



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

Beverly M. Anderson, Chair
At-Large

Joel A. McDonald, Vice Chair
District 3 – Rose Hall

Daniel D. Edwards District 2 – Kempsville	Sharon R. Felton District 6 – Beach	Dorothy M. Holtz At-Large
Victoria C. Manning At-Large	Ashley K. McLeod At-Large	Kimberly A. Melnyk District 7 – Princess Anne
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, August 28, 2018

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) 4:30 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. Every Student Succeeds Act (ESSA)
2. **Closed Meeting** (as needed)
3. **School Board Recess..... 5:30 p.m.**

FORMAL MEETING

4. **Call to Order and 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**
2018 Virginia Index of Performance Award Winners
7. **Superintendent's Report**
8. **Hearing of Citizens and Delegations on Agenda Items**
The Board will hear public comment on items germane to the School Board Agenda for the meeting from citizens who have signed up to speak with the Clerk of the School Board. Citizens are encouraged to sign up by noon the day of the meeting by contacting the Clerk at 263-1016 and shall be allocated 4 minutes each until 7:30 p.m., if time is available. If time does not permit all members of the public to speak before 7:30 p.m., an additional opportunity for public comment on Agenda items may be given after the Information section of the Agenda. All public comments shall meet the [Board Bylaw 1-48](#) requirements for Decorum and Order.
9. **Approval of Minutes:** August 14, 2018 Regular Meeting
10. **Adoption of the Agenda**



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, August 28, 2018

School Administration Building #6, Municipal Center
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11. Consent Agenda

- A. Religious Exemption(s)
- B. Policy Review Committee Recommendations
 - 1. Policy 4-65 Meetings and Conferences
 - 2. Policy 5-17 Absences/Truancy/Parental Notification
 - a. Regulation 5-17.1 Absences/Truancy
 - 3. Policy 5-21 Student Suspensions and Expulsions
 - a. Regulation 5-21.1 Student Suspension and Expulsion
- C. Legal Services Cooperative Agreement FY19 Update

12. Action

- A. Personnel Report / Administrative Appointments **UPDATED 8/29/2018**
- B. Recommendation of General Contractor Thoroughgood Elementary School
- C. Policy 4-39 Employee Professional Development and Growth in Job Skills

13. Information

- A. Long Range Facilities Plan
- B. Student Response Teams (SRT): Evaluation Readiness Report
- C. LEAD Aspiring Administrators' Program: Evaluation Readiness Report
- D. Program Evaluation Schedule for 2018-19

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. Recess into Workshop (if needed)

18. Closed Meeting (as needed)

19. Vote on Remaining Action Items

20. Adjournment



Subject: Every Student Succeeds Act (ESSA) Item Number: 1B

Section: Workshop Date: August 28, 2018

Senior Staff: Dr. Donald E. Robertson, Jr., Chief Strategy and Innovation Officer
Department of Planning, Innovation, and Accountability

Prepared by: Mrs. Tracy A. LaGatta, Director of Student Assessment
Dr. Donald E. Robertson, Jr., Chief Strategy and Innovation Officer
Department of Planning, Innovation, and Accountability

Presenter(s): Mrs. Tracy A. LaGatta

Recommendation:

That the School Board receive information related to the *Federal Accountability, Every Student Succeeds Act (ESSA)* presentation.

Background Summary:

The Virginia State Plan for implementing ESSA was approved by the U.S. Department of Education in May 2018. Guidance was provided to local divisions in August 2018.

Source:

The Revised State Template for the Consolidated State Plan (Revisions Submitted April 24, 2018) and the Virginia Department of Education Guidance.

Budget Impact:

None



Subject: 2018 Virginia Index of Performance Awards **Item Number:** 6A

Section: Student, Employee and Public Awards and Recognition **Date:** August 28, 2018

Senior Staff: Ms. Lauren Nolasco, Interim Chief Media & Communications Officer, Department of Media and Communications

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 Virginia Beach City Public Schools and 22 of its schools named 2018 Virginia Index of Performance (VIP) award winners.

Background Summary:

Virginia Beach City Public Schools and 22 of its schools were recognized with 2018 Virginia Index of Performance (VIP) Awards, which are presented annually by Governor Terry McAuliffe and the state Board of Education (BOE). Specifically, VIP awards are presented to schools and school divisions that exceed state and federal accountability standards and achieve excellence goals. This year's honorees were announced June 27 by the Virginia Department of Education (VDOE).

Source:

VDOE

Budget Impact:

None



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

Section: Approval of Minutes **Date:** August 28, 2018

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 the minutes of their August 14, 2018 regular meeting as presented.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

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Trenace B. Riggs District 1 – Centerville	Carolyn T. Rye District 5 - Lynnhaven	Carolyn D. Weems District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES

Tuesday, August 14, 2018

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

INFORMAL MEETING

1. ***Convene School Board Workshop:*** Due to broadcasting technical difficulties, instead of the workshop taking place in the einstein.lab, the School Board convened in the School Board Room at 4:05 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Ms. Manning who arrived after the workshop during the afternoon closed session at 4:41 p.m.; and Vice Chair McDonald who was absent from the meeting. Ms. McLeod arrived at 4:07 p.m.
 - A. **School Board Administrative Matters and Reports:** Chairwoman Anderson reported two closed sessions were needed, with the first prior to the formal meeting and second after the formal meeting. An opportunity for School Board members to tour the Thoroughgood Elementary School Learning Village assembled behind Hermitage Elementary School was announced¹; and School Board members were briefed on arrangements for the Summer School graduation ceremony.

Other items reported by School Board members were related to the Atlantic Bay Mortgage Group scholarship event; Virginia School Boards Association (VSBA) first annual Excellence in Workforce Readiness Awards where the division was awarded second place in the above 10,001 student population category for high school career pathway internships for workforce readiness; the successful launch of the division's new mobile

¹ In accordance with Bylaw 1-46, and *Virginia Code* § 2.2-3707, a special meeting of the School Board of the City of Virginia Beach was scheduled for Thursday, August 30, 2018, at 3:30 p.m. for the aforementioned tour.



application; and enrollment opportunities for fall classes at the Brock Center by the Chesapeake Bay Foundation, and the Horizon Hampton Roads Summer Program.

This portion of the workshop concluded at 4:13 p.m.

1. School Adoption FY19 Sign-Up: Chairwoman Anderson launched the annual, methodical process of School Board members signing up to adopt schools for the 2018-19 school year.
- B. Professional Learning Focus Areas for 2018-19: In introducing co-directors for Learning and Leadership Thomas E. Ferrell, Jr., Ed.D., and Janene K. Gorham, Ed.D., Superintendent Spence announced Dr. Ferrell had recently been approved to serve as the director of high schools in Henrico County wishing him well in his new venture. The presentation provided an overview of professional learning focus areas for the 2018-19 school year including how teachers and administrators are engaging in professional learning to support areas, and teachers' essential professional learning requirements. Actions and events highlighted included the Digital Learning Summer Summit, implementation of *Schoolology*, and essential professional learning activities in the area of curriculum/program updates; special education; and the Administrator's Conference. Additionally, professional learning opportunities for non-licensed staff were reviewed.

The workshop concluded at 4:28 p.m.

2. **Closed Meeting #1 of 2**: Mr. Edwards made a motion, seconded by Ms. Weems, that the School Board recess into a closed session pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1 and 3 of the *Code of Virginia*, 1950, as amended, for
 - A. Personnel Matters: Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees pursuant to Section 2.2-3711, (A)(1); namely to discuss personnel appointments and reassignments; and
 - B. Real Property: Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body pursuant to Section 2.2-3711(A)(3); namely to discuss contract negotiation for Capital Improvement project(s).

The motion passed (ayes 9, nays 0; Manning had not yet arrived) with Ms. Melnyk noting her abstention from the Real Property portion of the closed meeting. The School Board recessed at 4:29 p.m. and reconvened in Room 113 in a closed meeting at 4:35 p.m.

Individuals present for discussion (in the order in which items were discussed):



- B. Real Property: School Board members with the exception of Vice Chair McDonald who was absent from the meeting, Ms. Manning who arrived during discussion, and Ms. Melnyk who previously stated her abstention from this item; Superintendent Spence; Farrell E. Hanzaker, Chief Financial Officer; Tony L. Arnold, P.E., Executive Director of Facilities Services; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.
- A. Personnel Matters: School Board members with the exception of Vice Chair McDonald who was absent from the meeting; Superintendent Spence; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.

The School Board reconvened in an open meeting at 5:30 p.m.

Certification of Closed Meeting: Mr. Edwards made a motion, seconded by Ms. Holtz, that the School Board certifies that to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered. The motion passed (ayes 10, nays 0).

- 3. ***School Board Recess***: The School Board recessed at 5:31 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 at 6:00 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Vice Chair McDonald who Chairwoman Anderson announced was absent due to a work obligation.
- 5. ***Moment of Silence followed by the Pledge of Allegiance***
- 6. ***Student, Employee and Public Awards and Recognition***:
 - A. Outdoor Track and Field Champion: The School Board recognized Bayside High School 2018 graduate, Cam'ron Browne, as the Virginia High School League's (VHSL) Class 6 outdoor track and field champion in the long jump with a leap of 23 feet, 4.75 inches.
 - B. Technology Student Association First Place Winners: A team of seven 2018 Tallwood High School graduates were recognized by the School Board for having won first place at the Technology Student Association (TSA) state competition in the biotechnology design event held at the end of the school year.
 - C. Technology Student Association Future Technology Teacher First Place Winner: Tallwood High School 2018 graduate, Emily Birkler, was recognized by the School Board for having won first place in the Future Technology Teacher event at the Technology Student



Association (TSA) state competition where students must select an accredited college or university that offers technology education or engineering technology teacher preparation programs as a major, and write a one-page simulated college essay about why they would like to become a teacher in that major.

- D. Virginia Association of Governmental Purchasing Buyer of the Year Award: The School Board recognized Carla Smith, Procurement Specialist, for being named the 2018 Buyer of the Year by the Virginia Association of Governmental Purchasing; whose significant contributions to the advancement of the purchasing profession included helping the division switch all of the division's 86 schools and administrative offices to an online, e-commerce, e-procurement system; helping reduce the approval time for requisitions from two weeks to approximately three hours; and helping a new school save more than \$700,000 in furnishing the building.
 - E. ASBO International Certificate of Excellence in Financial Reporting: The Department of Budget and Finance was recognized by the School Board for being awarded the Certificate of Excellence in Financial Reporting from the Association of School Business Officials (ASBO) International for demonstrating financial transparency and quality financial information.
 - F. GFOA Certificate of Achievement for Excellence in Financial Reporting: The School Board recognized the Department of Budget and Finance for earning the Government Finance Officers Association's (GFOA) Certificate of Achievement for Excellence in Financial Reporting; an award regarded as the highest form of recognition in governmental accounting and financial reporting presented to state and local governments that go beyond the minimum requirements of generally accepted accounting principles in preparing comprehensive annual financial reports by demonstrating the spirit of transparency.
7. ***Superintendent's Report***: Five things shared in the Superintendent's report were related to 1) the Virginia Department of Education's confirmation that for the second, consecutive year, the division will be 100% fully accredited; 2) 1:1 technology initiative completed with devices ready and assigned for each school and every one of the more than 67,000 students in the division; 3) launch of the division's new VBSchools app; 4) reminder for all rising sixth graders of the Tdap vaccine requirement; and 5) 21 days left until the first day of school on September 4.
8. ***Hearing of Citizens and Delegations on Agenda Items***: None
9. ***Approval of Minutes***: July 10, 2018 Retreat/Abridged Regular School Board Meeting: Ms. Riggs made a motion, seconded by Mr. Edwards, that the School Board approve the minutes of their July 10, 2018 Retreat/Abridged Regular meeting as presented. The motion passed (ayes 10, nays 0).



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- 10. Adoption of the Agenda:** There being no proposed changes to the published agenda, Ms. McLeod made a motion, seconded by Ms. Melnyk, that the School Board adopt the agenda as published. The motion passed (ayes 10, nays 0).
- 11. Consent Agenda:** After the School Board Chair's review of items presented as part of the Consent Agenda, Ms. Holtz made a motion, seconded by Ms. Riggs, that the School Board approve the Consent Agenda as presented. The motion passed (ayes 9, nays 0; 1 abstention – Melnyk who noted she plans to abstain from all matters related to contractors), and the following items were approved as part of the Consent Agenda:
- A. The School Board authorized the Superintendent to execute a contract with McKenzie Construction Company Corporation in the amount of \$63,729,000 for the replacement of Princess Anne Middle School
 - B. Cooperative Agreement for Legal Services for FY19 as presented for the School Board and City Council to share legal resources by the City Attorney's Office. The agreement provides for 5,775 legal service hours from 3.5 attorneys and one paralegal to serve full-time in-house and draw off the remaining attorneys and staff to provide additional services to the School Board as needed for an annual estimated cost of \$612,793.85 to include hiring a full-time office assistant to provide administrative services to the City Attorney's Office for the School Board
- 12. Action**
- A. Personnel Report/Administrative Appointments: Chairwoman Anderson reported a School Board member's request to vote on Chief position recommendations separately. There was no objection. Ms. Riggs made a motion, seconded by Ms. Melnyk, that the School Board approve the Superintendent's recommendation for appointment of the new Chief Media and Communications Officer. Prior to a vote, Ms. Manning stated her opposition to the salary as compared to other Chief positions and that of the predecessor. The motion passed (ayes 9, nays 1 – Manning).
Ms. McLeod made a motion, seconded by Ms. Holtz, that the School Board approve the Superintendent's recommendation for appointment of the new Chief Academic Officer. Prior to a vote, Ms. Manning once again stated her opposition to the salary as compared to that of the predecessor. The motion passed (ayes 9, nays 1 – Manning).
Mr. Edwards made a motion, seconded by Ms. Manning, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated August 14, 2018 along with the remaining five administrative appointments as recommended by the Superintendent. The motion passed (ayes 10, nays 0), and Superintendent Spence introduced the following administrative appointments:



NAME	CURRENT POSITION	RECOMMENDATION
Natalie Allen	Chief of Staff Communications and Community Engagement Kansas City Public Schools	Chief Media and Communications Officer Department of Media and Communications Effective October 1, 2018
Kipp D. Rogers, Ph.D.	Chief Academic Officer Norfolk Public Schools	Chief Academic Officer Department of Teaching and Learning Effective September 10, 2018
Jennifer McGowan	Recruitment and Placement Director Girl Scout Council of Colonial Coast	Coordinator of School/Community Partnerships Office of Community Engagement Department of Media and Communications Effective September 10, 2018
Steven M. Oberlander	Administrative Assistant Bayside Middle School	Assistant Principal Ocean Lakes High School Effective August 15, 2018
Kelly A. Padilla	Instructional Specialist – Early Reading Department of Teaching and Learning	Coordinator of Elementary Language Arts Department of Teaching and Learning Effective August 15, 2018
Robert Wnukowski	Administrative Assistant Lynnhaven Middle School	Assistant Principal Lynnhaven Middle School Effective August 15, 2018
William L. Washington, Ed.D.	District Coordinator of Gifted and Talented and Director of Early Childhood Education Richmond County Public Schools	Assistant Principal Bayside High School Effective August 31, 2018

13. Information

- A. Policy Review Committee Recommendations: School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, presented an overview of the following Policy Review Committee recommendations regarding review, amendment and/repeal of certain policies reviewed by the committee at their June 7, 2018 meeting:
1. Policy 4-39 Employee Professional Development and Growth in Job Skills: Language added to give additional training opportunities to employees if initial training was missed. Following discussion, the Policy Review Committee was asked to revisit added language to provide more clarity.
 2. Policy 4-65 Meetings and Conferences: Section removed due to redundancy in Policy 4-39
 3. Policy 5-17 Absences/Tuancy/Parental Notification: Updated language to reflect legal sufficiency



- a. Regulation 5-17.1 Absences/Truancy: Title change and minor scrivener change
4. Policy 5-21 Student Suspensions and Expulsions: Updated to redefine out-of-school suspension and expulsion limits per law change
 - a. Regulation 5-21.1 Student Suspension and Expulsion: Update to language related to the division's corrective action plan
14. **Standing Committee Reports**: Ms. Riggs reported on activities of the Sister Cities Youth Ambassador, Emily Myers, rising junior at Tallwood High School.

As chair of the Policy Review Committee, Ms. Rye reported the committee will resume meeting August 16 after the July meeting was canceled due to scheduling conflicts.

Serving as chair of the Ad Hoc Committee for An Achievable Dream Academy, Mr. Edwards reported the committee met in the afternoon and tasked Achievable Dream staff as well as division staff with legal counsel to develop parameters through which alternatives with options can be presented to the School Board.
15. **Conclusion of Formal Meeting**: The formal meeting concluded at 6:44 p.m.
16. **Hearing of Citizens and Delegations on Non-Agenda Items**: The School Board heard comments from the following citizens on non-agenda items: Students Sarah, Anna and Rachel Lisner commended the Governor's School Summer Program and thanked the School Board for providing the opportunity;

Cassidy Norman and Richard Rodriguez regarding special education; and

Richard Lebel regarding class size disparities.
17. **Recess into Workshop**: None
18. **Closed Meeting #2 of 2**: Ms. Weems made a motion, seconded by Ms. McLeod, that the School Board recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1, 2 and 7 of the *Code of Virginia*, 1950, as amended, for the following purposes:
 - A. Personnel Matters: Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees pursuant to Section 2.2-3711(A) (1); namely to discuss a determination regarding Employee Grievance Case No. 520-06-08-18.
 - B. Student Disciplinary Matters: Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of this school division pursuant to Section 2.2-3711(A)(2); namely to discuss student disciplinary hearing decisions.



- 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
1. procedure for employee grievance case; and
 2. pending litigation matters.

The motion passed (ayes 10, nays 0) and the School Board recessed at 7:01 p.m. and reconvened in Room 113 in a closed meeting at 7:13 p.m.

Individuals present for discussion (in the order in which items were discussed):

- B. Student Disciplinary Matters: Student Disciplinary Hearing Decisions: School Board members with the exception of Vice Chair McDonald who was absent from the meeting; Superintendent Spence; Daniel F. Keever, Senior Executive Director of High Schools; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.
- C2. Legal Matters: Pending Litigation Matters: School Board members with the exception of Vice Chair McDonald who was absent from the meeting; Superintendent Spence; Daniel F. Keever, Senior Executive Director of High Schools; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.
- C1. Legal Matters: Procedure for Employee Grievance Case: School Board members with the exception of Vice Chair McDonald who was absent from the meeting; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.
- A. Personnel Matters: A determination regarding Employee Grievance Case No. 520-06-08-18: School Board members with the exception of Vice Chair McDonald who was absent from the meeting; and Dianne P. Alexander, Clerk of the School Board.

The School Board reconvened in an open meeting at 8:45 p.m.

Certification of Closed Meeting: Ms. Weems made a motion, seconded by Ms. Melnyk, that the School Board certifies that to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered. The motion passed (ayes 10, nays 0).

19. ***Vote on Remaining Action Items***: Mr. Edwards made a motion, seconded by Ms. Manning, that the School Board approve a resolution regarding Employee Grievance Case No. 520-06-08-18 to



adopt the Findings of Fact and Conclusions and Recommendations of the Hearing Officer that the Grievant be dismissed from employment. The motion passed (ayes 10, nays 0), and the resolution approved as follows:

RESOLUTION REGARDING GRIEVANCE CASE NO. 520-06-08-18

RESOLVED: That on August 14, 2018, the School Board considered the Findings of Facts and Conclusions and Recommendations of the Hearing Officer, the transcripts of the June 26, 2018 hearing and the exhibits and, based upon such consideration, it is;

RESOLVED: That the School Board adopts the Findings of Facts and Conclusions and Recommendations of the Hearing Officer that the Grievant be dismissed from employment; and

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

- 20. Adjournment:** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 8:47 p.m.

Respectfully submitted:

Dianne P. Alexander, Clerk of the School Board

Approved:

Beverly M. Anderson, School Board Chair



Subject: Religious Exemptions

Item Number: 11A

Section: Consent Agenda

Date: August 28, 2018

Senior Staff: Marc Bergin, Chief of Staff

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-18-01, RE-18-02, RE-18-03, RE-18-04, RE-18-05, RE-18-06, RE-18-07, RE-18-08, RE-18-09, and RE-18-10.

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



Subject: Policy Review Committee Recommendations **Item Number:** 11B1-3

Section: Consent **Date:** August 28, 2018

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 approve Policy Review Committee recommendations regarding review, amendment and/ repeal of certain policies as reviewed by the committee at their June 7, 2018 meeting and presented as Information to the School Board August 14, 2018.

Supporting documentation is being reviewed for legal sufficiency and will be provided under separate cover prior to the School Board meeting.

Background Summary:

1. Policy 4-65 Meetings and Conferences
Section C removed due to redundancy in Policy 4-39
2. Policy 5-17 Absences/Truancy/Parental Notification
Updated language to reflect legal sufficiency
 - a. Regulation 5-17.1 Absences/Truancy
Title change and minor scrivener change
3. Policy 5-21 Student Suspensions and Expulsions
Update to redefine out of school suspension and expulsions limit per law change
 - a. Regulation 5-21.1 Student Suspension and Expulsion
Update to language related to the Divisions corrective action plan.

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of June 7, 2018

Budget Impact:

None

School Board of the City of Virginia Beach
Policy 4-65

PERSONNEL

Meetings and Conferences

A. Meetings

Attendance at faculty, department, supervisory, or other meetings is required of employees as determined by their supervising administrator. Employees may be excused from attendance at the discretion of their supervising administrator. Reasonable notice should be provided to employees about a meeting date and time however, employees may be required to attend meetings without notice when the needs of the School Division require attendance. Consideration should be given to the reasonableness of the notice prior to imposing discipline for failure to attend a meeting. Meetings shall be reasonable in number and duration.

B. Parent-Teacher Conferences

Teachers shall be available to meet with parents/legal guardians at a reasonable time to include before or after school and/or at special evening events held by the School for this purpose.

~~A. Workshops/In-service Training Programs~~

~~Employees may be required to attend workshops and in-service training programs sponsored by the School Division. Workshops and in-service meetings shall be reasonable in number and duration.~~

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

Amended by School Board: November 8, 2017

Amended by School Board: August 28, 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larratti

Policies and Regulations

School Board of the City of Virginia Beach
Policy 5-17

STUDENTS

Absences/Truancy/Parental Notification

A. Absences

1. Generally

Students of school age shall attend their assigned schools during school hours in accordance with state law. Students are considered absent if they are not present on days that school is in session as determined by the School Board approved calendar or during make-up days determined by the Superintendent or School Board. The superintendent through the principals shall be responsible for maintaining accurate records of attendance and for closely monitoring all excused and unexcused absences.

2. Excused Absences

a. Documented absences are defined as absences for personal illness, serious illness or death in the family, exposure to contagious disease, extremely inclement weather, school-sponsored activity or observance of a recognized religious holiday. The parent or legal guardian will provide written notice to the school of the reason for the absence or tardiness.

b. Preapproved absences are defined as absences for cause and absences that occur with the full knowledge and consent of the parents/legal guardian. The principal, at his/her discretion, may accept as valid the reasons for these absences.

c. Other verifiable reasons may be deemed excused at the discretion of the principal.

B. Truancy

Truancy is defined as the absence of a student for other than a legitimately recognized reason for all or part of a day when school is in session. The Superintendent or designee shall develop regulations for monitoring truant students and may establish reasonable disciplinary measures based upon the frequency of truancy and the age of the student.

C. Notification of Parents of Absent Students

As required by state law and regulation, each principal or his/her designee shall make a reasonable effort to see that parents/legal guardians of each student be called when the student is absent. Parents/legal guardians will provide a number to be called. This may be the home-main contact phone number, work number, or emergency contact ~~relative's~~ number.

Legal Reference:

Code of Virginia, § 22.1-253.13:7, as amended. Standard 7. Policy manual.

Code of Virginia, § 22.1-258, as amended. Appointment of attendance officers; notification when pupil fails to report to school.

Code of Virginia, § 22.1-259, as amended. Teachers to keep daily attendance records.

Code of Virginia, § 22.1-260, as amended. Report of children enrolled and not enrolled.

Code of Virginia, § 22.1-261, as amended. Division Superintendent to make list of children not enrolled; duties of attendance officer.

Code of Virginia, § 22.1-262, as amended. Complaint to court when parent fails to comply with law.

Code of Virginia, § 22.1-267, as amended. Proceedings against habitually absent child.

Adopted by School Board: October 21, 1969

Amended by School Board: February 15, 1977

Amended by School Board: August 15, 1978

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

Amended by School Board: June 20, 1995

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Amended by School Board: August 28, 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

STUDENTS

Absences/Truancy School and Class Attendance -Grades K-12

Students are expected to be in school, in class, and ready for instruction. Daily and punctual school attendance is essential to each student's academic development. Absence from school is detrimental to student achievement. A student is counted present for state reporting purposes if present for any portion of the day.

