. Please note that **\$80,000** of the current year budget is funded by the prior year fund balance.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$3,913,938** in for the current fiscal year or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **4.0%** of the current year fiscal year budget. Please note that **\$8,785** of the current year budget is funded by the prior year fund balance for encumbrances.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000
August 1, 2019 through August 31, 2019

4

| Entry | | Description | | Account From | | Account To | Transfer Amount |
|-----------|----------|--|------|---|----|---|-----------------|
| JV NUMBER | 20-08-02 | To pay for From One Hand to Another (FOHTA) summer program | FROM | Elementary Classroom Instructional Supplies | TO | Teaching and Learning Support Other Purchased Services | \$ 10,000 |
| JV NUMBER | 20-08-05 | To cover printing and binding of Homework Help cards | FROM | Remedial Education Other Purchased Services | TO | Remedial Education Printing and Binding | \$ 4,900 |
| JV NUMBER | 20-08-17 | To cover salaries and benefits for FOHTA program in Bayside MS and Williams ES | FROM | Teaching and Learning Other Purchased Services | TO | Health Services Nurses FICA Benefits | \$ 5,833 |
| JV NUMBER | 20-08-17 | To cover salaries and benefits for FOHTA program in Bayside MS and Williams ES | FROM | Teaching and Learning Other Purchased Services | TO | Custodial Services Custodians FICA Benefits | \$ 647 |

Virginia Beach City Public Schools
Interim Financial Statements
School Operating Fund Summary
For the period July 1, 2019 through August 31, 2019

B1

Revenues :

| | Budget | % of Total | Actual | Unrealized | Percent Realized |
|--------------------------------|--------------------|---------------|-------------|---------------|---------------------|
| Source: | | | | | |
| Commonwealth of Virginia | 284,825,537 | 34.20% | 42,135,360 | (242,690,177) | 14.79% |
| State Share Sales Tax | 78,981,847 | 9.48% | 2,868,843 | (76,113,004) | 3.63% |
| Federal Government | 12,200,000 | 1.46% | 2,191,964 | (10,008,036) | 17.97% |
| City of Virginia Beach | 453,801,557 | 54.50% | 76,246,541 | (377,555,016) | 16.80% |
| Other Sources | 3,032,803 | 0.36% | 1,206,070 | (1,826,733) | 39.77% |
| Total Revenues | 832,841,744 | 100.0% | 124,648,778 | (708,192,966) | 14.97% |
| Prior Year Local Contribution* | 10,298,557 | | | | |
| | <u>843,140,301</u> | | | | |

Expenditures/Encumbrances:

| | Budget | % of Total | Actual | Unencumbered | Percent Obligated |
|--|-------------|---------------|------------|--------------|----------------------|
| Category: | | | | | |
| Instruction | 593,992,073 | 70.45% | 41,134,581 | 552,857,492 | 6.93% |
| Administration, Attendance and Health | 26,342,076 | 3.12% | 3,106,936 | 23,235,140 | 11.79% |
| Pupil Transportation | 39,515,875 | 4.69% | 4,685,891 | 34,829,984 | 11.86% |
| Operations and Maintenance | 98,356,983 | 11.66% | 19,828,122 | 78,528,861 | 20.16% |
| Technology | 41,619,412 | 4.94% | 15,082,881 | 26,536,531 | 36.24% |
| Debt Service | 43,313,882 | 5.14% | 15,719,698 | 27,594,184 | 36.29% |
| Total Expenditures/Encumbrances | 843,140,301 | 100.00% | 99,558,109 | 743,582,192 | 11.81% |

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2019 THROUGH AUGUST 31, 2019