As required under the provisions of law, each parent/guardian is responsible for regular and punctual attendance of any child in his or her charge within the compulsory age for school attendance. Emancipated students are responsible for their own regular and punctual attendance. Parents and emancipated students are expected to work cooperatively with school personnel to correct attendance problems, including meetings with teachers, counselors, or administrators.

Each member of a school's faculty is expected to avoid causing a student to be tardy or absent from a colleague's class. If a student is tardy or absent because of being detained by a faculty member, he/she will be considered excused and the absence will not be included in the count for excessive absences.

Students shall not be in an unauthorized area of the school without prior permission, and shall not leave a classroom, building, or assigned area without proper permission. Students who do not comply with this section will be subject to disciplinary action in accordance with the Code of Student Conduct and Discipline Guidelines.

A. Absence Defined

At the elementary and middle school level, if a student does not attend school for at least a portion of the day, he/she is counted absent.

At the high school level, absences are computed for each class. At the middle school level, absences are computed for each credit course. A student who misses more than fifteen (15) minutes of any class will be counted absent for that class.

B. Excused Absences

Personal illness, illness or death in the family, exposure to contagious disease, religious holidays, extremely inclement weather, or school-sponsored/related activities will be considered legitimate excuses for a student's absence. The parent or legal guardian will provide written notice to the school of the reason for the absence or tardiness.

Requests for pre-approved excused absences should be made in writing by the parent or legal guardian and should state the reasons for absence and the time of absence. Such requests must be approved in advance by the principal.

Other verifiable reasons may be deemed excusable at the discretion of the principal. Such requests should be made in writing by the parent or legal guardian and should state the reasons for absence and the time of absence.

C. Unexcused Absences

Absences for reasons other than those listed above, including out-of-school suspension, are unexcused absences.

D. Parental/Guardian Notification of Absences

A documented attempt will be made to contact the parent or guardian if a student is absent without administrative approval or knowledge.

E. Recordkeeping for Absences

Each principal is responsible for establishing a school recordkeeping system for all student absences.

Each teacher is responsible for recording as excused or unexcused school or class absence and tardiness. Excused absences for school-sponsored/related activities, authorized visits of students with school personnel, and recognized religious holidays should be noted as such.

All absences require written confirmation from the parent. All absence notes will be preserved until the close of the school term, and the principal will be the judge of the signature validity.

F. Make-up Work

Students who receive excused absences will be allowed to make up all assignments that affect the course grade and will be made aware of these assignments. It is the student's responsibility to make up assignments within a reasonable amount of time.

Students who receive unexcused absences may make up assignments at the discretion of the teacher, subject to the requirements communicated (provided) by the teacher at the beginning of the course. It is the student's responsibility to be aware of established guidelines and to follow those guidelines to make up the assignment. Students who are under the penalty of Out-of-School Suspension (OSS) will be provided class work and homework material, if requested by the parent and/or student, so the student may remain current with school instruction as long as enrolled in school.

G. Excessive Absences-Virginia Beach City Public Schools

1. Definition

All excused and unexcused absences will be included in computing excessive absences except as follows:

- School-sponsored/related activities
- Authorized visits of students with school personnel
- Recognized religious holidays

In the high schools, students having more than twelve (12) absences from a class (excused or unexcused) within a given semester will be considered as having excessive absences. This guideline will also apply to credit courses taken at the middle school level.

In high schools with alternate day schedules (i.e. block scheduling), students having more than six (6) class absences from a class (excused or unexcused) within a given semester will be considered as having excessive absences. This guideline will also apply to credit courses at the middle school level.

In elementary and middle schools, students having more than twenty-four (24) absences for the year will be considered as having excessive absences.

2. Resulting Actions

a. When a student's absences equal two-thirds of the number for excessive absences, the school will notify the parent in writing of the number of absences and will be responsible for working with the student and the parent in developing a plan of corrective action as appropriate. Such intervention may include, but is not limited to, the following: parent conference; scheduled contact with parent; referral to the guidance counselor or school social worker; loss of privileges and/or restricted participation in school activities; referral to alternative learning program; and recommendation to the administration for other consequences.

b. When a student's absences are excessive, the teacher will notify the principal. The principal or his designee will advise the parent by United States mail of the appropriate following action:

In the elementary and middle schools (grades K-8), students having excessive absences will participate in a corrective action plan with intervention strategies to improve attendance. At the end of the year, on the authority of the principal, the student could be denied promotion as appropriate.

In high schools, students having excessive absences within a given semester will receive a failing grade (63/N) for that semester or the actual class grade, whichever is lower. At the middle school level, this guideline will also apply to credit courses.

3. Waiver of Grade Reduction/Retention

A parent may request a waiver of the attendance regulation for extenuating circumstances beyond the parent's and/or student's control. Each school shall have available in the main office and/or guidance office the Virginia Beach Attendance Waiver Request Form.

A parent may submit a waiver request to the principal prior to the close of a semester or nine-week course, but no later than ten (10) days after the close of a semester or nine-week course. Teachers will provide attendance records and documentation of absences to the principal for review with the waiver request. A parent may provide additional documentation in conjunction with the waiver request.

Each waiver request will be considered on an individual basis taking into consideration documentation provided and extenuating circumstances beyond the parent's and/or student's control. The principal may request additional documentation from a medical professional when absences due to illness are excessive and/or a pattern appears to exist.

The principal shall act upon a waiver request within ten (10) administrative days after receiving it. The parent or guardian shall be notified of the decision in writing within five (5) administrative days after the administrative decision has been made.

4. Appeal of Waiver Decision

A parent may appeal the decision of the principal by submitting to the Coordinator of Student Services a written appeal within three (3) days of receipt of the decision from the principal. A parent may appeal the decision of the Coordinator of Student Services to the appropriate Senior Executive Director in the Department of School Leadership~~Assistant Superintendent~~. The decision of the appropriate Senior Executive Director~~Assistant Superintendent~~ if final.

5. Parent/Guardian Notification Procedures

a. Excused and Unexcused Absences

For all absences, the school will contact the home each day of the child's absence from school using the automatic dialing system.

b. **Unexcused Absences (excluding suspensions)**

i. **Each unexcused absence** – the principal, or his/her designee, will make a reasonable effort to notify the parent of the pupil's absence and to obtain an explanation for the absence.

ii. **Fifth unexcused absence – the principal, or his/her designee, shall:**

a) Make a reasonable effort to ensure that direct contact is made with the parent/guardian by the principal or his/her designee, to obtain an explanation for the absences, and to explain to the parent/guardian the consequences of non-attendance.

b) The principal, or his/her designee, and the student's parent/guardian are required to jointly develop a plan to resolve the student's non-attendance.

iii. **Sixth unexcused absence**

a) Within ten school days, the principal, or his/her designee, shall schedule a conference with the Student Support Team (SST), the student, his/her parent/guardian, and school personnel. The conference may include other community service providers to resolve issues related to non-attendance.

b) The conference shall be held no later than 15 school days after the sixth absence.

c) The SST may appoint a case manager to follow the case.

d) The SST can make recommendations, for intervention within the classroom or for services within the school.

e) The case manager will provide regular contact with the parent/guardian and student.

iv. Seventh Unexcused Absence

a) The principal, or his/her designee, shall refer the student to Juvenile Intake for an interview.

b) A copy of the letter sent to the parent/guardian will be faxed to Court Services, along with written documentation of the efforts made to resolve the non-attendance.

c) If the truancy continues, the Social Worker or principal, or his/her designee, shall file a CHINS Petition.

d) If the parent refuses to cooperate with the school system, the case manager, with the knowledge and support of School Administration and in consultation with Court Services, should institute proceedings against the parent/guardian pursuant to § 18.2-371 or § 22.1-262. In the event that both parents have been awarded joint physical custody pursuant to § 20-124.2, and the school has received such notice of such order, both parents shall be notified at the last known address of the parents. (Please note that should a CHINS petition be filed, the court is obligated to notify both parents of the court hearing, regardless of the custody status of a child).

e) In filing a complaint against the student, the principal, or his/her designee, shall provide written documentation of the efforts to comply with the provisions of section 22.1-258.

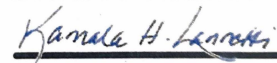
Legal Reference:

~~Va.~~ Code of Virginia § 22.1-258, as amended. Appointment of attendance officers; notification when pupil fails to report to school.

Approved by Superintendent:	July 16, 1991
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APPROVED AS TO
LEGAL SUFFICIENCY



STUDENTS

Student Suspensions and Expulsions

A. Generally

Students may forfeit their right to educational opportunities when their conduct is such that it substantially and materially disrupts the educational process and/or deprives others of their rights to educational opportunities. (For suspension and expulsion of students with disabilities, see **Regulation 5-21.3**).

Students may be disciplined as set forth in the appropriate Code of Student Conduct, Discipline Guidelines promulgated by the Office of Student Leadership, the policies and administrative regulations of the School Board for any disturbance to the learning environment, and for other good and just cause. The frequency, duration and reasons for student suspensions shall be monitored by the Office of Student Leadership on a regular basis. The Discipline Guidelines promulgated by the Office of Student Leadership shall be consistent with law, ~~S~~school ~~B~~board policies and regulations.

For the purpose of this ~~R~~regulation the term “parent” will be defined to mean: a natural or biological parent; a legal or adoptive parent; a foster parent or legal guardian; or step parent or other person standing in locos parentis to a student. Any requirement for notice to or meeting with a parent will be satisfied by providing notice to or meeting with any one person meeting the definition of parent.

B. In-School Suspension – See Regulation 5-21.2

Editor's Note

C. Out-of-School Suspensions of Ten (10) Days or Less

1. Each school principal, assistant principal, acting principal or his/her designee may suspend a student when, in his/her judgment, this action is required. In the exercise of this authority, the principal or his/her designee is subject to all provisions of law, of this policy, School Board regulations, the Code of Student Conduct, and the Discipline Guidelines.
2. Students may be suspended from school for up to five (5) school days by the school principal, assistant principal, acting principal, or designee and for up to an additional five (5) school days by a principal with the concurrence of the Director of the Office of Student Leadership, acting as the Superintendent's designee.
3. Prior to imposing a suspension, the principal, assistant principal or acting principal or designee must inform the student of the charges against him/her.

If the student denies the charges, he/she must be given an explanation of the facts as known to school personnel and an opportunity to present his/her version of the facts. If he/she deems it necessary, the principal, assistant principal or acting principal or designee may conduct a further investigation into the matter. The

Superintendent shall promulgate regulations governing procedures for such suspensions which are in accordance with this policy and all provisions of law.

4. Students whose presence poses a continuing danger to persons or property or an ongoing threat of disruption may be removed from school immediately. The notice of charges, explanation of facts and opportunity to present his/her version of what occurred shall be provided as soon as practicable thereafter.
5. Upon suspension from school of any student, the principal, assistant principal or acting principal shall report the facts of the case in writing to the Superintendent or his/her designee, the student's parent, and the student as soon as practicable.
6. Appeals of disciplinary actions resulting in out-of-school suspensions of ten (10) days or less shall be governed by the procedures set forth in **Policy 5-6** and **Division Regulation 5-6.1**.
7. Notice to an adult student ~~or and at minor~~ the student's parent will include: notification of the length of suspension; information regarding the availability of community based educational programs, alternative education programs or other educational options; and of the student's right to return to regular school attendance upon expiration of the suspension. The costs of any community-based educational program, or alternative education program or educational option, which is not part of the educational program offered by the School Division, shall be borne by the adult student ~~or and the minor~~ the student's parent.

D. Out-of-School Suspensions for Eleven to Forty-five Days in Excess of Ten Days (Long-Term Suspensions)

1. The Superintendent or his/her designee(s) through a hearing officer may suspend students from school ~~for eleven to forty-five in excess of ten (10)~~ school days after providing the minor student and his/her parent ~~or the adult student~~ with written notice of the proposed action, the reasons therefore, the right to a hearing before the School Board or a discipline committee thereof, and a copy of the School Division's long-term suspension procedures.
2. The Superintendent shall promulgate regulations in accordance with the law to carry out this ~~P~~policy. In any case in which a student has been suspended by the Superintendent or his/her designee(s) after a hearing, the adult student or the minor student and his parent may appeal the decision to a discipline committee of the School Board. The parent of the minor student or the adult student must be notified in writing of his/her right to appeal. Such appeal must be in writing and must be filed with the Superintendent or his/her designee(s) within five (5) school days of the parent or student's receipt of the suspension decision. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal.
3. The discipline committee shall be composed of at least three (3) voting School Board ~~M~~members and the ~~school counselor~~ Coordinator of Guidance Services, or designee, who will serve as a nonvoting member. In the event that only two School Board ~~M~~members are present, the discipline committee may proceed to hear and decide the appeal with the ~~Coordinator of Guidance Services~~ school counselor, or designee, providing the third vote. The discipline committee, however constituted, will consider the appeal within thirty (30) days and transmit its decision to the student, ~~his/her the~~ parent of a minor student, the principal and the Superintendent or designee.

4. If the decision of the full discipline committee is unanimous, the student or his/her parent if the student is a minor have no right of appeal to the full School Board. If the full discipline committee's decision is not unanimous, or the decision is made by a discipline committee consisting of less than three School Board Mmembers, the student or his/her parent if the student is a minor may appeal the discipline committee's decision to the full School Board. The parent or adult student must be notified in writing of his/her right to appeal. The appeal must be in writing and must be filed with the Director of the Office of Student Leadership within five (5) school days of the parent's or student's receipt of the discipline committee's decision. Failure to file a written appeal within the specified time will constitute a waiver of the right to appeal. The School Board shall consider the appeal within thirty (30) days of the request for an appeal. A copy of the record which the School Board may consider as part of the appeal shall be furnished to the adult student or the minor student's parent prior to or contemporaneous with it being furnished to the School Board. The School Board, at its election, may hear oral argument on the appeal.

4.5. The written notice required by this section shall include notification of the length of the suspension, shall provide information to the parent of the student concerning the availability of community-based educational, training, and intervention programs. Such notice shall state further whether or not the student is eligible to return to regular school attendance, or to attend an appropriate alternative education program approved by the school board, or an adult education program offered by the school division, during or upon the expiration of the suspension, and the terms or conditions of such readmission. The costs of any community-based educational, training or intervention program that is not a part of the educational program offered by the School Division that the student may attend during his suspension shall be borne by the minor student's parent or the adult student.

~~5. Notice to a student and the student's parent will include: notification of the length of suspension; information regarding the availability of community-based educational programs, alternative education programs or other educational options; and of the student's right to return to regular school attendance upon expiration of the suspension. The costs of any community-based educational program, or alternative education program or educational option, which is not part of the educational program offered by the school division, shall be borne by the student and the student's parent.~~

E. Violation of Out-of-School Suspension

While a student is under out-of-school suspension, he/she is denied access to the school premises except with the permission of the principal or his/her designee. If a student under out-of-school suspension is found on the school premises without the permission of the principal or his/her designee, he/she shall be referred to the juvenile court authorities and/or shall be deemed a trespasser and prosecuted as such.

Any student who is under out-of-school suspension and also enrolled in a work cooperative program and/or extracurricular activities shall be restricted from employment and/or excluded as a participant or spectator from extracurricular activities until reinstated in his/her school. This also applies to students with disabilities.

Students who are subject to suspensions held in abeyance or probation periods will be subject to the terms set forth by the discipline decision. Violation of any of those terms may result in activation of the suspension and/or further discipline action being taken.

F. Reinstatement of Suspended Students

Any student who has been suspended from a school of this division is not eligible to attend any other school within the division until eligible to return to his/her regular school. The manner in which a student is received on returning from his/her suspension is of utmost importance. The following steps should be used when applicable.

1. Accompanied by the parent (if the student is a minor), the student shall report to the principal or other designated staff member upon return to school. The principal, with the parent and student, will discuss the need for the student to correct inappropriate behavior and conform to the expected behavior outlined in the Code of Student Conduct.
2. If there is a cause for an adjustment in the student's class schedule, the principal or another staff member shall consider the best class placement and confer with the teacher and/or counselor in preparation for the student's return, and shall explain the class schedule adjustment, if applicable.
3. The student shall be allowed to resume classroom activities subject to any terms as set forth by the principal.
4. If the parent fails to comply with this policy, the School Board may ask the Juvenile and Domestic Relations Court to proceed against him/her for willful and unreasonable refusal to participate in efforts to improve the student's behavior.

G. Expulsions

1. The principal or acting principal may recommend to the Superintendent that a student be expelled. The principal shall notify the student and his/her parent if the student is a minor in writing of the following:
 - a. The proposed action and the reasons therefor;
 - b. The right of the student and his/her parent to a hearing before a hearing officer or a discipline committee of the School Board as determined by the Superintendent, or his/her designee, if the recommendation to expel is upheld by the Superintendent, or his/her designee;
 - c. The right to inspect the student's school records;
 - d. The right to appeal the decision of a ~~hearing officer to a discipline committee and appeal a non-unanimous decision confirming the expulsion made by the discipline committee non-unanimous, full discipline committee or a decision made by a discipline committee consisting of less than three School Board Members~~ to the full School Board;
 - e. The student and his/her parent if the student is a minor shall also be provided a copy of the School Division's expulsion procedures.
2. In making a recommendation to expel a student for misconduct, other than misconduct involving firearms or drugs, the principal or his designee shall consider and document, in writing, the following factors:
 - a. The nature and seriousness of the violation;

- b. the degree of danger to the school community;
- c. the student's disciplinary history, including the seriousness and number of previous infractions;
- d. the appropriateness and availability of an alternative education placement or program;
- e. the student's age and grade level;
- f. the results of any mental health, substance abuse, or special education assessments;
- g. the student's attendance and academic records; and
- h. such other matters as ~~he deemed appropriatedeems appropriate.~~

The written documentation of the principal regarding his/her consideration of these factors shall be transmitted to the Superintendent/designee, Hearing Officer/ Discipline Committee/School Board, with the student's case and each shall consider these factors in recommending expulsion of the student. However, no decision to discipline a student shall be reversed on the grounds such factors were not considered.

3. The Superintendent, or his/her designee(s), shall review the principal's recommendation for expulsion and may either uphold or modify it. If the principal's recommendation of expulsion is upheld by the Superintendent or his/her designee(s), the Superintendent or his/her designee shall notify the student and his/her parent of the time and place of a hearing before ~~a hearing officer or a~~ discipline committee of the School Board. If the expulsion recommendation is reduced to a long-term suspension recommendation by the Superintendent's designee and is referred to a hearing officer, the student may appeal the decision rendered by the hearing officer to a discipline committee of the School Board. The discipline committee of the School Board is composed of at least three (3) voting members of the School Board and the ~~Coordinator of Guidance Services school counselor, or designee,~~ who will serve as a nonvoting member. In the event that only two School Board members are present, the committee can proceed to hear and decide the appeal with the school counselor~~Coordinator of Guidance Services, or designee,~~ providing the third vote.

- a. ~~If the Superintendent or designee modifies the principal's recommendation to a long-term suspension, the student will be referred to a hearing officer and the matter will be heard as a long-term suspension.~~

~~A discipline committee of the School Board must confirm or disapprove any decision to actually expel a student without services, whether an appeal is noted or not.~~

4. The procedure for a hearing before a discipline committee of the School Board shall be as follows:
 - a. The discipline committee shall determine the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The

hearing shall be private unless otherwise specified by the discipline committee.

- b. The discipline committee may ask for opening statements from the principal or his/her representative and the student or his/her parent (or representative) and, at the discretion of the discipline committee, may allow closing statements.
 - c. The parties shall then present their evidence. Because the principal has the ultimate burden of proof, he/she shall present his/her evidence first. Witnesses may be questioned by the discipline committee members and by the parties (or their representatives). The discipline committee may, at its discretion, vary this procedure, but it shall afford full opportunity to both parties for presentation of any material or relevant evidence and shall afford the parties the right of cross-examination; provided, however, that the discipline committee may take the testimony of student witnesses outside the presence of the student, his/her parent and their representative if the School Board determines, in its discretion, that such action is necessary to protect the student witnesses.
 - d. The parties shall produce such additional evidence as the discipline committee may deem necessary. The discipline committee shall be the judge of the relevancy and materiality of the evidence.
 - e. The discipline committee will receive a copy of the student disciplinary package and any exhibits offered by the student prior to the hearing. Additional exhibits offered by the parties may be received into evidence by the discipline committee and, when so received, shall be marked and made part of the record.
 - f. The discipline committee may, by majority vote, confirm, disapprove or alter the recommendation.
 - g. The discipline committee shall transmit its decision to the student, his/her parent, the principal and the Superintendent.
5. If the decision of the full discipline committee is unanimous, the student or his/her parent if the student is a minor has ~~ave~~ no right of appeal to the full School Board. If the discipline committee's decision is not unanimous or the decision is made by a committee consisting of less than three School Board ~~M~~members, the student or his/her parent if the student is a minor may appeal the discipline committee's decision to the full School Board. The appeal must be in writing and must be filed with the Superintendent within five (5) school days of the discipline committee's decision or receipt of the discipline committee's decision by the student or parent. Failure to file a written appeal within the specified time will constitute a waiver of the right to appeal. The School Board shall consider the appeal upon the record within thirty (30) days of the request for an appeal and shall transmit its decision to the student, his/her parent, the principal and the Superintendent. A copy of the record which the School Board may consider as part of the appeal shall be furnished to the student or parent of the minor student prior to or contemporaneous with it being furnished to the School Board. The School Board, at its election, may hear oral argument on the appeal.
6. The written notice required by this section shall include notification of the length of the expulsion, shall provide information to the parent of the minor student or the adult student concerning the availability of community-based educational, training,

and intervention programs. Such notice shall state further whether or not the student is eligible to return to regular school attendance, or to attend an appropriate alternative education program approved by the school board, or an adult education program offered by the school division, during or upon the expiration of the expulsion, and the terms or conditions of such readmission. The costs of any community-based educational, training or intervention program that is not a part of the educational program offered by the ~~S~~school ~~D~~ivision that the student may attend during his expulsion shall be borne by the parent of the minor student or by the adult student.

Nothing in this section shall be construed to prohibit the School Board from permitting or requiring students expelled pursuant to this section to attend an alternative education program provided by the School Board for the term of such expulsion.

If the School Board determines that the student is ineligible to return to regular school attendance or to attend during the expulsion an alternative education program or an adult education program in the school division, the written notice shall also advise the adult student or parent that the student may petition the School Board for readmission to be effective one calendar year from the date of ~~his~~the expulsion, and of the conditions, if any, under which readmission may be granted.

The School Board shall establish a schedule pursuant to which the student may apply and reapply for readmission to school. Such schedule shall be designed to ensure that the hearing and ruling on any petition for readmission, if granted, would enable the student to resume school attendance one calendar year from the date of the expulsion.

H. Readmission of Expelled Students

Students who have been expelled by the School Board may be readmitted to school by the School Board following a full calendar year from the date of expulsion and a hearing before the School Board or a discipline committee thereof or under the terms for readmission established by the discipline committee or the School Board for the student at the time of the expulsion. ~~If an appeal for readmission is denied by a committee of the School Board, the student has a right of appeal to the full board.~~

Editor's Note

~~See Division Regulation 5-10.1 for division's procedures for admission of students expelled or suspended from attendance at school by another school board or private school.~~

I. Violation of Expulsion

An expelled student who is found on school premises at any time without the permission of the School Board or Superintendent may be referred to law enforcement authorities as a trespasser.

Editor's Note

See **Division Regulation 5-10.1** for division's procedures for admission of students expelled or suspended from attendance at school by another school board or private school

For In-School Suspension see Division Regulation 5-21.2.
For appeal of In-School Suspension, see Division Regulation 5-6.1

Legal Reference:

Code of Virginia ~~Code §~~ 22.1-276.01 through 22.1-277.2:1, as amended.

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)
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APPROVED AS TO
LEGAL SUFFICIENCY

Kamela H. Lennetti

STUDENTS

Student Suspensions and Expulsions

A. Generally

1. For suspension and expulsion of an identified student with disabilities the procedures set forth in **Regulation 5-21.3** shall be followed.
2. For the purpose of this ~~R~~regulation the term "parent" will be defined to mean: a natural or biological parent, a legal or adoptive parent, a foster parent or legal guardian, step parent or other person standing in locos parentis to a student. Any requirement for notice to or meeting with a parent will be satisfied by providing notice to or meeting with any one person meeting the definition of parent.