B 3

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|---|----------------------|---------------------|------------------------|------------------------|---------------------|
| REIMB-SOCIAL SECURITY | 10,635,633 | 879,133 | 1,758,266 | (8,877,367) | 16.5% |
| REIMB-RETIREMENT | 23,414,266 | 1,935,405 | 3,870,809 | (19,543,457) | 16.5% |
| REIMB-LIFE INSURANCE | 714,334 | 59,046 | 118,092 | (596,242) | 16.5% |
| BASIC SCHOOL AID | 177,592,419 | 14,647,944 | 29,295,889 | (148,296,530) | 16.5% |
| SP ED-SOQ | 18,731,413 | 1,548,323 | 3,096,647 | (15,634,766) | 16.5% |
| VOCATIONAL FUNDS-SOQ | 1,904,889 | 157,456 | 314,913 | (1,589,976) | 16.5% |
| FOSTER HOME CHILDREN-REGULAR | 420,617 | | | (420,617) | |
| SUMMER SCHOOLS-REMEDIAL | 270,315 | 22,526 | 45,052 | (225,263) | 16.7% |
| GIFTED & TALENTED AID-SOQ | 1,984,260 | 164,018 | 328,035 | (1,656,225) | 16.5% |
| REMEDIAL ED-SOQ | 4,603,483 | 380,520 | 761,040 | (3,842,443) | 16.5% |
| SP ED-HOME BOUND | 116,073 | | | (116,073) | |
| SP ED-REGIONAL PROG PAYMENT | 9,228,646 | | | (9,228,646) | |
| VOCATIONAL ED-OCCUPATIONAL/TECH ED | 319,681 | | | (319,681) | |
| ENGLISH AS A SECOND LANG PAYMENTS | 1,017,426 | 84,787 | 169,572 | (847,854) | 16.7% |
| AT-RISK INITIATIVE | 3,786,117 | 312,958 | 625,917 | (3,160,200) | 16.5% |
| CLASS SIZE INITIATIVE | 5,029,898 | | | (5,029,898) | |
| SALARY SUPPLEMENT | 10,592,101 | 875,564 | 1,751,128 | (8,840,973) | 16.5% |
| SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION | 14,463,966 | | | (14,463,966) | |
| TOTAL FROM COMMONWEALTH OF VIRGINIA | <u>284,825,537</u> | <u>21,067,680</u> | <u>42,135,360</u> | <u>(242,690,177)</u> | 14.8% |
| STATE SHARE SALES TAX | <u>78,981,847</u> | <u>2,868,843</u> | <u>2,868,843</u> | <u>(76,113,004)</u> | 3.6% |
| TOTAL FROM STATE SHARE SALES TAX | <u>78,981,847</u> | <u>2,868,843</u> | <u>2,868,843</u> | <u>(76,113,004)</u> | 3.6% |
| PUBLIC LAW 874 | 8,935,191 | | | (8,935,191) | |
| DEPT OF THE NAVY-NJROTC | 100,000 | | | (100,000) | |
| DEPT OF DEFENSE | 1,500,000 | | 2,018,064 | 518,064 | 134.5% |
| MEDICAID REIMBURSEMENT | <u>1,664,809</u> | | <u>173,900</u> | <u>(1,490,909)</u> | 10.4% |
| TOTAL FROM FEDERAL GOVERNMENT | <u>12,200,000</u> | | <u>2,191,964</u> | <u>(10,008,036)</u> | 18.0% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2019 THROUGH AUGUST 31, 2019