B. Out-of-School Suspensions of Ten (10) Days or Less

1. The school principal, assistant principal, acting principal or his/her designee may suspend a student from school for a period of five (5) days and may suspend a student for six to ten (6-10) days with the approval of the Director of the Office of Student Leadership or designee.
2. For those students who have been suspended for any duration of five (5) or more times, the principal may refer the student to the Office of Student Leadership for follow-up contact with parent and the development of corrective action plans.
 - a. With each referral, the principal shall submit copies of the entire discipline file(s) which shall include, but not be limited to, suspension letters and teacher referrals.
 - b. Once referred by the principal, the parent and student shall meet with a designated Student Leadership staff person for initiation of the corrective action plan. Student Support Specialists will provide follow-up contact and/or ~~to assist in~~ monitoring any corrective action plan. Failure to ~~do so~~ comply with the corrective action plan shall result in a referral of the student for appropriate disciplinary action.
 - c. The student may only be readmitted to school after ~~action has been taken by the Office of Student Leadership~~ the corrective action plan has been signed and the parent and student or adult student has conferred with the principal or designee prior to the student's reinstatement.
3. Any student who is under out-of-school suspension and either enrolled in a work cooperative program and/or a participant in extra-curricular activities shall be restricted from employment and/or excluded as a participant or spectator from extra-curricular activities until reinstated in his/her school.

C. Procedure for Out-of-School Suspensions of Ten (10) Days or Less

1. The student will be given written notice of the charges and/or the reason(s) for the suspension.

2. A student who denies the charges will be given an explanation of the facts as known to school personnel as well as the opportunity to present his/her version of what occurred. If he/she deems it necessary, the principal, assistant principal, acting principal, or his/her designee may conduct a further investigation into the matter. School Administrators are not required to obtain parental consent prior to speaking with students about disciplinary matters and issues.
3. The principal, assistant principal or acting principal will report the facts of the case in writing to the Director of the Office of Student Leadership and to the adult student and parent. The parent or adult student shall be informed of the suspension, the right to appeal such suspension, any required parental conference prior to return, the prohibition from coming on school property and/or attending scheduled school activities, the availability of alternative education programs and the student's right to return to regular school attendance upon the expiration of the suspension.
4. Appeals of disciplinary actions resulting in out-of-school suspension of ten (10) days or less shall be governed by the procedures set forth in **Policy 5-6** and **Regulation 5-6.1**.
5. If the principal or his/her designee determines that the student's presence at the school creates a continuing danger to persons or property or an ongoing threat of disruption, the student may be removed from school immediately and the notice, explanation of the facts and opportunity to present his/her version shall be given as soon as practicable thereafter.
6. If a student is unavailable to meet with the principal or designee due to incarceration, hospitalization, or other reason, the principal or designee may hold the meeting with the parent or send a written explanation to the student.

D. –Out-of-School Suspension for Eleven to Forty-five in Excess of Ten (10) Days or Expulsion

1. Meeting with principal or designee

- ~~4.~~ If the principal or his/her designee decides to recommend a long term suspension (eleven to forty five in excess of ten (10) school days) or expulsion, he/she shall inform the student in writing of the charges against him/her, give an explanation of the facts known and provide the student with the opportunity to present his/her version of what occurred and immediately notify the student's parent in writing of the following:
 - a. The proposed action, the length of any suspension or expulsion, when the student may return to school or to an appropriate alternative education program, and reasons therefor;
 - b. The right of the student or his/her parent to participate in a hearing before a hearing officer or discipline committee as determined by the Superintendent or designee in the case of a recommendation for long term suspension or expulsion within ten (10) school days from the date of the notice from the principal, assistant principal, or acting principal;
 - c. The right to inspect the student's records; and

- d. The student and his parent shall be provided with a copy of the Policy on Student Suspensions and Expulsions and Regulation on Suspension, Long-Term Suspension, and Expulsion.

2. Long Term Suspension

In the case of a recommendation for long term suspension, the Superintendent or his/her designee, the Director of the Office of Student Leadership, shall arrange a time and place for the hearing and notify in writing the student and the parent and the principal.

- a. A student disciplinary packet will be prepared and provided to the hearing officer and involved parties prior to the hearing. At the hearing, the principal or his/her representative shall present any additional evidence he/she wishes in support of the recommendation and the student, his/her parent or representative may present any evidence. Both parties may submit questions of witnesses to the hearing officer during the course of the hearing, and the hearing officer shall be free to ask questions of witnesses at any time. The hearing officer may continue the hearing to another date when he/she deems such action necessary for the full development of the facts.
- b. The hearing officer may uphold the recommendation of the principal either in whole or in part or reject it entirely.
- c. The hearing officer, through the Director of Student Leadership, shall advise the student or parent in writing of his/her decision and of their right to an appeal to a discipline committee of the School Board. A copy of this letter shall be sent to the principal.
- d. The student or his/her parent may appeal a decision of the hearing officer ~~suspending the student for more than ten (10) school days~~ to the discipline committee of the School Board by notifying the Director of the Office of Student Leadership in writing of his/her intent to appeal within five (5) school days from receipt of decision. This time limit shall be so stated in the above letter from the Director of Student Leadership. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal. The discipline committee will consider the appeal within thirty (30) days of the appeal.
- e. If the decision of the full discipline committee is unanimous, the student or his/her parent have no right of appeal to the full School Board. If the full committee's decision is not unanimous or if the decision is made by a committee consisting of less than three School Board members as outlined in **School Board Policy 5-21**, D, the student or his/her parent may appeal the discipline committee's decision to the full School Board. The parent or adult student must be notified in writing of his/her right to appeal. The appeal must be in writing and must be filed with the Director of the Office of Student Leadership within five (5) school days of receipt by the parent or adult student of the committee's decision. Failure to file a written appeal within the specified time will constitute a waiver of the right to appeal. The School Board shall consider the appeal within thirty (30) school days of the request for an appeal. A copy of the record, and any additional evidence provided to the discipline committee will be provided

to the School Board and the parties prior to the hearing. The School Board, at its election, may hear oral argument on the appeal.

3. Expulsion

In the case of a recommendation for expulsion, the Superintendent or his/her designee shall review the principal's recommendation which he/she may uphold or modify. If the Superintendent or his/her designee upholds the recommendation of expulsion, he/she, shall notify the student and his/her parent of the time and place of a hearing before a ~~hearing officer or~~ discipline committee of the School Board. A hearing shall be held before the ~~hearing officer or~~ discipline committee within ten (10) school days of the date of notice from the principal or his/her designee as outlined in paragraph G(3) of **Policy 5-21**. The discipline committee has the authority to confirm, disapprove or amend the recommendation to expel the student that is upheld by the Director of the Office of Student Leadership. Should the hearing officer uphold the recommendation for expulsion, the student will have a hearing before a discipline committee within ten (10) school days of the date of notice from the Director of the Office of Student Leadership. The discipline committee has the authority to confirm, disapprove or amend the recommendation. If the decision of the full discipline committee is unanimous, the student or his/her parent have no right of appeal to the full School Board. If the full committee's decision is not unanimous or if the decision is made by a discipline committee consisting of less than three School Board members as outlined in **School Board Policy 5-21**. D, the student and parent may appeal to the full School Board by notifying the Superintendent or his/her designee within five (5) school days of receipt of the committee's decision by the student or parent as outlined in paragraph G (4) of **Policy 5-21**.

~~A disciplinary committee of the School Board must confirm or disapprove any decision to expel a student, whether an appeal is noted or not.~~

4. Notice Requirements

The written notice from the hearing officer or the discipline committee to the student and parent upholding a long-term suspension or expulsion recommendation shall also provide information concerning the availability of community-based education, alternative education, training or intervention programs.

The notice shall indicate in the case of suspension: when the student is eligible to return to regular school attendance and whether the student may attend an alternative education program during or upon the expiration of the suspension. In the case of expulsion, the notice shall state whether the student is eligible to return to regular school attendance or to attend an alternative education program or an adult education program offered by the division during or upon the expiration of the expulsion and the terms or conditions of readmission to programs of the division. If an expelled student is found to be ineligible to return to regular school attendance or to attend an alternative education program or adult education program in the school division during expulsion, the student and parent shall be advised that the student may petition the School Board in writing for readmission after one calendar year from the date of his/her expulsion and of the conditions under which readmission may be granted.

5. Status of Student Pending Hearing and Appeal

A student recommended for long-term suspension or expulsion shall remain suspended pending a hearing ~~and any appeal thereof~~. If the student is recommended to attend an alternative placement by a hearing officer or discipline committee, the student must enroll in that program pending resolution of the appeal process or waive any loss of educational opportunity for the period between notification of eligibility for the alternative placement and final resolution of the appeal.

6. Expulsion Factors to be Considered

In making a recommendation to expel a student for misconduct, other than for actions specified in Virginia Code § 22.1-277.07 and § 22.1-277.08 (related to firearms and drug offenses) the principal or his designee shall consider and document, in writing, the following factors;

- a. the nature and seriousness of the violation;
- b. the degree of danger to the school community;
- c. the student's disciplinary history, including the seriousness and number of previous infractions;
- d. the appropriateness and availability of an alternative education placement or program;
- e. the student's age and grade level;
- f. the results of any mental health, substance abuse, or special education assessments;
- g. the student's attendance and academic records; and
- h. such other matters as he deems appropriate.

_____The written documentation of the principal or his designee regarding ~~the~~^{his} consideration of these factors shall be transmitted to the Superintendent/designee, Hearing Officer, Discipline Committee/School Board with the student's case and each shall consider these factors in recommending expulsion of the student. No decision to expel a student shall be reversed on the grounds that such factors were not considered. Nothing in this subsection shall be deemed to preclude a School Board from considering any of these factors as "special circumstances" for purposes of Virginia Code § 22.1-277.07 and § 22.1-277.08.

E. **Reinstatement, Admission and Readmission of Suspended or Expelled Students**

1. Expelled students and the parent shall be notified in writing of the schedule for applying/reapplying for readmission. The scheduled date for applying for readmission will ensure that the hearing and ruling on any initial petition for readmission, if granted, would enable the student to resume school attendance one calendar year from the date of the expulsion. The Superintendent/designee shall establish a schedule pursuant to which such

student may apply and reapply for readmission to school. Such schedule shall be designed to ensure that the hearing and ruling on any initial petition for readmission, if granted, would enable the student to resume school attendance one calendar year from the date of expulsion.

2. A student readmitted to school by the School Board or a committee thereof, or Superintendent or designee following a long term suspension or by the School Board following an expulsion shall be allowed to attend school subject to the terms of attendance set forth by the Superintendent or designee for a specified probationary term. ~~If an approval for readmission is denied by a committee of the School Board, the student has a right of appeal to the full board.~~

Editor's Note

~~See Division Regulation 5-10.1 for students expelled or suspended from another school board.~~

F. Violation of Expulsion

An expelled student who is found on school premises at any time without the permission of the principal, the Superintendent, or School Board may be referred to law enforcement authorities as a trespasser.

Editor's Note

*For discipline of students with disabilities, see **Division Regulation 5-21.3**. For appeals of In-School discipline or Out-of-School Suspension of ten days or less, see **Division Regulation 5-6.1**.*

Legal Reference:

Code of ~~Virginia~~: § 22.1-277-, as amended, Suspension and expulsion of pupils; generally.

Code of ~~Virginia~~-, §§ 22.1-277.04 – 22.1-277.2:1, as amended-.

Approved by Superintendent: July 16, 1991
Revised by Superintendent: August 18, 1992
Revised by Superintendent: September 21, 1993 (Effective August 14, 1993)
Revised by Superintendent: April 19, 1994
Revised by Superintendent: July 19, 1994
Adopted by School Board: August 4, 1998
Amended by School Board: September 21, 1999
Amended by School Board: June 5, 2001
Amended by School Board: August 21, 2001
Amended by School Board: October 9, 2001
Amended by School Board: April 4, 2006

Amended by School Board: August 28, 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lannetti



Subject: Cooperative Agreement for Legal Services FY19 **Item Number:** 11C

Section: Consent **Date:** August 28, 2018

Senior Staff: Kamala H. Lannetti, Deputy City Attorney

Prepared by: Kamala H. Lannetti, Deputy City Attorney

Presenter(s): Kamala H. Lannetti, Deputy City Attorney

Recommendation:

That the School Board approves the Cooperative Agreement for Legal Services for FY19. The attached Cooperative Agreement replaces the Cooperative Agreement approved by the School Board on August 14, 2018 which was altered to reflect the manner in which an office assistant or equivalent position will be provided.

Background Summary:

The School Board and the City Council have had a Cooperative Agreement for Legal Services since FY96. This agreement is not a contract by a working agreement between the two elected bodies to share in legal resources provided by the City Attorney's Office. For FY19, the City Attorney will provide three attorneys and one paralegal to serve full time providing legal services in house and will draw off the remaining attorneys and staff members to provide additional in house legal services to the School Board as needed. The Cooperative Agreement sets forth the agreement by the School Board to hire and fund an office assistant or equivalent position to provide services to the attorneys and paralegal. The cost of such employee will be outside the costs of the Cooperative Agreement.

Source:

Virginia Code §22.1-82, as amended and School Board Bylaw 1-5, as amended.

Budget Impact:

\$570,989.09

**COOPERATIVE AGREEMENT BETWEEN THE CITY COUNCIL
AND THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH
PERTAINING TO LEGAL SERVICES TO BE PROVIDED TO THE
SCHOOL BOARD AND SCHOOL ADMINISTRATION BY THE
OFFICE OF THE CITY ATTORNEY IN FISCAL YEAR 2019**

Factual Background:

1. **City Charter Authority.** Chapter 9 of the Charter of the City of Virginia Beach, Virginia (“City Charter”) provides that the City Attorney shall be the chief legal advisor of the City Council, the City Manager, and all departments, boards, commissions and agencies of the City in all matters affecting the interests of the City, and that he shall have such powers and duties as may be assigned by the City Council.

2. **Appointment of City Attorney.** The City Charter also provides that the City Attorney is appointed by the City Council and serves at its pleasure.

3. **School Board Authority.** The School Board is established by the Virginia Constitution, the City Charter, and provisions of general law, and is a body corporate vested with all of the powers and duties of local school boards conferred by law, including the right to contract and be contracted with, to sue and be sued, and to purchase, take, hold, lease, and convey school property both real and personal.

4. **School Board Authority to Hire Legal Counsel.** The School Board is authorized by Section 22.1-82 of the Code of Virginia (1950), as amended, to employ counsel to advise it, and to pay for such advice out of funds appropriated to the School Board.

5. **Recognized Reasons to Share Legal Services.** Both the City Council and the School Board have recognized that the reasons for sharing services of the City Attorney’s Office include potential savings to taxpayers, expertise of the City Attorney’s Office in City Council and School Board matters, institutional memory, and the ability of the City Attorney’s Office to

provide a wide range of legal services to the School Board based on the expertise of the attorneys in numerous specialized areas of the law.

6. **Professional Judgment of City Attorney.** The Virginia Rules of Professional Conduct for the Legal Profession require the independent professional judgment of the Office of the City Attorney on behalf of its clients.

7. **Potential Ethical Conflicts.** The City Council and the School Board recognize that the potential for conflicting interests between the City Council and School Board may arise and that, in such cases, the City Attorney must refrain from representation of interests which may conflict.

8. **Identification of Conflicts.** The City Council and the School Board also recognize that they must work together and with the City Attorney to identify any real or perceived potential for conflict at the earliest possible time, advise each other and the City Attorney of any such conflict as soon as it arises so as not to compromise the interests of the City Council or the School Board, and assist the City Attorney in avoiding any violation or appearance of violation of the Code of Professional Responsibility.

9. **Continuation of Services.** The City Council and the School Board further recognize that it remains in the best interest of the taxpayers of the City for the School Board to continue to use the legal services of the Office of the City Attorney to the extent that no real or perceived conflict is present, and to the extent the City Attorney is budgeted and staffed to handle assigned legal business of the School Board.

Objectives:

The objective of this Cooperative Agreement is to define the scope and nature of the relationship between the City Attorney's Office and the School Board, to provide for the delivery

of designated legal services to the School Board, and to avoid any real or perceived conflict in the delivery of those services.

Agreement:

NOW, THEREFORE, the City Council and the School Board hereby agree as follows:

1. **Legal Staffing.** The Office of the City Attorney will provide the ~~equivalent of three and one half (3 ½) attorney positions, one (1) paralegal position, and one (1) office assistant~~following staffing during ~~FY2019~~FY 2019 to serve as in house counsel under this Agreement. The services to be provided as follows:

A. The City Attorney will assign three attorneys on-site at the School Administration Building for provision of legal services to the School Board and the School Administration. As determined by the City Attorney, the attorneys will devote substantially all of their time (~~i.e., approximately 5,775 hours per year~~) to the provision of legal services to the School Board and School Administration. For the term of this Agreement, those attorneys will be Kamala H. Lannetti, Deputy City Attorney, and Dannielle Hall-McIvor, Associate City Attorney, and Matthew R. Simmons, Assistant City Attorney. The City Attorney reserves the right to reassign attorneys to meet the legal needs of the School Board and School Administration in accordance paragraph 1D.

B. The City Attorney will dedicate one ~~Paralegal~~paralegal, Anna Cleveland, on-site at the School Administration Building who will devote substantially all of his/her time to the support of legal services to the School Board and School Administration. The School Board will hire and fund an office assistant or equivalent position to provide assistance to the attorneys and the paralegal. Such

costs will not be included in this Agreement. The office assistant will be an employee of the School Division with the same rights and privileges of other School Board employees of similar position. However, the Deputy City Attorney or the City Attorney will have the right to direct the work of the assistant and require confidentiality restrictions as appropriate to protect attorney client privilege. The parties agree that the office assistant will be given rights to access both School Division and City computer systems and networks for the purposes of performing assigned duties.

C. The ~~remaining attorney hours~~City Attorney will be ~~provided by~~provide legal assistance from the other attorneys and staff members in the Office, based upon their various areas of expertise with school-related legal issues, student services, real estate matters, human resources and employee benefits matters, contracts, general administrative and procedural issues, litigation, and other legal matters. Attorneys assigned to handle School Board matters will remain on-call to handle legal matters throughout the week. The City Attorney's Office will endeavor to handle as many legal matters in-house as it is capable of handling subject to the provisions of this Agreement.

D. During the term of this Agreement, and subject to reassignment in the judgment of the City Attorney, the selection of the assigned attorneys shall be mutually agreed upon by the City Attorney and the School Board. Additionally, if a majority of the Members of the School Board expresses dissatisfaction with the legal services provided by the assigned attorney, or by any other attorney providing services to the School Board, the City Attorney will meet with the School Board to

discuss and evaluate its concerns. Furthermore, if the School Board and the City Attorney agree that the most reasonable way to address the School Board's concerns is to assign another attorney or other attorneys to represent the School Board, the City Attorney will use his best efforts to make such an assignment(s) as soon as possible.

2. **Communication and Reports.** Throughout the term of this Agreement, the Office of the City Attorney will maintain an open line of communication with the School Board and the Division Superintendent, and will keep each apprised, on a regular basis, of the status of all legal matters being handled on behalf of the School Board and School Administration; provided, however, that the Office of the City Attorney shall not communicate with the Superintendent concerning those matters being handled on a confidential basis for the School Board or for individual School Board Members in accordance with applicable School Board policies and applicable provisions of the Superintendent's contract. Additionally, the Office of the City Attorney will provide the Superintendent and the School Board an annual report of the legal services and attorney hours provided pursuant to this Agreement and, upon request of the School Board, the School Board Chairman, or the Superintendent, will identify the amount of attorney hours expended in response to inquiries from individual School Board Members.

3. **Management of Legal Affairs.** The City Council and the School Board recognize and understand that the School Board shall be responsible for the management of its legal matters; that, to the extent contemplated by this Agreement, the City Attorney shall be designated as the chief legal advisor of the School Board and the School Administration, and shall assist the School Board and School Administration in the management of the School Board's legal matters; and that

the City Attorney or his designee shall report to the School Board concerning those matters he has been assigned by the School Board to manage and/or handle on its behalf.

4. **Ethical Conflicts Concerning Representation of Parties.** The City Council and the School Board recognize the potential for real or perceived conflicts in the provision of legal services by the City Attorney, and agree to be vigilant in advising the City Attorney of such issues as they arise. Additionally, the City Council and the School Board understand that in such cases, the City Attorney will refrain from participation on behalf of the School Board but, to the extent ethically permissible in accordance with the Rules and Procedures of the Virginia State Bar, will continue representation of the City Council.

5. **Ability to Provide Legal Services.** The City Council and the School Board further recognize that the ability of the City Attorney's Office to provide legal services to the School Board is limited by the attorney hours allocated pursuant to this Agreement, the other provisions of this Agreement, and ethical constraints as they may arise.

6. **Nature of Agreement.** The parties agree that this Cooperative Agreement is not a contract to be enforced by either party but is rather an agreement setting forth the understanding of the parties regarding the parameters within which the Office of the City Attorney will provide legal services to the School Board and School Administration.

7. **Payment for Services.** The City shall forward to the School Board IDT requests in the amount of \$~~612,793.85~~570,989.09 from its FY 2019 Operating Budget to the FY 2019 Operating Budget of the Office of the City Attorney to fund the annual salaries, benefits, organizational dues, and certain administrative costs of ~~three and one half (3.5)~~ attorneys, ~~one (1)~~ Paralegal, and ~~one (1) Office Assistant~~ and staff members assigned to handle matters under this

Agreement. IDT requests of 50% of the total shall be made by the City and funds transferred by the School Board on or about ~~July~~September first and ~~January~~February first.

8. **Term and Termination of Agreement.** This Cooperative Agreement shall commence with the fiscal year of the parties which begins July 1, 2018 and ends June 30, 2019, and may be revised, as necessary, and renewed each fiscal year thereafter; provided, however, that each party shall give the other party notice of any intention to revise or not to renew the Agreement within one hundred twenty (120) days of the date of expiration of this Agreement, or any renewal hereof, in order that the other party will have the opportunity to make appropriate budget and staffing adjustments.

The parties hereby agree to the terms set forth above.

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

By: _____
Beverly M. Anderson, ~~Chairman~~Chairwoman

School Board of the City of Virginia Beach:

This Cooperative Agreement was approved by majority vote of the School Board of the City of Virginia Beach, Virginia on _____, 2018.

By: _____
School Board Clerk

**CITY COUNCIL OF THE CITY OF
VIRGINIA BEACH**

By: _____
Louis Jones, Mayor

City Council of the City of Virginia Beach:

This Cooperative Agreement was approved by majority vote of the City Council of the City of Virginia Beach, Virginia on _____, 2018.

By: _____
City Clerk



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

Section: Action **Date:** August 28, 2018

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 August 28, 2018, 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

**VIRGINIA BEACH CITY PUBLIC SCHOOLS
PERSONNEL REPORT AUGUST 2018
ASSIGNED TO THE UNIFIED SALARY SCALE**

2018-2019

SCHOOL/DEPARTMENT**POSITION****APPOINTMENTS - ELEMENTARY SCHOOL****BAYSIDE**

8/17/2018

Cynthia Dunn

School Office Associate II, 10 month

8/28/2018

Kylie Nations

Physical Education Assistant

BIRDNECK

8/17/2018

Edith H. Wilson

Custodian I, 10 month, night

BROOKWOOD

8/17/2018

Trina Packer

Custodian I, 10 month, night

CHRISTOPHER FARMS

8/28/2018

Holly Virella

Physical Education Assistant

INDIAN LAKES

8/17/2018

Shavonne V. Ferrell

Custodian I, 10 month, night

8/28/2018

Ashley D. Bush

Physical Education Assistant

KEMPSTOWN

8/28/2018

Elizabeth F. Johnston

Kindergarten Assistant

LANDSTOWN

8/28/2018

Brandon Kussmaul

Physical Education Assistant

8/28/2018

Chelsea Coxon

Physical Education Assistant

8/28/2018

Monica Helm

Physical Education Assistant

LINKHORN PARK

8/28/2018

Ashley Walter

Special Education Assistant

LUXFORD

8/17/2018

Kevin E. Molina Pena

Custodian II, Head Night

NEW CASTLE

8/17/2018

Mercedes A. Weir

Custodian I, 10 month, night

PARKWAY

8/28/2018

Lina D. Bagley

Special Education Assistant

PEMBROKE

8/28/2018

Jennifer B. Rhoney

Special Education Assistant, .5

8/28/2018

Mary E. Schuster

Kindergarten Assistant

8/28/2018

Tammie S. Miller

Kindergarten Assistant

PEMBROKE MEADOWS

8/28/2018

Brianna L. Baxley

Physical Education Assistant

PRINCESS ANNE

8/28/2018

Whitney P. Irizarry

Special Education Assistant

RED MILL

8/28/2018

Patricia A. Loye

Special Education Assistant

SALEM

8/28/2018

Bennie G. Gloria

Security Assistant

8/28/2018

Eugenie P. Villanueva

Pre-Kindergarten Assistant

SEATACK

8/9/2018

Daniel J. Garcia Minano

Custodian I, 12 month, night

8/17/2018

Justin M. Charbonier-Moya

Custodian I, 10 month, night

STRAWBRIDGE

8/28/2018

Alexis G. Martin

General Assistant

SCHOOL/DEPARTMENT**POSITION**

8/28/2018	Shari L. Corriveau	Special Education Assistant
<u>THALIA</u>		
8/28/2018	Rickie D. Deems	Security Assistant, .4
<u>THOROUGHGOOD</u>		
8/17/2018	Caridad Henderson	Custodian I, 10 month, night
8/28/2018	Patrizia Lo Betti	General Assistant, .5
<u>THREE OAKS</u>		
8/28/2018	Dalia Suwan	Special Education Assistant, .5
<u>WHITE OAKS</u>		
8/28/2018	Danielle A. Hill	Kindergarten Assistant
8/28/2018	Magdalena L. Benbrook	Kindergarten Assistant
<u>WOODSTOCK</u>		
8/16/2018	Bruce R. Lindsey	Custodian II, Head Night

APPOINTMENTS - MIDDLE SCHOOL**BAYSIDE 6TH GRADE CAMPUS**

8/17/2018	Adena Conwell	School Office Associate II, 10 month
<u>INDEPENDENCE</u>		
8/17/2018	Karen Fields	Custodian I, 10 month, night
8/28/2018	Ana Latalladi	Special Education Assistant

APPOINTMENTS - HIGH SCHOOL**ADULT LEARNING CENTER**

9/4/2018	Crystal D. Sarlo	ALC General Assistant Adult Basic Education
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KELLAM

8/28/2018	Douglas E. Evins	Security Assistant, .4
8/28/2018	Janice T. Watson	Special Education Assistant

LANDSTOWN

8/20/2018	Alisha E. Spruill	School Office Associate II
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TALLWOOD

8/28/2018	Felicia Loper	Security Assistant
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APPOINTMENTS - MISCELLANEOUS**DEPARTMENT OF TECHNOLOGY**

8/8/2018	Quantay Olds	Inventory Technician
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OFFICE OF CONSOLIDATED BENEFITS

8/16/2018	Kallen Carlson	Benefits Assistant
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OFFICE OF CUSTODIAL SERVICES

9/1/2018	Lavonta Barham	Custodian II, night
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OFFICE OF FOOD SERVICES

8/7/2018	Lucille P. Brown	Cafeteria Manager in Training
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OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN

8/13/2018	Angela Ann Boubouheropoulos	Instructional Specialist
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8/23/2018	Anne Marie Briggs	Occupational Therapist, .8
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OFFICE OF STUDENT SUPPORT SERVICES

8/17/2018	Emiliya Adelson	Psychologist, 10 month
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RESIGNATIONS - ELEMENTARY SCHOOL**BAYSIDE**

6/14/2018	Vanessa Fonseca Torres	Cafeteria Assistant, 5.5 hours (personal reasons)
8/16/2018	Haytham F. Abdulhamid	Technology Support Technician (career enhancement opportunity)

SCHOOL/DEPARTMENT**POSITION****BIRDNECK**

6/18/2018	Deanna Turner	Special Education Assistant (career enhancement opportunity)
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CORPORATE LANDING

6/18/2018	Elizabeth Burnell	Kindergarten Assistant (personal reasons)
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MALIBU

8/28/2018	Breisja A. Jennings	Physical Education Assistant (career enhancement opportunity)
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PEMBROKE MEADOWS

6/18/2018	Yvette L. Dalton	Special Education Assistant (personal reasons)
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POINT O' VIEW

6/18/2018	Kurt V. Goodman, Jr.	Special Education Assistant (relocation)
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RED MILL

6/18/2018	Diane Olanowski	Physical Education Assistant (personal reasons)
8/8/2018	Marvin Jones	Custodian III, Head Day (personal reasons)

SALEM

6/18/2018	Marvette L. Gallop	Physical Education Assistant (career enhancement opportunity)
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TRANTWOOD

6/18/2018	Aaron B. Woodard	Physical Education Assistant, .5 (career enhancement opportunity)
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WINDSOR WOODS

6/18/2018	Rebekah Hughes	Special Education Assistant (family)
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RESIGNATIONS - MIDDLE SCHOOL**CORPORATE LANDING**

6/18/2018	Teresa D. Muddiman	Special Education Assistant (relocation)
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GREAT NECK

6/15/2018	Brittany S. Massiah	Cafeteria Assistant (health)
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RESIGNATIONS - HIGH SCHOOL**ADULT LEARNING CENTER**

5/25/2018	Maura Tipping	ALC General Assistant (personal reasons)
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COX

6/21/2018	Dale L. Lacson	Custodian I, 10 month, night (health)
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GREEN RUN

6/18/2018	Justin E. Elliott	Security Assistant (moved to another school system, public)
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6/18/2018	Lorrene L. Anderson	Security Assistant (personal reasons)
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8/23/2018	Kathy S. Ferrell	Guidance Department Chair (relocation)
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LANDSTOWN

6/18/2018	Jennifer E. Colunno	Cafeteria Assistant (regular contract to temporary)
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RESIGNATIONS - MISCELLANEOUS**OFFICE OF PROFESSIONAL GROWTH AND INNOVATION**

8/23/2018	Thomas E. Ferrell Jr.	Director of Administrative Learning and Leadership (career enhancement opportunity)
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OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES

6/30/2018	Donald Taylor	Bus Driver, 8 hours (personal reasons)
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6/30/2018	Erin Perry	Bus Driver, 6.5 hours (relocation)
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6/30/2018	Inetta Riddick	Bus Driver, 5 hours (career enhancement opportunity)
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6/30/2018	Samantha Wallace	Bus Driver, 7 hours (career enhancement opportunity)
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6/30/2018	Thomas Amann	Bus Driver, 5.5 hours (career enhancement opportunity)
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8/10/2018	Dennis Gillen	Bus Driver, 7 hours (continuing education)
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8/31/2018	Randy Sturgill	Fleet Technician III (career enhancement opportunity)
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SCHOOL/DEPARTMENT**POSITION**

9/18/2018 Melanie Coppola Bus Driver, 5 hours (expired long-term illness)

RETIREMENTS - ELEMENTARY SCHOOL**CORPORATE LANDING**

12/21/2018 Gladys L. Puckett Library Media Assistant

TRANTWOOD

6/15/2018 Barbara D. Iman School Nurse

RETIREMENTS - MIDDLE SCHOOL
NONE**RETIREMENTS - HIGH SCHOOL****FIRST COLONIAL**

8/31/2018 Sherrie L. Bennitt Special Education Assistant

RETIREMENTS - MISCELLANEOUS**DEPARTMENT OF TEACHING AND LEARNING**

10/31/2018 Roberta Roe Administrative Office Associate I

OFFICE OF PURCHASING SERVICES

9/28/2018 Lourine McCoy Procurement Assistant II

OFFICE OF SAFE SCHOOLS

9/30/2018 Richard Pearce Security Officer

OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES

8/30/2018 Marjorie Brannan Bus Driver, 8 hours

OTHER EMPLOYMENT ACTIONS
NONE

**VIRGINIA BEACH CITY PUBLIC SCHOOLS
PERSONNEL REPORT AUGUST 2018
ASSIGNED TO THE INSTRUCTIONAL SALARY SCALE
2018-2019**

<u>SCHOOL/DEPARTMENT</u>		<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<u>APPOINTMENTS - ELEMENTARY SCHOOL</u>				
<u>ARROWHEAD</u>				
8/23/2018	Katlynn D. Comer	Grade 4	Old Dominion University	VBCPS
8/23/2018	Ashley M. Eich	Kindergarten	Eastern Michigan University, MI	
8/23/2018	Theresa M. Rosso	Grade 3	University of Nebraska, NE	
<u>BAYSIDE</u>				
8/23/2018	Brooke A. Gadberry	Special Education	Old Dominion University	
<u>BIRDNECK</u>				
8/23/2018	Krista Williams	Special Education	Liberty University, VA	VBCPS
8/23/2018	Meghan Stafford	School Counselor	Saint Vincent College and Seminary, PA	
8/23/2018	Erica F. Leidel	Special Education	Miami University, OH	
<u>BROOKWOOD</u>				
8/23/2018	Aimee J. Bauernfeind	Grade 3	Arizona State University, AZ	VBCPS
<u>COOKE</u>				
8/23/2018	Katherine S. Dobbs	Kindergarten	University of Alabama, AL	
<u>CORPORATE LANDING</u>				
9/4/2018	Josetta Thomae	Special Education	Manhattan College, NY	VBCPS
<u>DIAMOND SPRINGS</u>				
8/23/2018	Brenna Ashton	Title I Kindergarten	Old Dominion University	VBCPS
8/23/2018	Sydney Kunkel	Grade 1	University of West Florida, FL	Norfolk Public Schools
8/23/2018	Althea M. O'Garra	Grade 1	Norfolk State University	VBCPS
8/23/2018	Amanda C. Kimball	Title I Kindergarten	DePaul University, IL	
<u>HERMITAGE</u>				
8/23/2018	Barbara Kitchen	Special Education	Ohio State University, OH	VBCPS
<u>JOHN B. DEY</u>				
8/23/2018	Christina L. Cronauer	Grade 5	University of Central Florida, FL	VBCPS
8/23/2018	Brynn Coates	Grade 5	Virginia Commonwealth University	
<u>KEMPSVILLE MEADOWS</u>				
8/23/2018	Jazmin D. Wynn	Grade 5	Norfolk State University	
<u>LANDSTOWN</u>				
8/23/2018	Christay D. Johnson	Grade 5	Indiana State University	Jacksonville Public Schools, FL
8/23/2018	Darcy Victory	Special Education	Southern Connecticut University, CT	New Haven Public Schools, CT
<u>LYNNHAVEN</u>				
8/23/2018	Karen Frey	Special Education	University of Scranton, PA	VBCPS
8/23/2018	Kayla T. Heath	Title I Kindergarten	Old Dominion University	
8/23/2018	Kimberly A. Poncet	Grade 2	Long Island University, Brooklyn	
<u>PEMBROKE</u>				
8/23/2018	Chelsea Gordon-Rausch	Kindergarten, .5	Liberty University	St. Gregory the Great Catholic School
<u>PEMBROKE MEADOWS</u>				
8/23/2018	Michael L. Durig	Music - Instrumental, .6	Norfolk State University	VBCPS

<u>SCHOOL/DEPARTMENT</u>		<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
8/23/2018 <u>PRINCESS ANNE</u>	Amanda R. Eiswald	Grade 5	Lees-McRae College, NC	Military
8/23/2018	Tamara M. Nelson	Special Education	Drury College, MO	Republic School District, MO
<u>ROSEMONT</u>				
8/23/2018	James Barnard	Music - Instrumental	State University of New York at Purchase	VBCPS
<u>ROSEMONT FOREST</u>				
8/23/2018	Victoria V. Brannen	Grade 5	Western Governors University, UT	Military
8/23/2018	Kristina P. Russell	Grade 3	University of Mary Washington	
<u>SEATACK</u>				
8/23/2018	Villa J. Cadle	Special Education	Old Dominion University	
<u>STRAWBRIDGE</u>				
8/23/2018	Nicholas Galante	Music - Instrumental	Ithaca College, NY	VBCPS
8/23/2018	Christopher P. Fitzpatrick	Music-Vocal, .6	The New England Conservatory of Music, MA	Florida Council of Independent Schools, Pine Crest School
<u>TALLWOOD</u>				
8/23/2018	Thu Thuy Kahler	Special Education	Wichita State University	Wichita Public Schools
<u>THALIA</u>				
8/23/2018	Misty C. Holcomb	Grade 5	Western Oregon University	Hood Canal School District, WA
<u>THREE OAKS</u>				
8/23/2018	Sarah E. Sawning	Special Education	Old Dominion University	VBCPS
<u>WHITE OAKS</u>				
8/23/2018	Kelly Allen	Special Education	Liberty University	
<u>WINDSOR OAKS</u>				
8/23/2018	Charisse L. Moore	Grade 1	Regent University	Norfolk Public Schools
8/23/2018	Tamiera N. Bost-Williams	Grade 5	Regent University	Norfolk Public Schools
<u>WINDSOR WOODS</u>				
8/23/2018	Sonya C. Ramsey	Grade 3	Regent University	
8/23/2018	Miriam M. Norfolk	Special Education	Old Dominion University	
8/23/2018	Amy J. Kim	Kindergarten	The College of William and Mary	
8/23/2018	Tracy L. Szczesniak	Grade 1	University of North Texas	
<u>WOODSTOCK</u>				
8/23/2018	Stephanie R. Wachter	Grade 5	Kutztown University, PA	Newport News Public Schools
<u>APPOINTMENTS - MIDDLE SCHOOL</u>				
<u>BRANDON</u>				
8/23/2018	Lance P. Platz	Grade 7 Science	University of Iowa	Norfolk Public Schools
<u>GREAT NECK</u>				
8/23/2018	Kaitlyn A. McGowan	Art	Old Dominion University	
<u>LANDSTOWN</u>				
8/23/2018	Somer Matthews	Special Education	East Carolina University, NC	DODEA
8/23/2018	Michael J. Yager	Special Education	Antioch University, OH	Middleton Schools, OH
<u>PLAZA</u>				
8/23/2018	Erin M. Mcinroe	Grade 8 Math Algebra/Geometry	University of West Florida	Katy ISD, TX
<u>VIRGINIA BEACH</u>				
8/23/2018	William Lisi	Special Education	SUNY Brockport, NY	

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>	
<u>APPOINTMENTS - HIGH SCHOOL</u>				
<u>BAYSIDE</u>				
8/23/2018	Helen A. Taylor	English	Regent University	
8/23/2018	Morgan L. Sellers	Special Education	Virginia Tech	
8/24/2018	Tiffany L. Young	English	University of North Florida	
<u>COX</u>				
8/23/2018	Bridget A. Bachman	Social Studies	Lock Haven University of Pennsylvania	Keystone Central School District, PA
8/23/2018	Kali Pruitt	English	University of South Florida	
8/23/2018	Sarah E. Grady	English	Regent University	
<u>FIRST COLONIAL</u>				
8/23/2018	Nicole M. DeGrouchy	Special Education	Old Dominion University	
<u>GREEN RUN COLLEGIATE</u>				
8/23/2018	Amelia E. LeCroy	Art	James Madison University	
<u>GREEN RUN</u>				
8/23/2018	Donna L. Obrzut	French	Oakland University, MI	Melbourne Central Catholic High School, FL
8/23/2018	Rebecca L. Bartels	Math	Grand Valley State University, MI	Cape Henry Collegiate
<u>KELLAM</u>				
8/23/2018	Mariah M. Khanna	English Second Language, .5	University of Southern California, CA	
8/23/2018	Meredyth W. Parker	Special Education	Old Dominion University	
8/23/2018	Stephanie J. Iaquinto	English	Regent University	
<u>OCEAN LAKES</u>				
8/23/2018	Karen S. Chiariello	Art	Towson University	Aiken County Public Schools, SC
<u>LANDSTOWN</u>				
8/23/2018	Anna C. Clark	Science	Meredith College, NC	Greene County Schools, NC
8/23/2018	Carli J. Hanback	Art	Longwood University	
8/23/2018	Elizabeth J. Grossmann	Social Studies	Christopher Newport University	
8/23/2018	Monica L. Lukas	Spanish	Ashford University, IA	Chesapeake Public Schools
<u>PRINCESS ANNE</u>				
8/23/2018	Alyssa S. Denney	Math	Siena Heights College, MI	Charleston County School District, SC
8/23/2018	Elizabeth D. Morris	English, .4	Virginia Tech	VBCPS
8/23/2018	Ellen R. Northrup	Social Studies	Radford University	Danville City Public Schools
<u>RENAISSANCE ACADEMY</u>				
8/23/2018	Angie C. White	Special Education	Old Dominion University	
8/23/2018	Edward P. Raymond	Grade 8	University of Virginia	
8/23/2018	Kelly S. Wellman	Keyboarding	Regent University	
8/23/2018	Sommer L. Di Fulgo	Special Education	Norfolk State University	
<u>TALLWOOD</u>				
8/23/2018	Shawn R. Rose	Social Studies	Radford University	Danville City Public Schools
<u>APPOINTMENTS - MISCELLANEOUS</u>				
<u>OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN</u>				
8/23/2018	Michael C. Mascolo	Speech Language Pathologist	University of South Alabama, AL	

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<u>RESIGNATIONS - ELEMENTARY SCHOOL</u>			
<u>BAYSIDE</u>			
6/18/2018	Rebecca W. Pederson	Kindergarten (family)	
<u>HERMITAGE</u>			
6/18/2018	Catherine A. Morlock	Grade 4 (personal reasons)	
<u>MALIBU</u>			
6/18/2018	Melissa D. Burch	Special Education (accepted a private sector job)	
<u>NEWTOWN</u>			
8/23/2018	Diana Deloatch	Reading Specialist (offer declined-never worked)	
<u>RESIGNATIONS - MIDDLE SCHOOL</u>			
NONE			
<u>RESIGNATIONS - HIGH SCHOOL</u>			
<u>OCEAN LAKES</u>			
6/18/2018	Hershel R. Mack, III	Special Education (career enhancement opportunity)	
<u>RENAISSANCE ACADEMY</u>			
6/18/2018	Marguerite M. Durand	Grade 8 (career enhancement opportunity)	
6/18/2018	Ryan M. Balsly	Health and Physical Education (career enhancement opportunity)	
<u>RESIGNATIONS - MISCELLANEOUS</u>			
NONE			
<u>RETIREMENTS - ELEMENTARY SCHOOL</u>			
<u>ALANTON</u>			
6/18/2018	John T. Stahl	Grade 5	
<u>LYNNHAVEN</u>			
9/28/2018	Andrea D. Jackson	Title I Resource	
<u>PARKWAY</u>			
11/30/2018	Kristin K. Hildum	Library Media Specialist	
<u>RETIREMENTS - MIDDLE SCHOOL</u>			
NONE			
<u>RETIREMENTS - HIGH SCHOOL</u>			
<u>RENAISSANCE ACADEMY</u>			
9/30/2018	Deborah R. Christian	School Counselor	
12/31/2018	Susan Kinsler	Substance Abuse Intervention	
<u>TECHNICAL AND CAREER EDUCATION CENTER</u>			
9/30/2018	John M. Beaver	Vocational Evaluator	
<u>RETIREMENTS - MISCELLANEOUS</u>			
NONE			
<u>OTHER EMPLOYMENT ACTIONS</u>			
NONE			

**VIRGINIA BEACH CITY PUBLIC SCHOOLS
PERSONNEL REPORT AUGUST 2018
ADMINISTRATIVE APPOINTMENTS
2018-2019**

SCHOOL/DEPARTMENT

POSITION

APPOINTMENTS - ELEMENTARY SCHOOL

NONE

APPOINTMENTS - MIDDLE SCHOOL

NONE

APPOINTMENTS - HIGH SCHOOL

NONE

APPOINTMENTS - MISCELLANEOUS

DEPARTMENT OF TEACHING AND LEARNING

8/29/2018

Natalie D. King

Coordinator of Special Education



Thoroughgood Elementary School Replacement

Subject: Recommendation of General Contractor

Item Number: 12B

Section: Action

Date: August 28, 2018

Senior Staff: Mr. David L. Pace, Acting Chief Operations Officer, School Division Services

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

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

Recommendation:

That the School Board adopt a motion authorizing the Superintendent to execute a contract with Conrad Brothers, Inc. for the replacement of Thoroughgood Elementary School in the amount of \$27,552,000.

Background Summary:

Project Architect:	VIA Design Architects, PC
Contractor:	Conrad Brothers, Inc.
Contract Amount:	\$27,552,000*
Construction Budget:	\$27,573,000*
Number of Responsive Bidders:	3
Average Bid Amount:	\$31,467,333
High Bid:	\$31,947,000

*The construction contract amount of \$27,552,000 is a negotiated amount representative of value engineering efforts to reduce the original low bid of \$30,960,000. The construction budget has been increased by \$3,500,000, which includes \$1,000,000 from CIP 1-056 (Princess Anne Middle School Replacement), \$1,750,000 from CIP 1-104/180 (Renovations & Replacements – Reroofing), and \$750,000 from 2017/18 Operating Budget Reversion Funds.

Source:

Policy 3-90

Budget Impact:

CIP 1-043

CIP 1-056

CIP 1-104

CIP 1-180

2017/18 Reversion Funds



Subject: Policy Review Committee Recommendations **Item Number:** 12C

Section: Action **Date:** August 28, 2018

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 approve the Policy Review Committee recommendation regarding review, amendment of Policy 4-39 Employee Professional Development and Growth and Job Skills as reaffirmed by the committee at their August 16, 2018 meeting.

Supporting documentation is being reviewed for legal sufficiency and will be provided under separate cover prior to the School Board meeting.

Background Summary:

After presentation of the Committee's recommendation on August 14, 2018, the School Board requested the Committee reconsider language related to sufficient notice provided to employees outlined in Section B. Release Time. Upon further review, the Committee recommends no change in the original proposal.

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of June 7, 2018 and August 16, 2018

Budget Impact:

None

**School Board of the City of Virginia Beach
Policy 4-39**

PERSONNEL

Employee Professional Development & Growth in Job Skills

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

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

A. Teacher Orientation

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

B. Release Time

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

C. Tuition Reimbursement

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

The amount to be reimbursed must be within the funds appropriated annually to by the School Board and within the budget.

Editor's Notes

See **Regulation 4-39.1**: Employee Professional Development Reimbursement

See Policy 4-65 Meetings and Conferences

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

Amended by School Board: August 6, 2002

Amended by School Board: October 2, 2012

Amended by School Board: October 10, 2017

Amended by School Board: August 28, 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lantieri



Subject: Long Range Facilities Master Plan **Item Number:** 13A

Section: Information **Date:** August 28, 2018

Senior Staff: Mr. David L. Pace, Acting Chief Operations Officer, School Division Services

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

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

Recommendation:

That the School Board receive recommendations including potential funding scenarios outlined in the 2018 Long Range Facilities Master Plan presentation, as recommended by the Facilities Steering Committee.

Background Summary:

The Office of Facilities Services, together with HBA Architects/Cooperative Strategies, has been working with the community for the past year to develop a new Long Range Facilities Master Plan. The previous Master Plan was formally accepted by the School Board in 2007.

Source:

Budget Impact:

CIP 1-095

LONG RANGE FACILITIES MASTER PLAN VOL. 1

AUGUST 28, 2018
SCHOOL BOARD MEETING



'Building & Improving on Success'

ACKNOWLEDGEMENTS

Cooperative Strategies would like to thank the students, staff, Board of Education, Facilities Steering Committee, and the community of the Virginia Beach City Public Schools for their commitment and dedication to the planning process.

Virginia Beach City Public School Board

Mrs. Beverly M. Anderson: Chair, At-Large
Mr. Daniel D. Edwards: District 2 - Kempsville
Mrs. Sharon R. Felton: District 6 - Beach
Mrs. Dorothy M. Holtz: At-Large
Mrs. Victoria C. Manning: At-Large
Mr. Joel A. McDonald: Vice Chair District 3 - Rose Hall
Mrs. Ashley K. McLeod: At-Large
Mrs. Kimberly A. Melnyk: District 7 - Princess Anne
Ms. Trenace B. Riggs: District 1 - Centerville
Mrs. Carolyn T. Rye: District 5 - Lynnhaven
Mrs. Carolyn D. Weems: District 4 - Bayside

Virginia Beach City Public Schools

Executive Director of Facilities Services: Tony Arnold
Staff Architect: Donald W. Bahlman Jr.
Project Manager: William C. Borkman
Chief Academic Officer: Amy Cashwell
Sustainability Officer: J. Tim Cole
Project Manager: Judith Christman
Demographer: Melisa Ingram
GIS Analyst: Kimberly Millering
Director of School Plant: Eric Woodhouse

Facilities Steering Committee

Hope Berns (Student Representative)
Aliaksandr Bul (Student Representative)
Amanda Burgess (Student Representative)
Michelle Chapleau
Zion Clark (Student Representative)
Joe Damus
Chris Gorri
Thomas Ferrell
Barry Frankenfield
Veleka Gatling
Daniel Keever
Johnny Lauterbach
Shirann Lewis
Sara Lockett
Brad Martin (Chamber of Commerce Representative)
Ashley McLeod
Jacob Phillips (Student Representative)
Karen Prochilo
Zoe Quinones (Student Representative)
Amber Rach
Jeff Richardson (Chamber of Commerce Representative)
Trenace Riggs
Mike Summers
Waddee B. Thoroughgood
Rosemary Wilson
Cheryl Woodhouse

EXECUTIVE SUMMARY

In 2007, Virginia Beach City Public Schools, HBA and Cooperative Strategies worked in collaboration to develop a Long Range Facility Master Plan. This plan outlined a series of options for modernizing facilities within the Division. In the 2007 plan, the timeline for school modernization and replacement was dependent upon the level of funding. The funding scenarios included:

- Continuing current \$60 million funding, with no escalation
- Continuing current \$60 million funding, with 6% yearly escalation
- Continuing current \$80 million funding, with 6% yearly escalation
- Continuing current \$100 million funding, with 6% yearly escalation

Since that time, funding has dipped from the 2007 level of \$60 million per year, and construction costs have increased significantly. Due to these factors, facility replacement and modernization has not kept pace with the recommendations of the 2007 Long Range Facility Master Plan. The table on the following page compares the \$60 million funding, with 6% yearly escalation funding scenario, to what has actually taken place.