B 4

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|---|----------------------|---------------------|------------------------|------------------------|---------------------|
| CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION | 447,266,019 | 37,272,168 | 74,544,336 | (372,721,683) | 16.7% |
| TRANSFER FROM SCHOOL RESERVE FUND | 5,800,000 | 483,333 | 966,667 | (4,833,333) | 16.7% |
| CITY OF VIRGINIA BEACH-CONSOLIDATED BEN | 735,538 | | 735,538 | | 100.0% |
| TOTAL TRANSFERS | <u>453,801,557</u> | <u>37,755,501</u> | <u>76,246,541</u> | <u>(377,555,016)</u> | 16.8% |
| SALE OF SCHOOL VEHICLES | 15,000 | | | (15,000) | |
| RENT OF FACILITIES | 450,000 | 13,116 | 39,291 | (410,709) | 8.7% |
| TUITION-REGULAR DAY | 100,000 | 7,198 | 7,198 | (92,802) | 7.2% |
| TUITION-GEN ADULT ED | 142,839 | | | (142,839) | |
| TUITION-SUMMER SCHOOL | 700,000 | 18,111 | 564,287 | (135,713) | 80.6% |
| TUITION-VOCATIONAL ADULT ED | 169,750 | | | (169,750) | |
| TUITION-DRIVERS ED | 322,125 | 2,730 | 2,730 | (319,395) | 0.8% |
| COLLEGE NIGHT FEES | | 2,750 | 2,750 | 2,750 | |
| TUITION-LPN PROGRAM | 25,575 | | | (25,575) | |
| TUITION-RENAISSANCE ACADEMY | 20,811 | | | (20,811) | |
| PLANETARIUM FEES | | 492 | 927 | 927 | |
| MISCELLANEOUS REVENUE | 224,703 | | | (224,703) | |
| STOP ARM ENFORCEMENT PROGRAM | 250,000 | 50,750 | 131,770 | (118,230) | 52.7% |
| SALE OF SALVAGE MATERIALS | 12,000 | 5,998 | 297,141 | 285,141 | 2476.2% |
| REIMB-SYSTEM REPAIRS | | 22,035 | 23,400 | 23,400 | |
| INDIRECT COST-GRANTS | 600,000 | 14,145 | 21,085 | (578,915) | 3.5% |
| LOST & DAMAGED-TECHNOLOGY | | 3,366 | 3,366 | 3,366 | |
| PREMIUM ON BONDS | | 112,125 | 112,125 | 112,125 | |
| TOTAL FROM OTHER SOURCES | <u>3,032,803</u> | <u>252,816</u> | <u>1,206,070</u> | <u>(1,826,733)</u> | 39.8% |
| TOTAL SCHOOL OPERATING FUND | <u>832,841,744</u> | <u>61,944,840</u> | <u>124,648,778</u> | <u>(708,192,966)</u> | 15.0% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2019 THROUGH AUGUST 31, 2019

B 5

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|--------------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | 5,000 | 10,937 | 16,548 | 11,548 | 331.0% |
| BASKETBALL | 120,000 | | | (120,000) | |
| FOOTBALL | 250,000 | | | (250,000) | |
| GYMNASTICS | 4,000 | | | (4,000) | |
| WRESTLING | 13,000 | | | (13,000) | |
| SOCCER | 42,000 | | | (42,000) | |
| MIDDLE SCHOOL | 65,000 | | | (65,000) | |
| TRANSFER FROM SCHOOL OPERATING | 4,723,274 | | 4,723,274 | | 100.0% |
| OTHER INCOME | 5,000 | | | (5,000) | |
| TOTAL REVENUES | 5,227,274 | 10,937 | 4,739,822 | (487,452) | 90.7% |
| PYFB-ENCUMBRANCES | 123,790 | | | | |
| TOTAL REVENUES AND PYFB | 5,351,064 | | | | |

| | FY 2020 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|-----------------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| PERSONNEL SERVICES | 2,554,767 | 146,665 | 147,665 | | 2,407,102 | 5.8% |
| FICA BENEFITS | 195,437 | 11,219 | 11,296 | | 184,141 | 5.8% |
| PURCHASED SERVICES | 1,282,029 | 132,450 | 133,350 | | 1,148,679 | 10.4% |
| VA HIGH SCHOOL LEAGUE DUES | 51,250 | | 20,280 | | 30,970 | 39.6% |
| ATHLETIC INSURANCE | 190,000 | | 179,748 | | 10,252 | 94.6% |
| OTHER CHARGES | | 70 | 70 | | (70) | |
| MATERIALS AND SUPPLIES | 780,748 | 94,484 | 154,638 | 52,960 | 573,150 | 26.6% |
| CAPITAL OUTLAY | 290,156 | 48,842 | 53,882 | 58,824 | 177,450 | 38.8% |
| LAND, STRUCTURES AND IMPROVEMENTS | 6,677 | 3,219 | 3,219 | 3,681 | (223) | 103.3% |
| TOTAL | 5,351,064 | 436,949 | 704,148 | 115,465 | 4,531,451 | 15.3% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2019 THROUGH AUGUST 31, 2019