In the Fall of 2017, VBCPS began an update to the 10-year facilities master plan, specifically to update demographic, condition and program data used in the first plan, and to develop recommendations according to the new data and current funding levels.

This master plan will align all of the relevant data that will provide guidance on the next fifteen [15] prioritized capital projects. This plan specifically focuses on the relationship between funding and completion time of capital projects in an effort to assist the School Board and the City of Virginia Beach, with a tool for future budgeting.

EXECUTIVE SUMMARY

The green shaded boxes below represent the estimated replacement and modernization timeline, from the 2007 Long Range Facility Master Plan, based on \$60 million per year escalated 6% annually. The black boxes show the actual timeline of projects that have been completed or are in the current CIP, based on the funding that has been available since 2008-09. The red shaded boxes show projects that would have already started, or started within the next few years, but have been pushed back due to the drop in funding level.

School Name	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Renaissance Academy	\$10.5m	\$4.6m	\$0m	\$0m												
Virginia Beach Middle	\$2.5m	\$1.8m	\$0m	\$0m												
Windsor Oaks Elem	\$9.0m	\$2.8m	\$0m	\$0m												
Great Neck MS	\$12.0m	\$15.0m	\$18.0m	\$3.5m												
School Bus Garage Facility	\$4.0m	\$3.9m	\$0m	\$0m												
Kellam HS																
Princess Anne MS																
College Park ES																
John B. Dey ES																
Princess Anne HS																
Thoroughgood ES																
Old Donation Center																
Kempsville HS																
Kempsville MS																
Williams, BF ES																
Princess Anne ES																
First Colonial HS																
King's Grant ES																
Plaza MS																

MODERNIZATION / REPLACEMENT PROGRAM

Virginia Beach City Public Schools Modernization/Replacement Program

Completed Projects					
Construction Started	School (R) Replacement (M) Modernization	Original Opening Date	Construction Complete	Difference Opening Date vs. Construction Complete	Total Project Cost (Millions)
1996	Linkhorn Park ES (R)	1955	1998	43	12.3
1997	WT Cooke ES (R)	1906	1999	93	8.9
1998	Seatack ES (R)	1952	2000	48	9.1
1999	Bayside ES (R)	1941	2000	59	8.9
1999	Creeds ES (M)	1939	2001	62	6.9
1999	Shelton Park ES (M)	1954	2001	47	7.4
1999	Thalia ES (M)	1956	2001	45	8.6
2000	Luxford ES (M)	1961	2002	41	7.8
2001	Kempsville Meadows ES (R)	1959	2002	43	9.6
2001	Woodstock ES (R)	1957	2002	45	10.2
2001	Kempsville ES (M)	1961	2003	42	8.8
2001	Malibu ES (M)	1962	2003	41	7.4
2002	Pembroke ES (M)	1962	2004	42	8.1
2002	Lynnhaven ES (M)	1963	2004	41	8.1
2002	Trantwood ES (M)	1963	2004	41	8.7
2003	Hermitage ES (R)	1964	2005	41	11.1
2003	Arrowhead ES (R)	1965	2005	40	10.8
2004	Pembroke Meadows ES (M)	1969	2006	37	9.7
2005	School Plant/Supply (R)	1938	2007	69	17.4
2006	Windsor Woods ES (R)	1966	2007	41	15.8
2006	Brookwood ES (R)	1968	2007	39	15.0
2006	Newtown Road ES (R)	1970	2008	38	18.0
2008	Windsor Oaks ES (R)	1970	2009	39	17.1
2007	Renaissance Academy (R)	1938-1960	2010	72/50	66.2
2007	Va Beach MS (R)	1952	2010	58	51.6
2009	School Bus Garage (R)	1936	2010	74	21.8
2009	Great Neck MS (R)	1961	2011	50	46.5
2010	College Park ES (R)	1973	2011	38	22.1
2011	Kellam High School (R)	1962	2014	52	102.0
2014	Old Donation School (R)	1957/1965	2017	60/52	63.4
Average/Total				49	619.3

KELLAM
HIGH
SCHOOL



OLD
DONATION
SCHOOL



JOHN B. DEY
ELEMENTARY



THOROUGHGOOD
ELEMENTARY



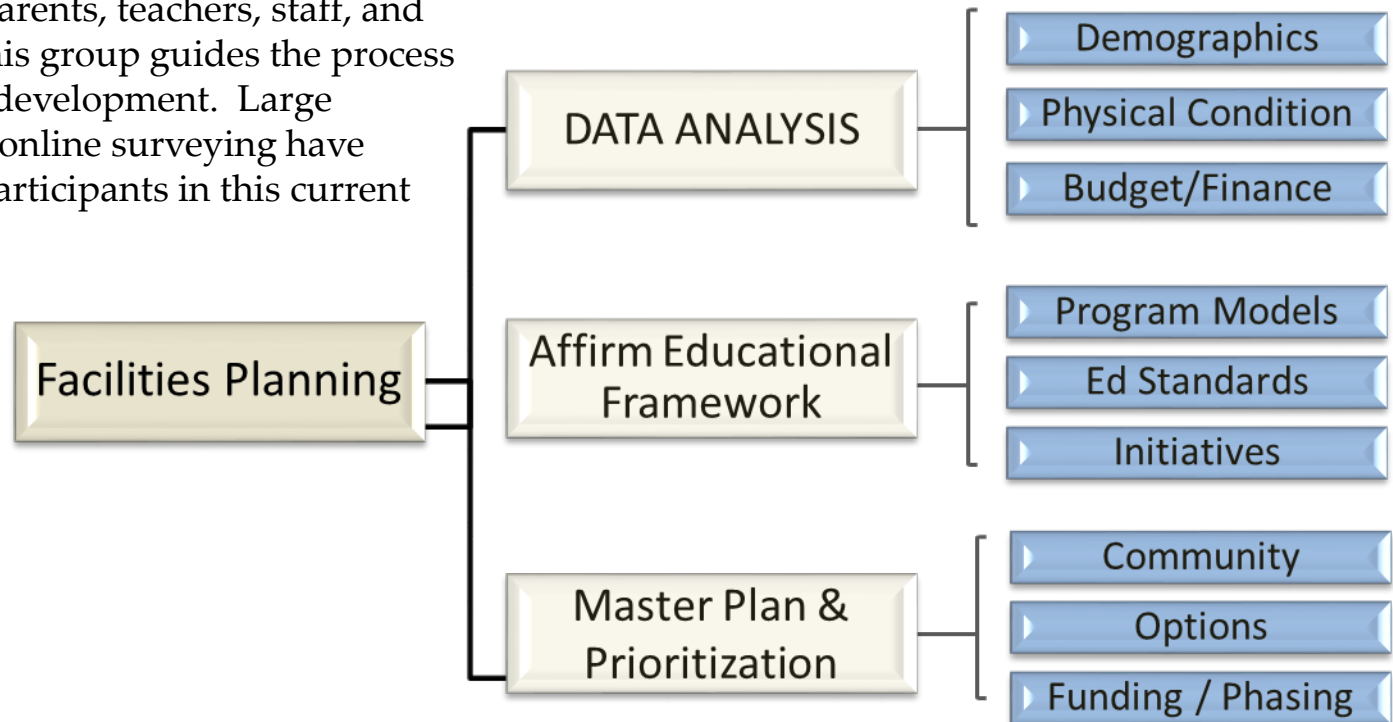
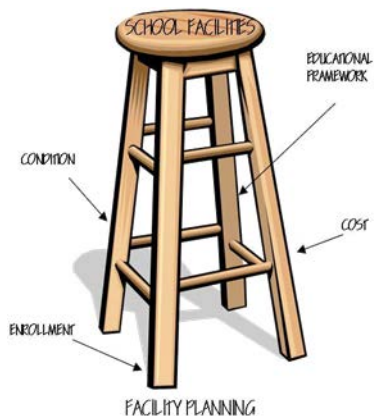
PRINCESS ANNE
MIDDLE SCHOOL



PROCESS

Virginia Beach City Public Schools facilities planning is a wholistic view on what it means to modernize and upkeep schools in the 21st century. Planning is both comprehensive and iterative in that the process considers demographics/enrollment, facility capacities, conditions & educational adequacy, current and future teaching and learning models, and most certainly costs to complete. Iterative in that the data builds upon each other to create a road map for prioritizing capital projects that meet modern educational standards and fall within budget parameters.

VBCPS is also committed to involving community members in the planning process. From the local level in creating a facilities steering committee consisting of students, parents, teachers, staff, and community members, this group guides the process and assists in the plan's development. Large community forums and online surveying have allowed for over 3,000 participants in this current planning process.



ENROLLMENT

HISTORICAL ENROLLMENT

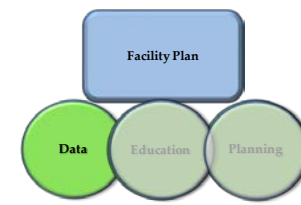
As indicated in the table and graphs to the right and below, over the past ten years, K-12 student enrollment in Virginia Beach City Public Schools has decreased by approximately 2,500 students.

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	4,605	4,810	4,739	5,047	4,810	4,914	4,697	4,541	4,431	4,570
1	5,230	5,264	5,401	5,476	5,587	5,397	5,376	5,302	5,160	5,046
2	5,310	5,162	5,309	5,359	5,336	5,523	5,346	5,325	5,210	5,125
3	5,396	5,339	5,202	5,248	5,298	5,384	5,498	5,282	5,277	5,230
4	5,151	5,393	5,368	5,208	5,196	5,326	5,299	5,433	5,283	5,217
5	5,271	5,156	5,401	5,355	5,163	5,210	5,315	5,332	5,362	5,259
6	5,358	5,278	5,232	5,427	5,344	5,239	5,168	5,319	5,315	5,368
7	5,368	5,358	5,251	5,284	5,437	5,347	5,225	5,143	5,234	5,274
8	5,389	5,364	5,379	5,256	5,231	5,422	5,343	5,215	5,131	5,228
9	6,365	6,014	5,995	5,869	5,740	5,781	5,818	5,656	5,476	5,466
10	5,749	5,794	5,588	5,452	5,372	5,304	5,396	5,467	5,313	5,219
11	5,463	5,451	5,470	5,207	5,212	5,128	5,023	5,101	5,157	5,034
12	5,033	5,116	5,030	5,063	4,896	4,884	4,926	4,895	4,974	5,118
Total	69,688	69,499	69,365	69,251	68,622	68,859	68,430	68,011	67,323	67,154

Source: Virginia Beach City Public Schools

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K-5	30,963	31,124	31,420	31,693	31,390	31,754	31,531	31,215	30,723	30,447
6-8	16,115	16,000	15,862	15,967	16,012	16,008	15,736	15,677	15,680	15,870
9-12	22,610	22,375	22,083	21,591	21,220	21,097	21,163	21,119	20,920	20,837

Source: Virginia Beach City Public Schools



ENROLLMENT

PROJECTED ENROLLMENT

Virginia Beach City Public Schools is projecting K-12 enrollment to decrease by approximately 1,100 students between 2017-18 and 2022-23. This drop is primarily due to declining birth rates since 2007 and smaller entering kindergarten classes.

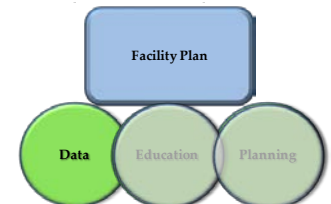
These smaller classes are replacing large enrollment classes that were a result of large birth rates/kindergarten enrollment in the early part of the 21st century.

	2018-19	2019-20	2020-21	2021-22	2022-23
K	4,714	4,811	4,966	4,980	4,996
1	5,086	5,174	5,092	5,134	5,111
2	4,985	5,045	5,021	5,109	5,047
3	5,118	4,957	5,075	4,962	5,109
4	5,181	4,989	4,807	5,015	4,915
5	5,199	5,167	5,002	4,833	4,948
6	5,302	5,215	5,218	5,145	5,072
7	5,328	5,253	5,195	5,147	5,083
8	5,266	5,291	5,235	5,191	5,138
9	5,570	5,587	5,641	5,540	5,486
10	5,265	5,258	5,272	5,336	5,223
11	4,963	4,949	4,986	4,999	5,067
12	4,911	4,816	4,786	4,846	4,854
Total	66,888	66,512	66,296	66,237	66,049

Source: Virginia Beach City Public Schools

	2018-19	2019-20	2020-21	2021-22	2022-23
K-5	30,283	30,143	29,963	30,033	30,126
6-8	15,896	15,759	15,648	15,483	15,293
9-12	20,709	20,610	20,685	20,721	20,630

Source: Virginia Beach City Public Schools



FACILITY CONDITION

TERMS

The following are terms that describe how the condition of a facility is measured. The condition, both physical and educational appropriateness, is a key indicator in prioritization of modernization of facilities. The following pages will present the condition of each facility from what is considered the poorest condition school to the best condition school in that order.

Facility Condition Index (FCI):

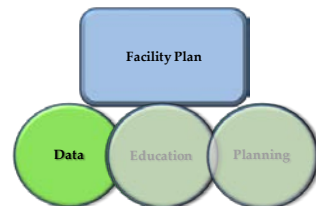
A numeric score between 0 and 1 which represents the cost of replacing building systems and components that will wear out over the next 25 years divided by the cost of total building replacement; 0 = new condition and 1.000 = worst possible condition.

Educational Adequacy Factor (EAF):

An assessment that rates the various elements of a school building and school site for how well, or how poorly, they support the desired educational programs. For the EAF, 1.000 = perfect score and 2.000 = worst possible score.

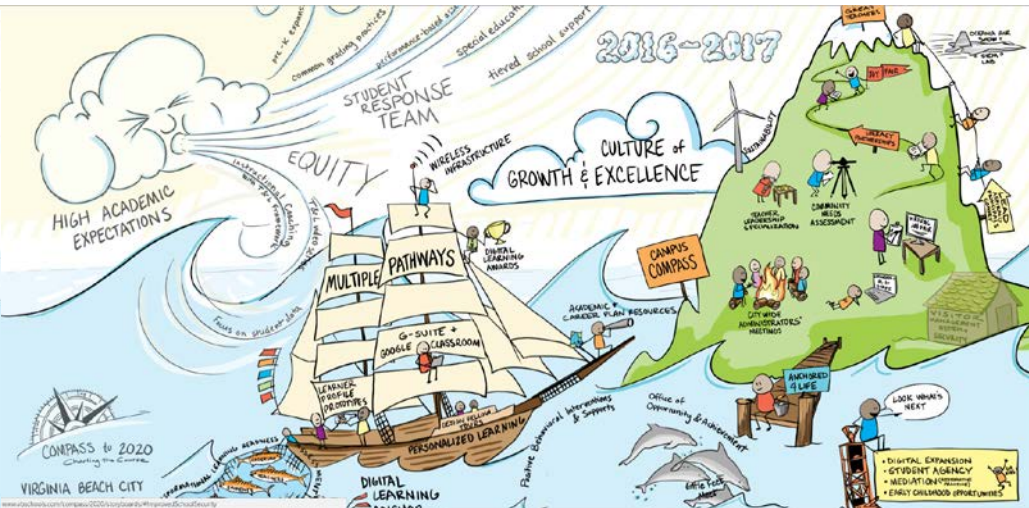
Total Condition Index (TCI):

$FCI \times EAF$. For this index, 0 = perfect score and 2.000 = worst possible score. Allows us to compare facilities in the division against each other, considering both the relative condition of the facilities and the relative adequacy of a facility to support the desired educational program.



EDUCATIONAL FRAMEWORK

COMPASS TO 2020

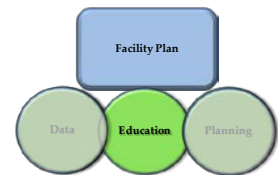
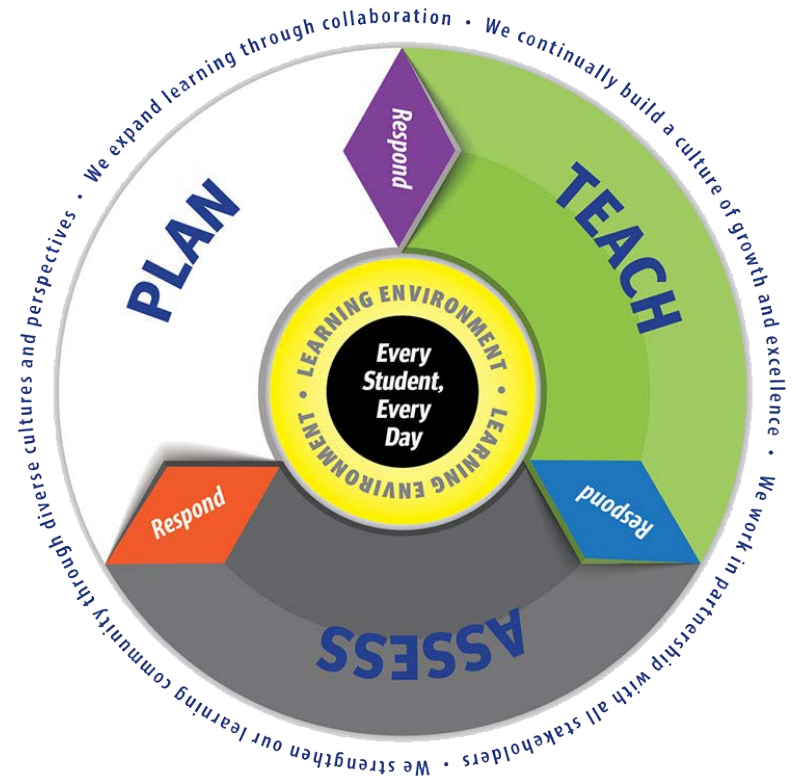


EDUCATIONAL FRAMEWORK

TEACHING & LEARNING FRAMEWORK

The teaching and learning that occurs in all schools sets the foundation and framework for all facilities plans. Focus on teaching and learning sets direction for form to follow function, thus creating a vision for how facilities should be planned in the future. The following is the Teaching and Learning Framework as set forth by VBCPS.

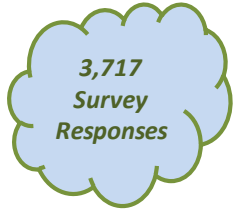
- **Teach:** Student Goal Setting and Reflection
- **A Balanced Approach to Assessment**
- **Assess:** Descriptive Feedback
- **Plan:** Learning Targets
- **Learning Environment:** Personalized Learning
- **Plan:** Fostering Globally Competitive Skills Through STEM
- **Learning Environment:** Using Protocols & Seminars
- **Plan:** Using Technology
- **Learning Environment:** Using Routines & Procedures



PLANNING

COMMUNITY ENGAGEMENT

Community Meeting #1



The first community meeting was conducted on November 13th and 14th at Kellam HS & Old Donation School.

The purpose of this meeting was to present process, review background data used in planning and to survey participants on the following topics:

- Current Perception of Modernization Program (i.e. does the current rate of the modernization program meet the demand for facility upgrades across the Division?)
- Prioritizing Important Data Points
- Prioritizing Grade Level Facilities

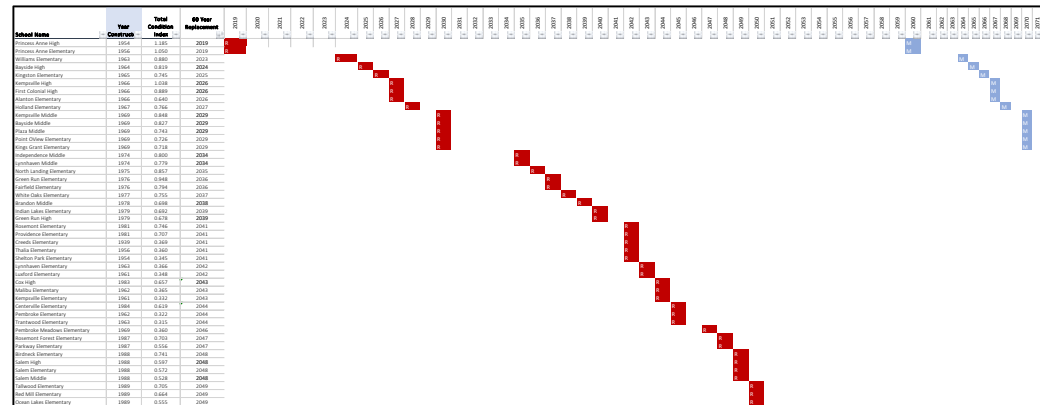
	Paper	Web	Web + Paper	Group
Strongly Satisfied	5	172	177	0
Satisfied	12	988	1,000	2
Neutral	14	1,345	1,359	3
Dissatisfied	19	866	885	4
Strongly Dissatisfied	2	266	268	1
No Consensus	n/a	n/a	n/a	4
Total	52	3,637	3,689	14

	Paper	Web	Web + Paper	Group
Cost	29	1,139	1,168	7
Building capacity/student enrollment	24	1,736	1,760	6
Building's ability to accomodate school programming needs	32	2,083	2,115	8
Least disruption to the educational experience during construction (ie. Swing space options to temporarily house students while work is underway)	26	1,032	1,058	5
Age or physical condition of facility	51	2,928	2,979	13
No Consensus	n/a	n/a	n/a	3
Total	162	8,918	9,080	42

	0	1	2	3	4	5	6	7	8	9	10	Average
Elementary Schools	70	436	866	915	496	361	132	68	53	1	64	3.2
Middle Schools	61	285	831	1715	296	133	51	17	14	2	29	2.8
High Schools	16	184	419	638	727	775	300	186	122	6	164	4.4
Total	147	905	2116	3268	1519	1269	483	271	189	9	257	

Options Development

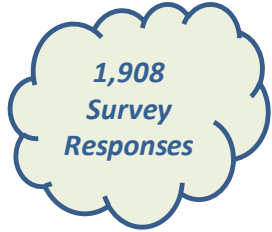
School	Replacement Cost 2018\$	Age When Replaced	New Opening Date	Escalated Replacement Cost	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
Projects in Design																													
John B. Day ES	\$23m	63	2019	\$23m	\$16m																								
Thoroughgood ES	\$28m	62	2020	\$28m	\$9m	\$14m	\$5m																						
Princess Anne MS	\$79m	48	2021	\$79m	\$15m	\$20m	\$15m	\$29m																					
Future Projects																													
Princess Anne HS	\$104m	69	2023	\$130m																									
Princess Anne ES	\$32m	69	2025	\$47m																									
Williams, BF ES	\$38m	62	2025	\$55m																									
Bayside HS	\$121m	62	2026	\$175m																									
First Colonial HS	\$121m	66	2032	\$235m																									
Kempville HG	\$121m	70	2036	\$285m																									
Holland ES	\$80m	61	2038	\$44m																									
Kempville MS	\$60m	67	2038	\$96m																									
Bayside MS	\$74m	62	2031	\$137m																									
Independence MS	\$74m	62	2036	\$175m																									
Lynnhaven MS	\$60m	64	2038	\$154m																									
North Landing ES	\$20m	52	2027	\$32m																									
Green Run ES	\$17m	53	2029	\$30m																									
Fairfield ES	\$44m	53	2029	\$42m																									
White Oaks ES	\$24m	54	2031	\$51m																									
	\$1046m			\$1680m																									
Capital Replacement Projects					\$40m	\$35m	\$20m	\$35m	\$24m	\$25m	\$50m	\$86m	\$65m	\$87m	\$102m	\$71m	\$95m	\$110m	\$110m	\$62m	\$121m	\$112m	\$103m	\$123m	\$129m	\$83m	\$33m	\$17m	
Capital Renewal Projects					\$21m	\$19m	\$21m	\$16m	\$18m	\$19m	\$19m	\$20m	\$21m	\$21m	\$22m	\$23m	\$23m	\$24m	\$25m	\$25m	\$26m	\$27m	\$28m	\$29m	\$29m	\$30m	\$31m	\$32m	
Total Capital Improvement Program					\$61m	\$54m	\$41m	\$52m	\$42m	\$44m	\$69m	\$106m	\$116m	\$109m	\$124m	\$93m	\$118m	\$134m	\$135m	\$117m	\$147m	\$139m	\$131m	\$151m	\$158m	\$114m	\$64m	\$49m	
Funding					\$61m	\$54m	\$41m	\$52m	\$42m	\$44m	\$100m	\$																	



PLANNING

COMMUNITY ENGAGEMENT

Community Meeting #2



The second community meeting was conducted on March 14th, 15th, 20th, & 21st at Tallwood HS, Kellam HS, Old Donation School & Great Neck MS. This meeting presented funding scenarios and re-surveyed the modernization program as based on the following:

- Satisfaction on the number of projects completed at funding level scenarios
- Preferred Level of Funding

# of Buildings Satisfaction Rating	Strongly Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied
\$40 million per year	131	256	325	553	643
\$60 million per year	166	484	436	516	306
\$80 million per year	203	675	478	305	247
\$100 million per year	598	451	362	246	251

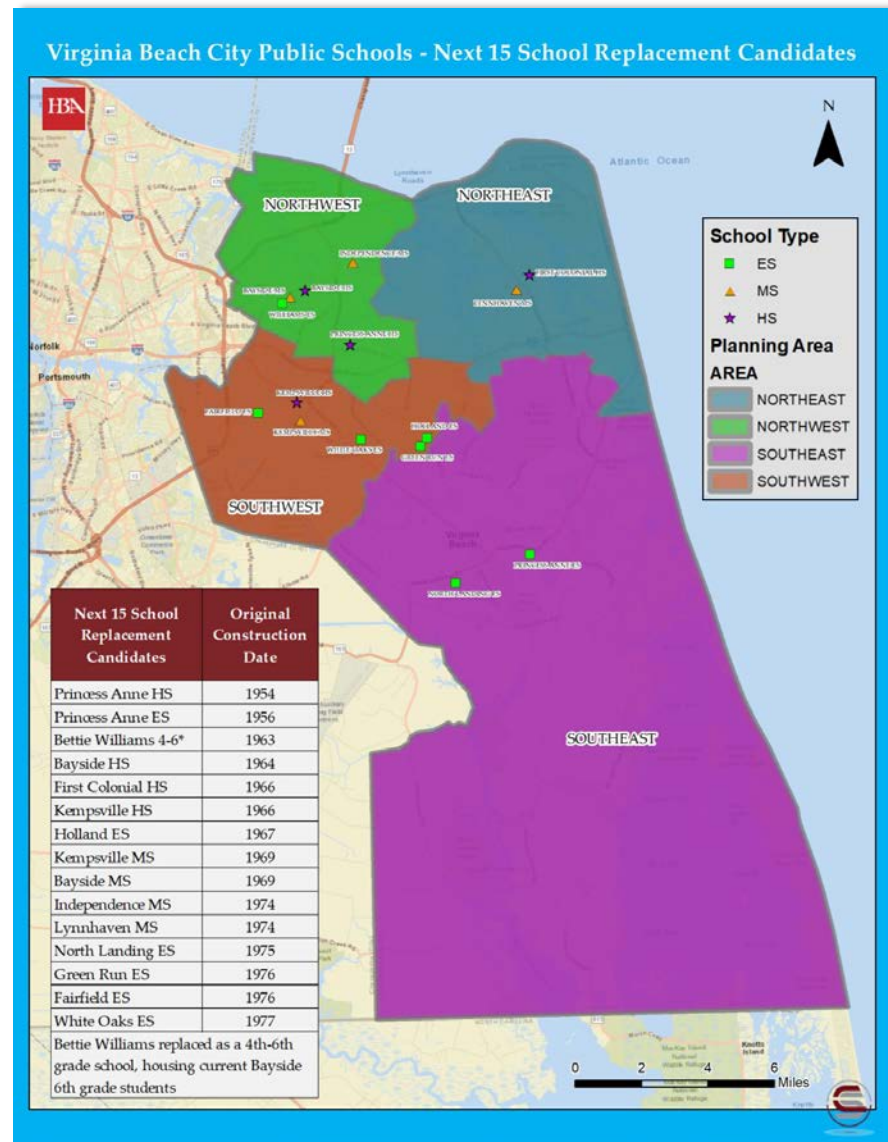
Preferred Funding Level Ranking 1 to 4 (1 most preferred)	1	2	3	4
\$40 million per year	378	181	144	958
\$60 million per year	304	481	824	52
\$80 million per year	261	832	523	45
\$100 million per year	718	167	170	606

A grayscale photograph of children on a school bus. In the foreground, a boy in a striped shirt and a girl with a backpack are smiling and holding apples. Other children are visible in the background on the bus steps. The word "RECOMMENDATIONS" is overlaid in a large, dark blue serif font.