B6

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|-----------------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | 75,000 | 31,079 | 58,625 | (16,375) | 78.2% |
| CHARGES FOR SERVICES | 11,217,029 | 35,887 | 47,357 | (11,169,672) | 0.4% |
| USDA REBATES | 600,000 | 785 | 785 | (599,215) | 0.1% |
| TOTAL LOCAL REVENUE | 11,892,029 | 67,751 | 106,767 | (11,785,262) | 0.9% |
| SCHOOL MEAL PAYMENTS | 500,000 | | | (500,000) | |
| TOTAL REVENUE FROM COMMONWEALTH | 500,000 | | | (500,000) | |
| NATIONAL SCHOOL MEAL PROGRAM | 18,241,572 | | | (18,241,572) | |
| USDA COMMODITIES | 1,929,871 | | | (1,929,871) | |
| SUMMER FEED PROGRAM | 150,000 | 125,352 | 125,352 | (24,648) | 83.6% |
| CHILD AND ADULT CARE FOOD PROGRAM | 350,000 | | | (350,000) | |
| TOTAL REVENUE FROM FEDERAL GOV'T | 20,671,443 | 125,352 | 125,352 | (20,546,091) | 0.6% |
| TOTAL REVENUES | 33,063,472 | 193,103 | 232,119 | (32,831,353) | 0.7% |
| PRIOR YEAR FUND BALANCE (PYFB) | 2,490,632 | | | | |
| PYFB-ENCUMBRANCES | 105,791 | | | | |
| TOTAL REVENUES AND PYFB | 35,659,895 | | | | |

| | FY 2020 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| PERSONNEL SERVICES | 12,143,480 | 151,353 | 267,059 | | 11,876,421 | 2.2% |
| FRINGE BENEFITS | 5,331,963 | 32,881 | 62,459 | | 5,269,504 | 1.2% |
| PURCHASED SERVICES | 443,008 | 30,505 | 103,937 | 10,645 | 328,426 | 25.9% |
| OTHER CHARGES | 44,782 | 8,075 | 13,845 | | 30,937 | 30.9% |
| MATERIALS AND SUPPLIES | 16,309,245 | 224,251 | 242,726 | 18,644 | 16,047,875 | 1.6% |
| CAPITAL OUTLAY | 1,387,417 | 255,600 | 291,153 | 138,654 | 957,610 | 31.0% |
| TOTAL | 35,659,895 | 702,665 | 981,179 | 167,943 | 34,510,773 | 3.2% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2019 THROUGH AUGUST 31, 2019

B 7

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|--------------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | 29,483 | 15,944 | 30,305 | 822 | 102.8% |
| LOST AND DAMAGED | 27,000 | | | (27,000) | |
| MISCELLANEOUS | | 129 | 129 | 129 | |
| TOTAL LOCAL REVENUE | 56,483 | 16,073 | 30,434 | (26,049) | 53.9% |
| DEPT OF EDUCATION | 3,995,902 | 330,298 | 660,596 | (3,335,306) | 16.5% |
| TOTAL REVENUE-COMMONWEALTH | 3,995,902 | 330,298 | 660,596 | (3,335,306) | 16.5% |
| TOTAL REVENUES | 4,052,385 | 346,371 | 691,030 | (3,361,355) | 17.1% |
| PRIOR YEAR FUND BALANCE (PYFB) | 722,803 | | | | |
| PYFB-ENCUMBRANCES | 2,090 | | | | |
| TOTAL REVENUES AND PYFB | 4,777,278 | | | | |

| | FY 2020 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| PERSONNEL SERVICES | 93,977 | 7,831 | 15,663 | | 78,314 | 16.7% |
| FRINGE BENEFITS | 30,110 | 1,821 | 3,656 | | 26,454 | 12.1% |
| MATERIALS AND SUPPLIES | 4,653,191 | 1,548,149 | 1,648,149 | 699,698 | 2,305,344 | 50.5% |
| TOTAL | 4,777,278 | 1,557,801 | 1,667,468 | 699,698 | 2,410,112 | 49.6% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2019 THROUGH AUGUST 31, 2019