RECOMMENDATIONS

RECOMMENDATIONS

REPLACEMENT CANDIDATES - SCHOOL LOCATIONS



RECOMMENDATIONS

FUNDING SCENARIOS

When determining the potential order and completion date of the 15 school replacement candidates, four funding scenarios were developed:

- \$20M Capital Renewal + \$20M CIP (approximate current level of funding)
- \$20M Capital Renewal + \$40M CIP (doubles CIP allocation)
- \$20M Capital Renewal + \$60M CIP (triples CIP allocation)
- \$20M Capital Renewal + \$80M CIP (quadruples CIP allocation)

Capital Renewal funding is for annual expenditures for school condition and minor space improvement. Examples can include replacement of HVAC systems, roofing systems, windows, flooring systems, minor renovations to educational space, and other identified facility condition improvement needs. Capital Improvement Program (CIP) funding is allocated for new construction and/or modernization projects.

The table on the following page shows the completion date and age at replacement for each school in each of the four funding scenarios. It should be noted that the order of projects varies based on the funding level, in order to finish all projects in as short of time as possible. When replacing schools on their current sites, providing on-site or off-site swing space for students must be considered if they will not be able to remain at their current facility during construction.

Historical school construction trends indicate that a 5% - 6% average annual increase in construction costs should be anticipated, and this escalation should be built into any future funding scenarios, both for Capital Renewals and also for CIP. In addition to annual construction cost increases, additional deterioration of existing building systems should be expected and planned for. Therefore, funding for Capital Renewal and CIP will need to be increased to maintain or improve condition of facilities across the Division.

RECOMMENDATIONS

Funding Scenarios

The table below shows the recommended order of schools along with the estimated completion date and age at replacement for each school in each of the four funding scenarios. It should be noted that the order of projects varies based on the funding level, in order to finish all projects in as short of time as possible. This analysis includes a 5% yearly escalation of construction costs and a 3% yearly escalation in funding, for all scenarios.

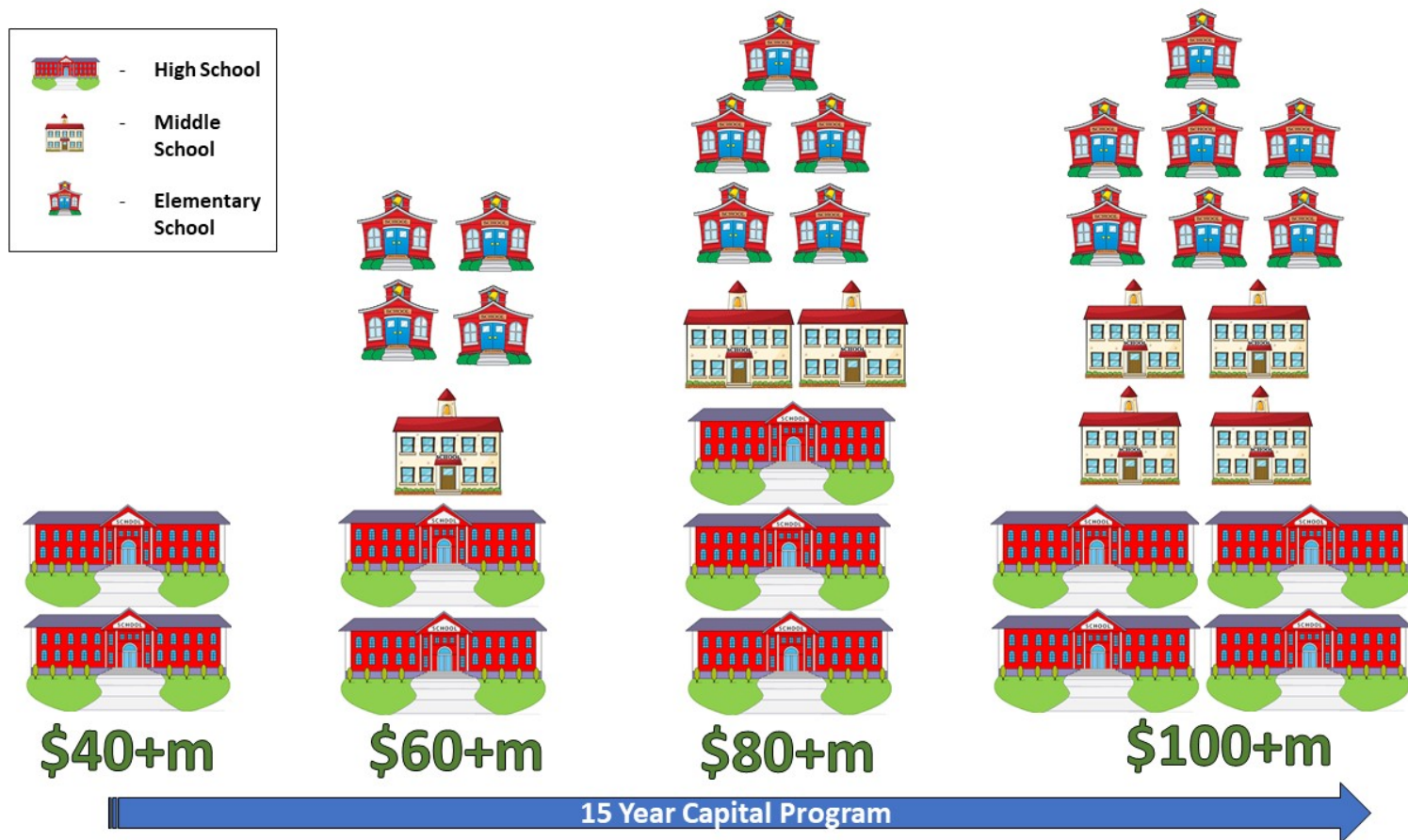
Next 15 School Replacement Candidates	Original Construction Date	Scenario 1 40 M/Year Completion Date	Scenario 1 40 M/Year Age at Replacement	Scenario 2 60 M/Year Completion Date	Scenario 2 60 M/Year Age at Replacement	Scenario 3 80 M/Year Completion Date	Scenario 3 80 M/Year Age at Replacement	Scenario 4 100 M/Year Completion Date	Scenario 4 100 M/Year Age at Replacement
Princess Anne HS	1954	2023	69	2023	69	2023	69	2023	69
BF Williams (4-5) + Old Aragona ES (Bayside 6)	1963/1957	2054	94	2025	65	2024	64	2025	65
Princess Anne ES	1956	2050	94	2025	69	2024	68	2025	69
Bayside HS	1964	2030	66	2031	67	2028	64	2026	62
First Colonial HS	1966	2039	73	2036	70	2033	67	2032	66
Kempsville HS	1966	2046	80	2042	76	2039	73	2036	70
Holland ES	1967	2058	91	2027	60	2025	58	2028	61
Kempsville MS	1969	2065	96	2047	78	2031	62	2026	57
Bayside MS	1969	2072	103	2052	83	2036	67	2031	62
Independence MS	1974	2079	105	2056	82	2041	67	2036	62
Lynnhaven MS	1974	2086	112	2061	87	2045	71	2038	64
North Landing ES	1975	2090	115	2029	54	2028	53	2027	52
Green Run ES	1976	2094	118	2037	61	2029	53	2029	53
Fairfield ES	1976	2097	121	2046	70	2043	67	2029	53
White Oaks ES	1977	2101	124	2048	71	2043	66	2031	54
Average	1969	2066	97	2039	71	2033	65	2029	61

BF Williams replaced as a 4th-6th grade school, housing current Bayside 6th grade students

RECOMMENDATIONS

Funding Scenarios

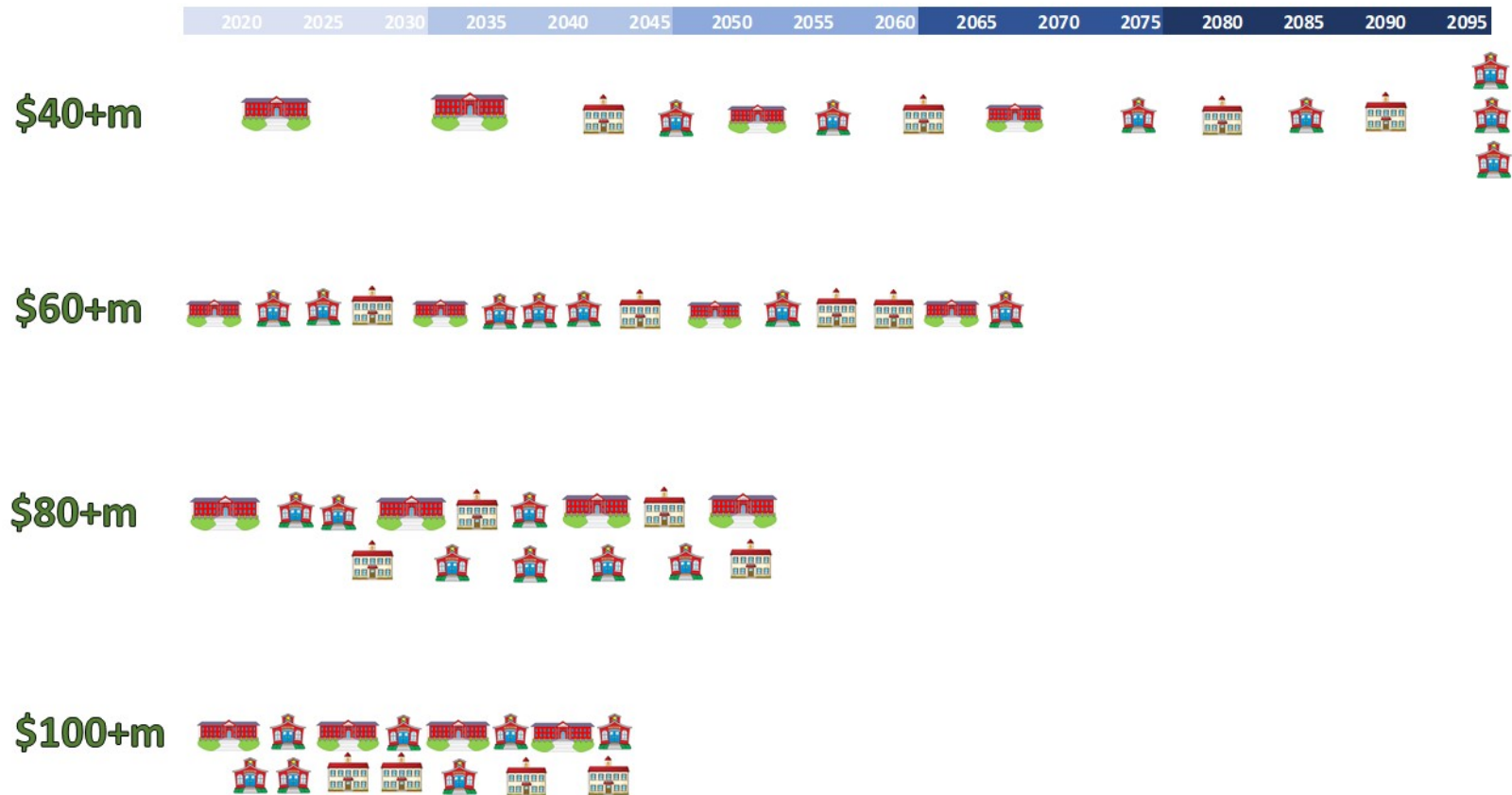
The graphic below displays the number and type of facilities that could be constructed within a 15 year capital program at each of the four funding levels. This analysis includes a 5% yearly escalation of construction costs and a 3% yearly escalation in funding, for all scenarios.



RECOMMENDATIONS

Funding Scenarios

The graphic below displays how long it would take to complete all 15 facilities at each of the four funding scenarios. This analysis includes a 5% yearly escalation of construction costs and a 3% yearly escalation in funding, for all scenarios.



VIRGINIA BEACH CITY PUBLIC SCHOOLS



LONG RANGE FACILITIES MASTER PLAN



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Mike Ross, AIA/REFP, President
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Subject: Student Response Teams (SRT): Evaluation Readiness Report **Item Number:** 13B

Section: Information **Date:** August 28, 2018

Senior Staff: Dr. Donald E. Robertson, Jr., Chief Strategy and Innovation Officer
Department of Planning, Innovation, and Accountability

Prepared by: Dr. Allison M. Bock, Program Evaluation Specialist
Dr. Heidi L. Janicki, Director of Research and Evaluation
Dr. Donald E. Robertson Jr., Chief Strategy and Innovation Officer
Department of Planning, Innovation, and Accountability

Presenter(s): Dr. Donald E. Robertson, Jr. and Dr. Allison M. Bock

Recommendation:

That the School Board receive the Student Response Team (SRT) Evaluation Readiness Report, including the program goals and objectives and recommended evaluation plan.

Background Summary:

According to School Board Policy 6-26, "Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually." On September 6, 2017, the School Board approved the 2017-2018 Program Evaluation Schedule, in which the Student Response Team (SRT) initiative was recommended for an evaluation readiness report. Based on the policy, the SRT Program Evaluation Readiness Report focuses on the outcomes of the readiness process, including the development of measurable goals and objectives and recommended evaluation plan.

Source:

School Board Policy 6-26

School Board Minutes September 6, 2017

Budget Impact:



Student Response Team (SRT): *Evaluation Readiness Report*

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

August 2018



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

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Executive Summary

The purpose of this Evaluation Readiness Report is to comply with School Board Policy 6-26, adopted by the School Board of the City of Virginia Beach on September 5, 2007. According to the policy, “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 6, 2017, the School Board approved the 2017-2018 Program Evaluation Schedule in which the Student Response Team (SRT) initiative was recommended for an Evaluation Readiness Report. Based on School Board Policy 6-26, for initiatives scheduled for an Evaluation Readiness Report, the Department of Planning, Innovation, and Accountability (PIA) will “assist program staff in defining measurable goals and objectives, as well as linkages with activities and outcomes.” According to the policy, an Evaluation Readiness Report focusing on the outcomes of this process and recommendations regarding continued evaluation of the program will be presented to the Superintendent and School Board.

Results of the Evaluation Readiness Process

- The purpose of the SRT initiative is to assist students in being successful in the general education classroom through developing and monitoring interventions for students in need in the areas of academics, attendance, and behavior.
- Measurable goals and objectives focused on SRT implementation and student outcomes were developed based on a review of the Virginia Beach City Public Schools (VBCPS) SRT school guide and input from the SRT Evaluation Readiness Committee.
- The first implementation goal is that multidisciplinary SRTs, led by an SRT administrator, will collaborate during the SRT process to meet students’ needs. Specific objectives related to the first implementation goal include the following:
 - Staff are able to identify the SRT administrator.
 - Staff collaborate prior to referring a student to the SRT.
 - SRT members vary based on the needs of the students.
 - All SRT members provide input to develop interventions.
 - Students are considered and included throughout the SRT process.
 - Parents of students involved with SRT understand the purpose of the SRT, are encouraged to attend meetings, and know where to find resources.
- The second implementation goal is that data will be monitored and reviewed throughout the SRT process. Specific objectives related to the second implementation goal include the following:
 - Teachers collect and analyze data prior to referring a student to the SRT.
 - Students are referred to the SRT when data show that concerns have not been resolved.
 - Measurable goals and outcomes are monitored using data that are individualized for each student and aligned with the intervention.
 - Data are collected at least weekly when monitoring students’ progress.
 - SRTs use referral information and pre- and postreferral monitoring data to make decisions regarding appropriate interventions.
 - Each school consistently uses established indicators for when to refer students to the SRT and a method for monitoring progress of interventions.
- The third implementation goal is that specific strategies and interventions related to the area of concern (e.g., academic, behavioral, attendance) will be implemented as part of the SRT process. Specific objectives related to the third implementation goal include the following:
 - Teachers implement a strategy or intervention prior to referring a student to the SRT.

- The SRT develops individualized, research-based intervention plans for each student during the initial SRT meeting.
- Interventions are classified as Tier 2 or Tier 3 levels of support.
- The fourth implementation goal is that professional learning opportunities will provide administrators and teachers with effective support and information to successfully implement the SRT initiative. Specific objectives related to the fourth implementation goal include the following:
 - School staff understand the purpose of the SRT and when and how to refer students.
 - School staff understand potential interventions and strategies that could be implemented.
 - Teachers involved with SRT understand how to implement appropriate strategies or interventions and monitor data.
- The student outcome goal is that students served through the SRT process will demonstrate improvement within the referred area of concern (i.e., academics, behavior, and/or attendance). Specific objectives related to the student outcomes goal include the following:
 - Students referred to the SRT for academics demonstrate an improvement in academic performance.
 - Students referred to the SRT for behavior demonstrate a decrease in behavior problems.
 - Students referred to the SRT for attendance demonstrate an increase in attendance.
 - All students referred to the SRT develop learning strategies to be successful in the classroom.
- Given the scope of the evaluation, the current stage of implementation across the division, and input from the committee, the Office of Research and Evaluation recommends that the evaluation be completed over a period of two years with the first year focused on implementation and the second year focused on student outcomes.
- The evaluation plan includes evaluation questions focused on the following: SRT operational components, the characteristics of students referred to and served by the SRT, and progress towards meeting goals and objectives. Other evaluation questions address stakeholder perceptions and cost.

Recommendations and Rationale

Recommendation #1: Conduct an implementation evaluation of the SRT initiative during the 2018-2019 school year with a report provided to the School Board during fall 2019. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: It is proposed that an implementation evaluation of the SRT process be conducted during 2018-2019 to focus on the consistency and fidelity of the implementation of SRT across the division. Conducting an evaluation that focuses first on implementation aligns with the research cited by Hanover Research and similar program evaluations which suggests that ensuring fidelity of implementation should be considered prior to evaluating a program's effectiveness in meeting outcome goals. The implementation evaluation will examine the operation of the initiative along with providing data for goals and objectives related to how the SRT initiative operates. Baseline data for student outcomes will also be collected. Having completed the evaluation readiness process, which resulted in the development and refinement of specific goals and objectives, an implementation evaluation is now recommended.

Recommendation #2: Conduct an outcome evaluation of the SRT initiative during the 2019-2020 school year with a report provided to the School Board during fall 2020. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: It is proposed that an outcome evaluation for SRT be conducted during 2019-2020 to focus on the students who were served by the SRT. Conducting an evaluation that focuses on student outcomes after considering the implementation fidelity aligns with the research cited by Hanover Research and similar program evaluations that suggests that the SRT process will be most effective when there is adherence to an implementation framework. The outcome evaluation will provide information on the operation of the initiative along with providing evaluation data for goals and objectives focused on student outcomes.

Background

Program Description and Purpose

The Student Response Team (SRT) initiative was launched in VBCPS during the 2016-2017 school year. The SRT Initiative grew from the Student Support Team (SST) Initiative, which was first developed by the Office of Programs for Exceptional Children in 2007 as a way to streamline the Student Support Team process.¹ The purpose of the current SRT Initiative was broadened to involve “assisting students in being successful in the general education classroom”² through developing and monitoring interventions for students in need to promote improvement in students’ behavior, attendance, or academic performance. The adjustments from SST to SRT was in support of the *Compass to 2020* Goal 1: High Academic Expectations, emphasizing the need for all students to be challenged and supported, and Goal 3: Social-Emotional Development, emphasizing the need to refine the focus of support teams to include behavior.

The SRT process involves developing and monitoring interventions for students in need. This process is facilitated by collaboration between staff from multiple disciplines, using data to make decisions, and providing multitiered systems of support. The use of multitiered systems of support within the SRT process is based on the Response to Intervention (RTI) framework, which involves providing appropriate levels of support based on students’ needs within a tiered system. Within this framework, the first tier of support (Tier 1) involves support for all students at the classroom level. This level of support is expected to meet the needs of approximately 80 percent of the student population. If students are unable to be successful with Tier 1 supports only, additional supports at upper level tiers can be provided. Tier 2 level of support involves targeted instruction for students who need additional support provided within small groups. It is expected that approximately 15-20 percent of the student population need this level of support to be successful. If students continue to be unsuccessful with Tier 1 and Tier 2 levels of support, Tier 3 level of support may also be provided. Tier 3 includes support for students on an individual basis. Approximately 1-5 percent of the student population are expected to need this level of support. The SRT process involves implementing effective Tier 2 and Tier 3 interventions for students in need with the ultimate goal of “gradually releasing students from upper tier supports.”³ Therefore, successful interventions at these upper tiers of support

will allow students to ultimately be successful with only Tier 1 level of support (in the classroom).

Student Identification for Referral

The SRT process begins when teachers or staff members are concerned about a student who is struggling to meet academic, attendance, or behavioral expectations and the student has demonstrated a behavior or skill deficit that has been interfering with academic progress. Generally, screening and assessments should be used to identify these students who need additional support. Each school is expected to consistently use established indicators and processes for when and how to refer students to the SRT. An important aspect of the SRT process is that a classroom-level (Tier 1) intervention must be attempted prior to referring a student to the SRT, and there must be evidence that the student’s needs are still not being met.

A student can be referred to the SRT by any staff member who has a concern (e.g., teacher, group of teachers or team, school counselor, specialist, administrator) or the student’s parent/guardian or outside agency. The referral process involves the staff member detailing the challenges being observed, identified areas of strength and concerns, and attempted interventions. Upon referral to the SRT, information may also be collected from the parents and nonreferring teachers to help provide more detail. An initial meeting of the SRT is then held to discuss areas of concern and current behaviors in these areas with the ultimate goal of planning for interventions to address these areas.

SRT Composition and Collaboration

Reflected in the composition of the SRTs, a major component of the SRT process is collaboration amongst staff who represent multiple disciplines (e.g., teacher, school social worker, school nurse, reading specialist). The composition of the team for any given student should depend on the needs of that student. The Responding to Student Needs school guide provides recommendations on team compositions given academic, behavioral, or attendance concerns (see Appendix A). For example, for attendance concerns, it is recommended to include the administrator, teacher, parent/guardian, student, school social worker, school counselor, and school nurse. However, the team composition is at the discretion of the SRT administrator, who leads the SRT at each school site. During the 2017-2018 school year, it was

advised that the SRT administrator be an assistant principal.

It is recommended that parents/guardians and the referred students also be part of the SRT. Parents/guardians should be involved throughout the process and encouraged to attend meetings. If unable to attend, it is expected that parents/guardians be informed about the meetings and be provided an update about what was discussed. As part of the initial meeting, the SRT is expected to create a plan about how to share meeting information with the student's parent/guardian.⁴ The student's voice must also be considered and included throughout the process depending upon the student's age and developmental capacity.

Collaboration amongst the appropriate staff generally involves discussion of strategies to address student needs even prior to referring a student to the SRT process. Once a student is referred, SRT members formally meet to discuss the topics previously mentioned, including students' referral information, strengths and weaknesses, and prior interventions. During initial and follow-up meetings, SRT's members are expected to provide input to develop interventions and to develop a plan to monitor data to assess progress.

Intervention Selection

Appropriate strategies and interventions planned by the SRT to help address students' needs should be at Tier 2 or Tier 3 levels of support. All strategies and interventions should be individualized to meet the student's areas of need. During the planning process, SRT members should first set SMART goals that are specific, measureable, attainable, realistic, and time-bound. These goals should be specific to the student's needs. Then, interventions should focus specifically on working toward these SMART goals.

During the initial meeting when the SRT plans strategies and interventions, detailed plans should be established. This includes detailing the particulars of the intervention with the series of specific steps that are involved as well as when and where the intervention will be implemented and who will be involved.

It is expected that strategies and interventions planned by the SRT are based on research. Through professional learning from the Office of Student Support Services, resources have been provided to SRT administrators to inform the process of selecting

interventions and ensuring they are appropriate and research-based. These resources have primarily included 1) Intervention Central, an online resource for academic and behavioral interventions and 2) RTI Success: Proven Tools and Strategies for Schools and Classrooms, a book on the RTI framework.⁵ The SRTs are also encouraged to work with specialists who have expertise in particular content areas (e.g., math specialist, reading specialist, gifted resource teacher, etc.)⁶ to determine appropriate interventions.

Data Monitoring

Throughout the SRT process, decision-making (e.g., when to refer and selecting and adjusting interventions) should be based on student performance data. Therefore, teachers or staff members must ensure that data are being collected to monitor students' performance before and after implementation of interventions. Similar to the intervention plans developed by the SRT, the progress monitoring plan should be individualized for each student and aligned with the interventions being implemented. During SRT meetings, plans should be established regarding how each intervention will be monitored, which includes who is responsible for collecting the data and the method of tracking performance. Throughout the process of monitoring students' progress, data are expected to be collected at least weekly after the implementation of a strategy or intervention. Each school is expected to consistently use an established method for monitoring the progress of interventions.

Staff Professional Learning

Two SRT professional learning topics were provided to staff at the division level during the 2016-2017 school year. In July and August 2016, informational sessions about SRT were provided to administrators, school counselors, school psychologists, and school social workers. These sessions included "A Call to Action" presentation on transitioning from the Student Support Team to Student Response Team.⁷ Additionally, on September 15, 2016, SRTs from each school were provided with professional learning on the data decision-making process.

Prior to the 2017-2018 school year, new school counselors, school psychologists, and school social workers were provided an overview of SRT. Throughout the 2017-2018 school year, professional learning was provided at the division level specifically for assistant principals at each school. On October 29, 2017, a mandatory professional learning session

provided assistant principals an overview of the SRT process and information about attendance interventions. The Department of Professional Growth and Innovation facilitated professional learning through the creation of an assistant principal pathway specific to SRT. Assistant principal pathways provide assistant principals with the opportunity to gain a deeper understanding of a topic of interest from a list of topics (e.g., data, special education). Three SRT professional learning opportunities for assistant principals provided through the pathway focused on behavior and academic interventions and putting all of the pieces together. Optional professional learning sessions on these topics were available to assistant principals who were not in this pathway.

Selection and Approval of Program for Evaluation

The Student Response Team initiative was selected and approved for the 2017-2018 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 July 13, 2017, members of the Program Evaluation Committee reviewed and ranked a list of programs based on the criteria above. Rankings were compiled and shared with the committee at the meeting, and programs recommended for evaluation were

determined. The Student Response Team was selected as the top program for evaluation due to the program operating at all schools and all levels, alignment with the division's strategic plan, no information on the program's effectiveness, and the lack of a formal evaluation by the Office of Research and Evaluation. The final list of programs recommended for evaluation was presented to the School Board on August 15, 2017 and approved on September 6, 2017. The Student Response Team was approved to undergo an evaluation readiness review during the 2017-2018 school year in order to define its goals and identify measurable objectives.

Overview of Current Goals and Objectives

A review of SRT documentation, including the SRT school guide and SRT critical path, revealed three general overarching goals and four objectives specific to the last goal:

1. Assist students in being successful in the general education classroom.
2. Gradually release students from upper tier supports.
3. Students who have gone through the SRT process will have increased academic performance shown by the following school-level outcomes:
 - a. Reduced retention rates
 - b. Reduced school discipline referrals
 - c. Increased attendance rates
 - d. Reduced Special Education Committee (SEC) referrals

The next section of this report describes the process for developing revised goals and objectives. In revising the goals and objectives, the focus was on including the main components of the existing goals and objectives while also addressing other components of the initiative and ensuring outcomes are measurable. The existing objectives related to school-level outcomes were revised due to concerns about the ability to detect changes in school-level outcomes with the relatively low numbers of students being served through the SRT process.

Process for Developing Revised Goals and Objectives

According to School Board Policy 6-26, for programs selected for an Evaluation Readiness Report, PIA 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 the Evaluation Readiness Report began during the 2017-2018 school year with a review of existing documentation for SRT (history, purpose, available goals, 2016-2017 data logs) by program evaluators from the Office of Research and Evaluation.

Before the formation of the SRT Program Evaluation Readiness Committee, a meeting was held with the program manager and the evaluators attended professional learning meetings to gain an overview of the program and gather additional information related to the program. In order to ensure the committee represented a wide array of stakeholders who were involved in implementing the SRT initiative throughout VBCPS, the program manager was asked to suggest school-based personnel, such as assistant principals, social workers, and school psychologists who were familiar with the purpose of the program and who would be interested in assisting in defining divisionwide goals and objectives. In addition to school-based personnel, committee members included representatives from the Department of Student Support Services.

A committee of eight participants was formed to develop goals and measurable objectives for the SRT initiative, as stated in School Board Policy 6-26. Committee members initially met on March 9, 2018 to discuss the evaluation readiness process, the overall evaluation of the SRT initiative, and to begin defining the goals and objectives. The discussion also centered on the proposed scope of the evaluation, including the development of the Evaluation Readiness Report. In order to frame and focus the discussion, committee members were asked two major questions:

- If Student Response Teams were successful, in general, what would success look like?
- If Student Response Teams were successful, what specific outcomes would be expected?

Discussion during the initial meeting also focused on reviewing the available information regarding SRT’s background and purpose and identifying additional components that would provide useful information regarding implementation and student outcomes. Following the initial meeting and review of documents,

goals and specific measurable objectives were developed, which focused on implementation and student outcomes. In addition, wording for each objective states explicitly the manner in which the objective will be measured and evaluated during the evaluation process. In May 2018, committee members received an email asking them to review the drafted goals and measurable objectives and to forward any feedback regarding any needed changes.

A second meeting was held on July 2, 2018 with the program manager to review the draft program goals and measurable objectives and obtain any additional feedback that would be used to evaluate progress toward meeting each goal. No additional feedback regarding the goals was provided; therefore, the drafted goals and objectives were finalized. The implementation goals focused on the SRT collaboration, data monitoring, implementation of interventions, and professional learning. The outcome goal focused on student improvement within the referred area of concern, including academics, attendance, and behavior as well as learning strategies to be successful in the classroom.

Revised Goals and Objectives

As a result of the evaluation readiness process, there were 4 goals and 18 objectives developed for the evaluation of SRT implementation and 1 goal and 4 objectives for the evaluation of SRT student outcomes.

Implementation Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Outcome Goal and Objectives

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

Objective 1: Students referred to the SRT for academics will demonstrate an improvement in

academic performance after receiving services as measured by improvement in course grades (i.e., secondary students) or standards-based grades (i.e., elementary students) and by student, parent, teacher, staff, and administrator survey responses.

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

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

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

Baseline Data

Student Response Team data logs are submitted by each school to the Office of Student Support Services in the Department of Teaching and Learning. The logs contain student referral information including student identification information, the referral reason and source, date and result of initial meeting, and intervention selected. Schools submit data logs after each quarter, and the program manager reviews schools' data logs for compliance. The program manager contacts the Department of School Leadership each quarter regarding the percentage of schools that submitted data logs. A meeting was held on July 2, 2018 with the program manager to discuss data needs to evaluate the SRT outcome goal. As a result of this discussion, data logs are anticipated to include information regarding the status of the student in the SRT process (e.g., monitoring progress, referral to another service, exited) and an exit date when appropriate.

Data regarding students referred to SRT for the 2017-2018 school year were extracted from the SRT data logs submitted by each school. Data from the

2016-2017 SRT data logs were also analyzed and notable differences are included in text where appropriate. Students referred to SRT were all students included in the data logs. In the following analysis, we focus on students included in the data logs (i.e., those referred to the SRT). For the purposes of the evaluation plan, students served by SRT will be defined as those for whom an intervention was implemented. Additionally, students served by SRT will not include students who were only referred to another service (e.g., special education committee, 504, English as a Second Language). However, because the 2017-2018 data logs do not explicitly note if students were referred to another service, this report does not include the numbers and percentages of students being served by SRT.

During the 2017-2018 school year, 1,898 students were referred to the SRT at their respective schools across 82 schools. Of those 1,898 students referred in 2017-2018, 43 students were referred twice and 4 students were referred three times, which equated to 1,949 referrals. Log entries that were indicated as follow-up meetings were not included. One elementary school indicated there were no SRT referrals for the 2017-2018 school year, and one high school did not submit data logs. There were over 500 more referrals in 2017-2018 than in 2016-2017 when there were 1,443 total referrals.

Table 1 displays the numbers and percentages of total students referred to SRT by school level across the division during the 2017-2018 school year.

Table 1: Number and Percentage of Students Referred to SRT by School Level During the 2017-2018 School Year

Number/Percentage	ES	MS	HS
Number of Students	834	317	747
Percentage of Total Students Referred	43.9%	16.7%	39.4%
Percentage of Total Population ⁸	2.6%	2.0%	3.5%

Table 2 displays the percentages of referrals by referral reason. Referral reasons were coded as being due to academics, attendance, behavior, social-emotional needs, and other (e.g., ESL, medical). If the referral reason was not noted, the intervention column was examined and a referral reason was noted if possible. Within one referral, students may have had more than one referral reason (e.g., referred for both academic

and attendance concerns); therefore, the categories are not mutually exclusive.

Table 2: Percentage of Referrals to SRT by Referral Reason Within School Level During the 2017-2018 School Year

Referral Reason	ES	MS	HS
Academic	67.6%	48.0%	21.6%
Attendance	14.0%	29.5%	66.8%
Behavioral	28.5%	29.5%	5.2%
Social-Emotional	2.5%	2.5%	4.6%
Other	2.6%	10.3%	2.8%
Unknown	0.0%	0.0%	15.7% ⁹

Overall, a higher percentage of elementary and middle school referrals were for academic reasons compared to other reasons, whereas a majority of high school referrals were for attendance reasons. The pattern seen in Table 2 for elementary referrals in 2017-2018 was consistent with elementary referral reasons in 2016-2017. However, there were notable differences for middle and high school referrals. Comparisons across years showed that in 2016-2017, there was a smaller percentage of middle school referrals for academic reasons (38%) and a higher percentage of referrals for behavioral (34%) and other (15%) reasons. For high school referrals, comparisons across years showed that in 2016-2017, there were higher percentages of referrals for academic (61%) and behavioral reasons (15%), whereas there were smaller percentages of referrals for attendance (57%) and unknown reasons (0.5%).

Table 3 displays demographic data for students referred for SRT during the 2017-2018 school year by school level. Data are based on information from the VBCPS data warehouse.¹⁰

Table 3: Demographic Characteristics of Students Referred to SRT by School Level During the 2017-2018 School Year

Characteristic	ES N = 831	MS N = 317	HS N = 738
Gender			
Female	36.3%	36.3%	46.6%
Male	63.7%	63.7%	53.4%
Ethnicity			
African American	32.0%	31.2%	37.5%
American Indian	0.4%	0.3%	0.1%
Caucasian	43.2%	37.5%	35.6%
Hispanic	11.8%	16.4%	13.3%
Asian	2.0%	7.3%	3.8%

Characteristic	ES N = 831	MS N = 317	HS N = 738
Native Hawaiian/Pacific Islander	0.1%	0.0%	0.7%
Multiracial	10.5%	7.3%	8.9%
Economically Disadvantaged	57.3%	61.2%	56.6%
Identified Special Education	14.2%	8.8%	13.4%
Identified English Learner	2.5%	12.3%	1.6%
Identified Gifted	4.7%	12.0%	7.9%
Military Connected	13.7%	10.7%	8.2%

Across the division, the majority of students referred to SRT were male (60%). At the division level, the majority of students referred to SRT were Caucasian (39%) or African American (34%). At the high school level, there was a slightly higher percentage of African American students referred to SRT than Caucasian students (see Table 3). The majority of students referred to SRT across all levels were economically disadvantaged (58%). At the division level, 13 percent of students referred to SRT were special education students, 4 percent were English learners (EL), and 7 percent were gifted students. At the middle school level, there were higher percentages of referred students who were identified as EL and gifted than at the other levels. All demographic characteristics of students referred in 2017-2018 were similar to students referred in 2016-2017.

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. If appropriate based on the evaluation readiness process, the program will be scheduled for a comprehensive evaluation.” In accordance with this policy, a proposed plan of action for the evaluation of SRT is described below.

Scope and Rationale of Proposed Evaluation

The scope of the SRT evaluation will include both an assessment of the fidelity of implementation across the division and student outcomes for those served by the SRT process. The first purpose of the evaluation is to address the extent to which components of the SRT process were implemented with fidelity throughout the division in relation to the SRT school guide published by the Office of Student Support Services. This is to ensure that all schools throughout the division are following the procedures outlined by the school guide. The second purpose is to determine the effectiveness of SRT for students who were served by the SRT due to academic, attendance, and/or behavioral concerns. Due to the scope of the evaluation, the Office of Research and Evaluation recommends that the evaluation be completed over a period of two years. The proposed evaluation plan includes the following.

1. Implementation evaluation focused on the SRT's goals and objectives related to implementation at all schools during the 2018-2019 school year.
2. Outcome evaluation focused on the SRT's goal and objectives related to student outcomes for those who were served by the SRT process during the 2019-2020 school year.

Conducting an evaluation that focuses first on the fidelity of implementation across the division follows the recommendation cited by Hanover Research¹¹ and advocated by several evaluations of programs with multitiered systems of support (e.g., RTI, PBIS, MTSS). Two recent studies assessed the effectiveness of divisionwide implementations of an RTI framework. A study assessing a reading RTI framework with elementary school students in a rural district showed no impact of RTI, but that implementation fidelity across the division and within schools reported by administrators was an area for concern.¹² This study stressed the importance of first considering fidelity when evaluating effectiveness. A study of RTI implementation across Milwaukee Public elementary schools involved ratings of fidelity and showed that schools varied greatly in their implementation fidelity rated by an observer.¹³ Approximately half of schools were rated as implementing RTI with adequate fidelity. Further, the implementation fidelity was related to student outcomes. Schools with higher student academic proficiency rates and lower suspension rates showed stronger implementation, which further

supports the importance of ensuring fidelity of implementation prior to evaluating a program's effectiveness in meeting outcome goals.

In addition, the Educational Policy Center at American Institutes for Research (AIR) provided a guide for successful RTI implementation.¹⁴ Steps for divisions to take to ensure success within schools included getting everyone on board, strategically choosing data, and ongoing professional learning. The final step was to evaluate whether there is consistent implementation, which involves ensuring there is fidelity within and across schools. When there is adherence to the framework, the process will be most effective.

For both the implementation and outcome evaluations, information will be provided for the following five areas:

1. Operational Components

- Rationale: It is standard practice within an evaluation framework to examine issues related to implementation in order to assess functioning.

2. Characteristics of SRT students

- Rationale: The purpose of identifying characteristics of students referred for SRT and going through the SRT process is to better understand the population of students being referred and served.

3. Meeting Goals and Objectives

- Rationale: Progress made toward meeting the implementation and/or outcome goals and objectives will be assessed to determine the extent to which the initiative is effective.

4. Stakeholder Perceptions

- Rationale: Assessing principal, assistant principal, teacher, SRT members, student, and parent perceptions of the SRT initiative will identify strengths and potential areas for improvement.

5. Cost

- Rationale: The additional cost of SRT will be determined in order to provide information about the benefit of the service in relation to its overall cost.

Proposed Evaluation Method

In preparation for this Evaluation Readiness Report, a report was requested from Hanover Research on

strategies for evaluating initiatives similar to SRT.¹⁵ The report provided a resource for planning the evaluation. The proposed evaluation will include mixed-methodology in order to address each of the evaluation questions, including the goals and objectives. Data collection will occur during the 2018-2019 and 2019-2020 school years and include both quantitative (e.g., student demographics, survey ratings, etc.) and qualitative data (e.g., open-ended survey questions). The majority of quantitative data will be extracted from the VBCPS data warehouse, including demographic data, course grades, attendance, and discipline data, and from the SRT Data Logs. Surveys will also be administered to all stakeholder groups (i.e., principals, assistant principals, teachers, SRT members, students, and parents) to gather perception data. Information garnered from SRT documentation surveys will also be utilized in the evaluation.

Evaluation Design and Questions

To the greatest extent possible, the proposed evaluation methods align with information about best practices in the evaluation of programs that utilize multitiered systems of support (e.g., RTI). In particular, the evaluation of student outcomes will focus on students' performance before and after being served by the SRT. This is consistent with a Hanover report suggesting that a change in student-level indicators should be included in an evaluation.¹⁶ Additionally, within a training manual on developing an RTI evaluation plan, the National Center on Response to Intervention indicated that changes in student outcome measures are indicators for RTI effectiveness.¹⁷ In particular, it was noted that when analyzing data within the same year, comparisons can be made between outcomes with the same students.

The proposed evaluation questions that will be addressed in both implementation and outcome evaluations are as follows:

1. **What are the operational components of SRT?**
 - a. What is the selection process for SRT members and who is most often included?

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

2. **What are the characteristics of the students referred to and served by SRT?**
 - a. How many students are referred to SRT? How many students are served by SRT?
 - b. What is the average amount of time students take to go through the SRT process?
 - c. What are the demographic characteristics (e.g., grade, gender, ethnicity, socioeconomic status, special education, gifted status) for students who are referred and served by the SRT process?
3. **What progress has been made toward meeting the goals and objectives of SRT?**
4. **What were the stakeholders' perceptions of SRT (i.e., principals, assistant principals, teachers, SRT members, students, and parents)?**
5. **What is the additional cost of SRT to the school division?**

Table 4 and Table 5 outline the process for collecting data to address Evaluation Question 3 noted above. For reference, the goals and objectives can be found beginning on page 10.

Table 4: Data Collection Process for Implementation Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	Data regarding teacher, staff, and administrator identification of SRT administrator at each site.	Identification agreement across respondents by site.	Survey

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 2	Data regarding teacher, staff, and administrator perceptions on staff collaboration to discuss strategies to address concerns prior to referring a student to SRT.	Percentage of respondents agreeing.	Survey
Goal 1 Objective 3	Data regarding teacher, staff, and administrator perceptions on SRT members varying based on the needs of the students and representing multiple disciplines.	Percentage of respondents agreeing.	Survey
Goal 1 Objective 4	Data regarding teacher, staff, and administrator perceptions on all SRT members providing input to develop interventions.	Percentage of respondents agreeing.	Survey
Goal 1 Objective 5	Data regarding student, parent, teacher, staff, and administrator perceptions on students being considered and included throughout the SRT process.	Percentage of respondents agreeing.	Survey
Goal 1 Objective 6	Data regarding parent, teacher, staff, and administrator perceptions on parents of students involved with the SRT process understanding the purpose of SRT, being encouraged to attend all meetings, and indicating that they know where to find resources to address various areas of concern.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 1	Data regarding teacher, staff, and administrator perceptions on teachers collecting and analyzing data on areas of concern prior to referring a student to the SRT.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 2	Data regarding teacher, staff, and administrator perceptions on students being referred to the SRT when data show that concerns have not been resolved following classroom interventions.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 3	Data regarding teacher, staff, and administrator perceptions on measurable goals and outcomes being monitored using data that are individualized for each student and aligned with the intervention.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 4	Data regarding teacher, staff, and administrator perceptions on data being collected at least weekly when monitoring students' progress after the implementation of a strategy or intervention.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 5	Data regarding teacher, staff, and administrator perceptions on SRTs using referral information and pre- and postreferral monitoring data to make decisions regarding appropriate interventions and adjustments to interventions (including adding Tier 3 level supports).	Percentage of respondents agreeing.	Survey
Goal 2 Objective 6	Data regarding teacher, staff, and administrator perceptions on each school consistently using established indicators for when to refer students to the SRT and an established method for monitoring the progress of interventions.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 1	Data regarding teacher, staff, and administrator perceptions on teachers implementing a strategy or intervention for 4-6 weeks in the classroom prior to referring a student to the SRT.	Percentage of respondents agreeing.	Survey

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 3 Objective 2	Data regarding teacher, staff, and administrator perceptions on the SRT developing individualized, research-based intervention plans for each student during the initial SRT meeting.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 3	Data regarding teacher, staff, and administrator perceptions on interventions utilized by the SRT being classified as Tier 2 or Tier 3 levels of support.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 1	Data regarding teacher, staff, and administrator perceptions on professional learning ensuring that school staff understand the purpose of the SRT and when and how to refer students.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 2	Data regarding teacher, staff, and administrator perceptions on professional learning ensuring that school staff understand potential interventions and strategies that could be implemented to address areas of concern and how to select appropriate interventions.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 3	Data regarding teacher, staff, and administrator perceptions on professional learning providing teachers involved with the SRT process with an understanding of how to implement appropriate strategies or interventions and monitor data to ensure that their students' needs are met.	Percentage of respondents agreeing.	Survey

Table 5: Data Collection Process for Student Outcome Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	Student course grades for those referred to the SRT for academics (for elementary: standards-based grades; for secondary: course grades); data regarding student, parent, teacher, staff, and administrator perceptions on students referred to the SRT for academics improving in academic performance after receiving services.	Percentage of students who demonstrated any improvement in grades in core courses/areas; percentage of respondents agreeing.	VBCPS Data Warehouse, Survey
Goal 1 Objective 2	Student discipline data for those referred to SRT for behavior; data regarding student, parent, teacher, staff, and administrator perceptions on students referred to the SRT for behavior demonstrating a decline in behavior problems after receiving services.	Percentage of students with a decline in discipline referrals; percentage of respondents agreeing.	VBCPS Data Warehouse, Survey
Goal 1 Objective 3	Student attendance data for those referred to SRT for attendance; data regarding student, parent, teacher, staff, and administrator perceptions on students referred to the SRT for attendance demonstrating an increase in attendance after receiving services.	Percentage of students with an increase in attendance; percentage of respondents agreeing.	VBCPS Data Warehouse, Survey
Goal 1 Objective 4	Student exit dates from SRT; student SRT referral data; data regarding student, parent, teacher, staff, and administrator perceptions on students referred to the SRT learning strategies to be successful in the classroom.	Percentage of students who exited the SRT process by the end of the school year; percentage of students with multiple SRT referrals; percentage of respondents agreeing.	SRT Data Logs, Survey

Results of the Evaluation Readiness Process

- The purpose of the SRT initiative is to assist students in being successful in the general education classroom through developing and monitoring interventions for students in need in the areas of academics, attendance, and behavior.
- Measurable goals and objectives focused on SRT implementation and student outcomes were developed based on a review of the VBCPS SRT school guide and input from the SRT Evaluation Readiness Committee.
- The first implementation goal is that multidisciplinary SRTs, led by an SRT administrator, will collaborate during the SRT process to meet students' needs. Specific objectives related to the first implementation goal include the following:
 - Staff are able to identify the SRT administrator.
 - Staff collaborate prior to referring a student to the SRT.
 - SRT members vary based on the needs of the students.
 - All SRT members provide input to develop interventions.
 - Students are considered and included throughout the SRT process.
 - Parents of students involved with SRT understand the purpose of the SRT, are encouraged to attend meetings, and know where to find resources.
- The second implementation goal is that data will be monitored and reviewed throughout the SRT process. Specific objectives related to the second implementation goal include the following:
 - Teachers collect and analyze data prior to referring a student to the SRT.
 - Students are referred to the SRT when data show that concerns have not been resolved.
 - Measurable goals and outcomes are monitored using data that are individualized for each student and aligned with the intervention.
 - Data are collected at least weekly when monitoring students' progress.
- SRTs use referral information and pre- and postreferral monitoring data to make decisions regarding appropriate interventions.
- Each school consistently uses established indicators for when to refer students to the SRT and a method for monitoring progress of interventions.
- The third implementation goal is that specific strategies and interventions related to the area of concern (e.g., academic, behavioral, attendance) will be implemented as part of the SRT process. Specific objectives related to the third implementation goal include the following:
 - Teachers implement a strategy or intervention prior to referring a student to the SRT.
 - The SRT develops individualized, research-based intervention plans for each student during the initial SRT meeting.
 - Interventions are classified as Tier 2 or Tier 3 levels of support.
- The fourth implementation goal is that professional learning opportunities will provide administrators and teachers with effective support and information to successfully implement the SRT initiative. Specific objectives related to the fourth implementation goal include the following:
 - School staff understand the purpose of the SRT and when and how to refer students.
 - School staff understand potential interventions and strategies that could be implemented.
 - Teachers involved with SRT understand how to implement appropriate strategies or interventions and monitor data.
- The student outcome goal is that students served through the SRT process will demonstrate improvement within the referred area of concern (i.e., academics, behavior, and/or attendance). Specific objectives related to the student outcomes goal include the following:
 - Students referred to the SRT for academics demonstrate an improvement in academic performance.
 - Students referred to the SRT for behavior demonstrate a decrease in behavior problems.
 - Students referred to the SRT for attendance demonstrate an increase in attendance.