B 8

| | MONTH'S REALIZED | YR-TO-DATE REALIZED |
|---------------------------|---------------------|------------------------|
| REVENUES: | | |
| INTEREST ON BANK DEPOSITS | 43,884 | 77,761 |
| RISK MANAGEMENT CHARGES | | 6,805,724 |
| MISCELLANEOUS REVENUE | 368 | 736 |
| TOTAL REVENUES | <u>44,252</u> | <u>6,884,221</u> |

| | MONTH'S EXPENSES | YR-TO-DATE EXPENSES | OUTSTANDING ENCUMBRANCES |
|-----------------------------|---------------------|------------------------|-----------------------------|
| EXPENSES: | | | |
| PERSONNEL SERVICES | 26,981 | 52,384 | |
| FRINGE BENEFITS | 6,562 | 13,012 | |
| OTHER PURCHASED SERVICES | 17,148 | 157,619 | 13,994 |
| FIRE AND PROPERTY INSURANCE | | 1,854,130 | |
| MOTOR VEHICLE INSURANCE | 27,513 | 593,478 | |
| WORKER'S COMPENSATION | 132,353 | 502,615 | |
| SURETY BONDS | | 200 | |
| GENERAL LIABILITY INSURANCE | 54,259 | 215,545 | |
| MISCELLANEOUS | | 225 | |
| MATERIALS AND SUPPLIES | 303 | 515 | 975 |
| TOTAL | <u>265,119</u> | <u>3,389,723</u> | <u>14,969</u> |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2019 THROUGH AUGUST 31, 2019

B 9

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED |
|--------------------------------|----------------------|---------------------|------------------------|------------------------|---------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | 16,000 | 6,875 | 12,507 | (3,493) | 78.2% |
| RENT-WIRELESS COMMUNICATION | 500,000 | | | (500,000) | |
| TOWER RENT-BAYSIDE HIGH | | | 27,500 | 27,500 | |
| TOWER RENT-COX HIGH | | 2,186 | 54,633 | 54,633 | |
| TOWER RENT-FIRST COLONIAL HIGH | | | 32,958 | 32,958 | |
| TOWER RENT-OCEAN LAKES HIGH | | 2,782 | 5,562 | 5,562 | |
| TOWER RENT-TALLWOOD HIGH | | 46,738 | 46,738 | 46,738 | |
| TOWER RENT-TECH CENTER | | 4,769 | 9,538 | 9,538 | |
| TOTAL REVENUES | 516,000 | 63,350 | 189,436 | (326,564) | 36.7% |
| PRIOR YEAR FUND BALANCE (PYFB) | 284,000 | | | | |
| PYFB-ENCUMBRANCES | 1,170 | | | | |
| TOTAL REVENUES AND PYFB | 801,170 | | | | |

| | FY 2020 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| MATERIALS AND SUPPLIES | 801,170 | 2,665 | 3,835 | 1,100 | 796,235 | 0.6% |
| TOTAL | 801,170 | 2,665 | 3,835 | 1,100 | 796,235 | 0.6% |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2019 THROUGH AUGUST 31, 2019

B 14

| | <u>FY 2020 ESTIMATED</u> | <u>MONTH'S REALIZED</u> | <u>YR-TO-DATE REALIZED</u> | <u>UNREALIZED REVENUES</u> | <u>PERCENT REALIZED</u> |
|--------------------------------|------------------------------|-----------------------------|--------------------------------|--------------------------------|-----------------------------|
| REVENUES: | | | | | |
| INTEREST ON BANK DEPOSITS | | 190 | 318 | 318 | |
| VENDING OPERATIONS RECEIPTS | 144,000 | | | (144,000) | |
| TOTAL REVENUES | 144,000 | 190 | 318 | (143,682) | 0.22% |
| PRIOR YEAR FUND BALANCE (PYFB) | 6,000 | | | | |
| TOTAL REVENUES AND PYFB | 150,000 | | | | |

| | <u>FY 2020 APPROPRIATIONS</u> | <u>MONTH'S EXPENDITURES</u> | <u>YR-TO-DATE EXPENDITURES</u> | <u>OUTSTANDING ENCUMBRANCES</u> | <u>REMAINING BALANCE</u> | <u>PERCENT OBLIGATED</u> |
|------------------------|-----------------------------------|---------------------------------|------------------------------------|-------------------------------------|------------------------------|------------------------------|
| EXPENDITURES: | | | | | | |
| SCHOOL ALLOCATIONS | 144,280 | | | | 144,280 | % |
| MATERIALS AND SUPPLIES | 5,360 | | | | 5,360 | |
| PURCHASED SERVICES | 360 | | | | 360 | |
| TOTAL | 150,000 | | | | 150,000 | |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2019 THROUGH AUGUST 31, 2019

B 15

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED | |
|--------------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| REVENUES: | | | | | | |
| INTEREST ON BANK DEPOSITS | | 30,374 | 62,045 | 62,045 | % | |
| TOTAL REVENUES | | 30,374 | 62,045 | 62,045 | | |
| PRIOR YEAR FUND BALANCE (PYFB) | 200,000 | | | | | |
| TOTAL REVENUES AND PYFB | 200,000 | | | | | |
| | | | | | | |
| | FY 2020 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
| EXPENDITURES: | | | | | | |
| MATERIALS AND SUPPLIES | 200,000 | | | | 200,000 | % |
| TOTAL | 200,000 | | | | 200,000 | |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2019 THROUGH AUGUST 31, 2019

B 16

| | FY 2020 ESTIMATED | MONTH'S REALIZED | YR-TO-DATE REALIZED | UNREALIZED REVENUES | PERCENT REALIZED | |
|--------------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| REVENUES: | | | | | | |
| INTEREST ON BANK DEPOSITS | | 2,618 | 4,826 | 4,826 | % | |
| TOTAL REVENUES | | 2,618 | 4,826 | 4,826 | | |
| PRIOR YEAR FUND BALANCE (PYFB) | 80,000 | | | | | |
| TOTAL REVENUES AND PYFB | 80,000 | | | | | |
| | | | | | | |
| | FY 2020 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
| EXPENDITURES: | | | | | | |
| CAPITAL OUTLAY | 80,000 | | | | 80,000 | % |
| TOTAL | 80,000 | | | | 80,000 | |

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2019 THROUGH AUGUST 31, 2019

B18

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

| | FY 2020 APPROPRIATIONS | MONTH'S EXPENDITURES | YR-TO-DATE EXPENDITURES | OUTSTANDING ENCUMBRANCES | REMAINING BALANCE | PERCENT OBLIGATED |
|------------------------|---------------------------|-------------------------|----------------------------|-----------------------------|----------------------|----------------------|
| EXPENDITURES: | | | | | | |
| PERSONNEL SERVICES | 2,414,792 | 41,225 | 72,068 | | 2,342,724 | 3.0% |
| FRINGE BENEFITS | 800,968 | 10,079 | 17,490 | | 783,478 | 2.2% |
| PURCHASED SERVICES | 409,218 | 6,522 | 28,696 | 98 | 380,424 | 7.0% |
| OTHER CHARGES | 77,339 | 7,613 | 16,755 | | 60,584 | 21.7% |
| MATERIALS AND SUPPLIES | 220,406 | 7,235 | 16,674 | 4,799 | 198,933 | 9.7% |
| TOTAL | 3,922,723 | 72,674 | 151,683 | 4,897 | 3,766,143 | 4.0% |