- All students referred to the SRT develop learning strategies to be successful in the classroom.
- Given the scope of the evaluation, the current stage of implementation across the division, and input from the committee, the Office of Research and Evaluation recommends that the evaluation be completed over a period of two years with the first

year focused on implementation and the second year focused on student outcomes.

- The evaluation plan includes evaluation questions focused on the following: SRT operational components, the characteristics of students referred to and served by the SRT, and progress towards meeting goals and objectives. Other evaluation questions address stakeholder perceptions and cost.

Recommendations and Rationale

Recommendation #1: Conduct an implementation evaluation of the SRT initiative during the 2018-2019 school year with a report provided to the School Board during fall 2019. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: It is proposed that an implementation evaluation of the SRT process be conducted during 2018-2019 to focus on the consistency and fidelity of the implementation of SRT across the division. Conducting an evaluation that focuses first on implementation aligns with the research cited by Hanover Research and similar program evaluations which suggests that ensuring fidelity of implementation should be considered prior to evaluating a program's effectiveness in meeting outcome goals. The implementation evaluation will examine the operation of the initiative along with providing data for goals and objectives related to how the SRT initiative operates. Baseline data for student outcomes will also be collected. Having completed the evaluation readiness process, which resulted in the development and refinement of specific goals and objectives, an implementation evaluation is now recommended.

Recommendation #2: Conduct an outcome evaluation of the SRT initiative during the 2019-2020 school year with a report provided to the School Board during fall 2020. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: It is proposed that an outcome evaluation for SRT be conducted during 2019-2020 to focus on the students who were served by the SRT. Conducting an evaluation that focuses on student outcomes after considering the implementation fidelity aligns with the research cited by Hanover Research and similar program evaluations that suggests that the SRT process will be most effective when there is adherence to an implementation framework. The outcome evaluation will provide information on the operation of the initiative along with providing evaluation data for goals and objectives focused on student outcomes.

Appendices

Appendix A: Student Response Team Composition Guide

Position	Academic	Behavioral	Attendance
Administrator	*	*	*
General Ed Teacher(s)	*	*	*
Psychologist	*	*	
Parent(s)/Guardian(s)*	*	*	*
Student (depending on age and developmental capacity)	*	*	*
School Social Worker	*	*	*
School Counselor	*	*	*
School Nurse	*	*	*
Speech Therapist	*		
SIS/SIC	*	*	
ESL Teacher	*		
Reading Specialist	*		
Title I Specialist	*		
Gifted Resource Teacher	*		
Instructional Specialist	*	*	

*Parents/guardians should be invited and encouraged to attend all meetings; however, the team should proceed with the meeting if they are unable to attend.

Note: Adapted from Responding to Student Needs Manual 2017 Update

Endnotes

- ¹ Responding to Student Needs: School Guide to the Student Response Team Process (2013). Frequently Asked Questions
- ² Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).
- ³ Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).
- ⁴ Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).
- ⁵ Expanding our Schools Capacity through the Student Response Team Process PowerPoint
- ⁶ Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).
- ⁷ Critical Path: Student Response Team (SRT). (March 1, 2017).
- ⁸ Total population numbers were based on cumulative student enrollments during 2017-2018.
- ⁹ Unknown referral reason was due to one school not consistently documenting a reason for students' referrals.
- ¹⁰ Records for 12 students were not located in the division data warehouse; therefore, these students were not included in the demographic data.
- ¹¹ Hanover Research (March 2018). *Strategies for Assessing Student Response Team Effectiveness*.
- ¹² Rodgers, A. G. (2016). Response to Intervention: A Program Evaluation of Implementation in a Rural School District. Dissertation study. Gardner-Webb University.
- ¹³ Ruffini, S. J., Lindsay, J., McInerney, M., Waite, W., & Miskell, R. (2016). Measuring the implementation fidelity of the Response to Intervention framework in Milwaukee Public Schools (REL 2017–192). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- ¹⁴ Education Policy Center at American Institutes for Research (April 2017). *Ten Steps to Make RTI Work in Your Schools*.
- ¹⁵ Hanover Research (March 2018). *Strategies for Assessing Student Response Team Effectiveness*.
- ¹⁶ Hanover Research (October 2017). *School- and District-Level MTSS Implementation*.
- ¹⁷ National Center on Response to Intervention (September 2012). *Things to Consider When Developing an RTI Evaluation Plan: Training Manual*. Retrieved from: <https://rti4success.org/sites/default/files/Developing%20an%20Evaluation%20Plan%20Manual.pdf>

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August 2018



LEAD Aspiring Administrators Program:

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

Section: Information **Date:** August 28, 2018

Senior Staff: Dr. Donald E. Robertson, Jr., Chief Strategy and Innovation Officer
Department of Planning, Innovation, and Accountability

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Presenter(s): Dr. Donald E. Robertson, Jr. and Mr. Stephen C. Court

Recommendation:

That the School Board receive the LEAD Aspiring Administrators Program Evaluation Readiness Report, including the program goals and objectives and recommended evaluation plan.

Background Summary:

According to School Board Policy 6-26, "Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually." On September 6, 2017, the School Board approved the 2017-2018 Program Evaluation Schedule, in which the LEAD Aspiring Administrators Program was recommended for an evaluation readiness report. Based on the policy, the LEAD Aspiring Administrators Program Evaluation Readiness Report focuses on the outcomes of the readiness process, including the development of measurable goals and objectives and recommended evaluation plan.

Source:

School Board Policy 6-26

School Board Minutes September 6, 2017

Budget Impact:



LEAD Aspiring Administrators Program: *Evaluation Readiness Report*

August 2018

By Stephen C. Court, Program Evaluation Specialist and
Heidi L. Janicki, Ph.D., Director of Research and Evaluation



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

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Executive Summary

The purpose of this Evaluation Readiness Report is to comply with School Board Policy 6-26, adopted by the School Board of the City of Virginia Beach on September 5, 2007. According to the policy, “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 6, 2017, the School Board approved the 2017-2018 Program Evaluation Schedule in which the LEAD Aspiring Administrators Program (AAP) was recommended for an Evaluation Readiness Report. Based on School Board Policy 6-26, for programs scheduled for an Evaluation Readiness Report, the Department of Planning, Innovation, and Accountability (PIA) will “assist program staff in defining measurable goals and objectives, as well as linkages with activities and outcomes.” According to the policy, an Evaluation Readiness Report focusing on the outcomes of this process and recommendations regarding continued evaluation of the program will be presented to the Superintendent and School Board.

Results of the Evaluation Readiness Process

- The Aspiring Administrators Program (AAP), which is the first tier of the comprehensive LEAD Virginia Beach plan of succession, is intended to identify, select, and prepare instructional personnel to become effective assistant principals.
- The AAP evaluation readiness committee and staff from PIA’s Office of Research and Evaluation met to discuss the evaluation process. Measurable goals and objectives were developed, along with a proposed evaluation plan for the AAP during the 2018-2019 school year.
- The first goal is that the AAP will add qualified applicants to the candidate pool from which Virginia Beach City Public Schools selects assistant principals. Specific objectives include:
 - Having the program attract a qualified pool of aspiring administrators.
 - Having the program successfully prepare them for administrative leadership.
 - Having the program and its effectiveness be favorably perceived.
- The second goal is that the participants who complete the program will manifest dispositions that exemplify transformational leadership. Specific objectives include producing program completers who:
 - Build leadership capacity in others,
 - Actively promote a shared vision for improving teaching and learning,
 - Promote continuous improvement,
 - Inspire critical reflection, and
 - Promote professional learning as a life-long process.
- The third goal is that the participants who complete the program will exhibit management skills that facilitate the effective operation of the school. Specific objectives include producing program completers who feel comfortable with and adept at:
 - Communicating with students, staff, parents, and community stakeholders;
 - Addressing student discipline issues;
 - Developing effective operational plans and schedules; and
 - Understanding school division policies and regulations, organizational/school culture, facility and building management, and budget development and management.

- The fourth goal is that participants who complete the program will exhibit instructional leadership skills that lead to student academic progress and continuous school improvement. Specific objectives include producing program completers who feel comfortable with and adept at:
 - Instructional coaching;
 - Interpreting and effectively explaining curriculum goals and instructional objectives;
 - Assisting teachers to develop effective learning plans for individual students;
 - Using varied methods to monitor student progress; and
 - Implementing a systematic instructional supervision program.
- The evaluation plan includes evaluation questions focused on the operation of the AAP, including the participant selection criteria, conceptual frameworks that influenced course content, content delivery processes, and exit criteria. Other evaluation questions address the characteristics of the participants, progress toward meeting goals and objectives, stakeholder perceptions, and cost.

Recommendation and Rationale

Recommendation: Conduct a comprehensive evaluation of the LEAD Aspiring Administrators Program in 2018-2019 with a report provided to the School Board during fall 2019. (*Responsible Group: Department of Planning, Innovation, and Accountability*)

Rationale: It is proposed that a comprehensive evaluation of the AAP be conducted during 2018-2019. The evaluation will focus on the most recent cohort to participate in the program because a new cohort will not be active during 2018-2019 due to the division's current staffing needs. The comprehensive evaluation will examine 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. It will also examine the program's progress toward meeting its goals and objectives, including the examination of participants' professional activities and roles following their exit from the program. Having completed the evaluation readiness process, which resulted in the development and refinement of the programs goals and measurable objectives and the development of an evaluation plan, a comprehensive evaluation is now recommended.

Background

Program Description and Purpose

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. In short, LEAD Virginia Beach was designed to help participants prepare themselves 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*.

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 already have demonstrated leadership potential by holding leadership roles in the school (e.g., Professional Learning Community facilitator, department head, instructional leader, etc.). 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.

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. During its two-year span, the most recent cohort of approximately 25 program participants engaged in five sessions of course work per year. Each AAP session convened for two hours either from 4 to 6 p.m. or from 4:30 to 6:30 p.m., depending on the day, to avoid job-related scheduling conflicts. Facilitators from various departments and schools led these sessions, which focused on topics such as school climate and

culture, teaching and learning, continuous improvement, and organizational leadership and management. Table 1 provides an overview of the topics covered during the 2016-2017 and 2017-2018 school years for the most recent AAP cohort.

Table 1: AAP Session Topics

Session Date	Topic Title
10/06/2016	Leading Through the Myers-Briggs Type Indicators (MBTI)
10/27/2016	Continuous Improvement: Overview of <i>Compass to 2020</i>
12/08/2016	Building School and Community Relationships
02/08/2017	School Culture: A Foundation for Success
03/16/2017	Leadership, Communication, and Morale
10/25/2017	Collaborative Instructional Leadership
12/13/2017	Using Data to Improve Student Performance
01/24/2018	Instructional Leadership to Improve Reading and Math
02/14/2018	Focused and Sustained Professional Learning
03/28/2018	Student Response Teams

The 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 presession reading and other preparatory activity. 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. This was because VBCPS fills assistant principal vacancies on the basis of need rather than a candidate's interest. Accordingly, the program strives to maximize participants' prospects for promotion by preparing aspiring administrators to succeed at any school level.

The participants also attended a one-day summer institute on June 21, 2017 that centered on “nuts and bolts” aspects of VBCPS operations. The institute consisted of several 20- to 30-minute sessions intended to increase attendees' knowledge and familiarity. Each session was presented by an expert from a different department. They included professional growth and innovation, school division services, programs for

exceptional children, human resources, budget and finance, and media and communications.

In addition, 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, for instance, 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 from other relevant professional learning and formal course work 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 pursues 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 serves as a significant indicator of an aspiring administrator's level of motivation and commitment to professional learning and continual improvement.

Participants who completed the program 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 4-6 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 manager and program staff. The panel members asked clarifying questions about the project during or immediately after a participant's presentation. However, panelists did not ask participants about either their overall experience in the program or self-perceptions of their readiness for promotion to an assistant principal position.

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 varies from year to year. Rather, AAP participants who completed the program join a pool of candidates that consists not only of AAP participants but also of aspiring assistant principals who did not participate in the program.

So as not to create a “log jam” for aspiring administrators, VBCPS leadership decided that the current pool of candidates and the anticipated availability of positions did not warrant forming a new cohort during the 2018-2019 school year. As reference, no new cohort had been formed during the 2015-2016 school year, either.

Literature Review

To provide an overall context for designing and planning an evaluation of the AAP, the Office of Research and Evaluation (ORE) conducted a review of the literature in the area of administrator preparation programs. The literature review examined professional standards for administrators, research regarding the characteristics and competencies of administrators, and program evaluations of administrator preparation programs in operation elsewhere.

The literature review found that administrator preparation programs have been undergoing a transformation during the last two decades in response to research, as well as to criticism of existing administrator preparation programs. For example, university-based programs of educational leadership have been criticized for focusing more on foundational theory than on practical competence, leaving their participants poorly prepared for the actual exigencies of serving as a public school administrator.¹ This is one reason why an increasing number of school districts have initiated their own leadership programs.² Such innovation is relatively new, which may explain why ORE evaluators had difficulty finding relevant research and program evaluation reports that specifically address district-based, preservice administrator preparation programs. A similar difficulty was encountered by other literature reviewers, such as Hanover Research, who refer to the amount of relevant research as “scant.”³

The literature review conducted by ORE found that the transformations in district-based administrator preparation programs tended to involve shifts in emphasis from building management skills to academic leadership.⁴ In turn, leadership theory has begun to shift its focus from discrete sets of skills onto fluency in three leadership domains: the instructional, the relational, and the situational.⁵ Accordingly, delivery methods have been changing from occasional in-service training sessions to extended practicum experiences and personalized mentoring.⁶

Selection and Approval of Programs for Evaluation

The AAP 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 July 13, 2017, members of the Program Evaluation Committee reviewed and ranked a list of existing educational programs based on the criteria above. Rankings were compiled and shared with the committee at the meeting, and programs to be recommended for evaluation were determined. The AAP was recommended for inclusion on the Program Evaluation Schedule due primarily to its potential to have a large, positive impact on VBCPS reaching its goals, as well as the lack of formal evaluation by the

Department of Planning, Innovation, and Accountability (PIA) Office of Research and Evaluation (ORE). It was determined that the AAP would be scheduled for an Evaluation Readiness Report in order to define measurable goals and objectives and to develop an evaluation plan. The proposed Program Evaluation Schedule was presented to the School Board on August 15, 2017. The School Board approved the 2017-2018 Program Evaluation Schedule on September 6, 2017.

Overview of Current Goals and

According to the LEAD Virginia Beach home page on the division's Intranet site, "the Aspiring Administrators Program is designed to identify, select, and prepare talented teachers and other instructional personnel for administration."⁷ Other goals were not articulated, and no measurable objectives were identified.

The next section of the report describes the process undertaken to articulate goals and specify measurable objectives. In formulating the goals and objectives, the intent was to honor the program's purpose as described on the AAP webpage while also identifying critical program components and indicators of their effective implementation and successful outcomes.

Process for Developing Revised

According to School Board Policy 6-26, for programs selected for an Evaluation Readiness Report, PIA 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 2017-2018 school year with a review of existing documentation about the AAP (history, purpose, and available goals) by program evaluators from the Office of Research and Evaluation. In addition, the best practices literature and other evaluations of aspiring administrator programs were reviewed.

A meeting was held on December 21, 2017 with the AAP program manager and the ORE evaluators. The meeting focused first on the AAP's history, as well as

various operational aspects of the program. More specifically, discussion focused on when the program began as it currently operates, how many cohorts have completed the program, the status of the current cohort, the evaluative criteria that the program manager has used internally to monitor the program's success, and the short-term future of the AAP. Also discussed were the nature of the evaluation readiness process and the proposed scope of the evaluation that would be conducted during the 2018-2019 school year. It was decided that it would be advisable to create an Evaluation Readiness Committee to articulate overarching program goals and measurable objectives.

An initial meeting was held on March 6, 2018 with the AAP Program Evaluation Readiness Committee and the Office of Research and Evaluation. The committee consisted of a representative from each of the following VBCPS departments: School Leadership, Human Resources, Professional Growth and Innovation, School Division Services, Teaching and Learning, and Technology. At the start of the meeting, participants introduced themselves, explaining how they were involved with the program. The committee members then were asked to review a summary of the available information regarding the AAP's background and purpose. They then identified additional program elements that would be important to address in the evaluation plan to provide a more complete and accurate picture of the AAP.

One of the evaluators from ORE differentiated goals from objectives, whereupon the remainder of the meeting was devoted to defining goals and measurable objectives for the AAP. First, the committee members brainstormed responses to a goal-related question: "If the LEAD-AAP were successful, in general, what would success look like?" The committee members individually jotted ideas onto post-it notes, with one idea per post-it note. After approximately ten minutes, the committee members shared their ideas with the group, whereupon the ORE evaluators placed each post-it note onto large sheets of paper. When all the ideas had been shared, the group then discussed how best to cluster the post-it notes to constitute goal areas.

To define measurable objectives, a second question was then asked: "If the LEAD-AAP were successful, what specific outcomes would be expected?" The same process of brainstorming ideas onto separate post-it notes was employed. After approximately ten minutes, the committee members again shared their ideas with the group, and the post-it notes were placed onto the appropriate sheets of paper. Discussion then ensued

about how best to cluster and prioritize the objective-related post-it notes.

After the meeting, the ORE evaluators formulated 4 goals and 17 measurable objectives based on the discussion. The goals and objectives, as well as how each was worded, reflected not only the Evaluation Readiness Committee's proceedings but also VBCPS's documents. These included the VBCPS job description of assistant principals,⁸ the rubric associated with the Disposition of Leadership component of Transformational Learning (see Appendix A), and a crosswalk document between the leadership dispositions and the three leadership domains – the instructional, the relational, and the situational (see Appendix B).

Of the four goals, the first focused on the program while the other three focused on the transformational, management, and instructional leadership traits to be developed by the program participants. The wording of each objective stated explicitly the manner in which the objective will be measured and evaluated during the evaluation process. A draft of the goals and objectives was sent to the Program Evaluation Readiness Committee for feedback before finalization.

Revised Goals and Objectives

As a result of the evaluation readiness process, 4 goals and 17 objectives were developed. These focused on indicators of program success, as well as on AAP participants' development of specific attributes related to transformational, management, and instructional leadership.

Goal #1: The LEAD Aspiring Administrators Program will add qualified candidates to the pool from which VBCPS selects assistant principals.

Objective 1: The AAP attracts qualified candidates to the program, as indicated by the number of applications received and the number of candidates completing the program according to program records.

Objective 2: The program successfully prepares participants for administrative leadership, as indicated by the proportion of vacancies filled by program participants based on data from the Department of Human Resources and the nonadministrative leadership roles assumed by program participants based on program records and survey responses.

Objective 3: The program is perceived as preparing participants for the role of assistant principal, as indicated by perceptions of preparation and program satisfaction levels from program completers and from supervisors and/or project consultants.

Goal #2: Participants who complete the LEAD Aspiring Administrators Program will manifest dispositions that exemplify transformational leadership.

Objective 1: The aspiring administrator exerts a multiplier effect by building leadership capacity in others by enabling and empowering others to act, as indicated by self-assessment and survey responses from supervisors and/or project consultants.

Objective 2: The aspiring administrator embodies shared leadership and actively promotes a shared vision for improving teaching and learning by strategically engaging the school community to share in learning, thinking, and decision making, as indicated by self-assessment and survey responses from supervisors and/or project consultants.

Objective 3: The aspiring administrator embodies change leadership and actively promotes continuous improvement and the pursuit of goals that lead to positive change in instructional practice and the learning environment, as indicated by self-assessment and survey responses from supervisors and/or project consultants.

Objective 4: The aspiring administrator embodies and actively promotes innovative leadership that challenges processes and inspires a shared vision where critical reflection leads to new ideas, as indicated by self-assessment and survey responses from supervisors and/or project consultants.

Objective 5: The aspiring administrator embodies learning leadership and actively promotes professional learning as a life-long process, as indicated by self-assessment and survey responses from supervisors and/or project consultants.

Goal #3: Participants who complete the LEAD Aspiring Administrators Program will exhibit management skills that facilitate the effective operation of the school.

Objective 1: The aspiring administrator feels comfortable with and is adept at communicating with students, staff, parents, and community stakeholders, as

indicated by self-assessment and survey responses from supervisors and/or project consultants.

Objective 2: The aspiring administrator feels comfortable with and is adept at addressing student discipline issues, as indicated by self-assessment and survey responses from supervisors and/or project consultants.

Objective 3: The aspiring administrator feels comfortable with and is adept at designing operational plans and schedules that facilitate appropriate course progression for students, as well as sufficient time for instruction, teacher planning, and collaboration, as indicated by self-assessment and survey responses from supervisors and/or project consultants.

Objective 4: The aspiring administrator obtains an understanding of school division policies and regulations, organizational/school culture, facility and building management, and budget development and management, as indicated by self-assessment and survey responses from supervisors and/or project consultants.

Goal #4: Participants who complete the LEAD Aspiring Administrators Program will exhibit instructional leadership skills that lead to student academic progress and continuous school improvement.

Objective 1: The aspiring administrator feels comfortable with and is adept at instructional coaching, as indicated by self-assessment and survey responses from supervisors and/or mentor.

Objective 2: The aspiring administrator is able to interpret and effectively explain curriculum goals and instructional objectives to teachers, students, parents, and the community, as indicated by self-assessment and survey responses from supervisors and/or project consultants.

Objective 3: The aspiring administrator feels comfortable with and is adept at assisting teachers to develop effective learning plans for individual students, as indicated by self-assessment and survey responses from supervisors and/or project consultants.

Objective 4: The aspiring administrator uses varied methods to monitor students' progress toward meeting curricular goals and instructional objectives, as

indicated by self-assessment and survey responses from supervisors and/or project consultants.

Objective 5: The aspiring administrator feels comfortable with and is adept at planning and implementing a systematic instructional supervision program that uses learning walks, observations, documentation, and follow-up conferences, as indicated by self-assessment and survey responses from supervisors and/or project consultants.

While data for program objectives will be collected in 2018-2019 as part of the proposed comprehensive evaluation, this section provides baseline data regarding the cohort of aspiring administrators that participated in the AAP during the 2016-2017 and 2017-2018 school years.

When it initially was formed at the start of the 2016-2017 school year, the cohort consisted of 25 aspiring administrators. At the end of the cohort's first year, the program manager and the Department of School Leadership (DOSL) decided to remove nine of the participants from the program because the participants were already receiving excellent on-the-job preparatory training for becoming assistant principals in their role as administrative assistants at schools.⁹ In fact, a total of 12 AAP participants – including 7 of the 9 administrative assistants – were promoted into assistant principal positions for the 2017-2018 school year despite not completing the program. In addition, two additional participants left the program for personal reasons. Thus, at the end of the cohort's first year, only 11 of the original 25 participants remained in the program. Consequently, in a closed process, the AAP manager and DOSL selected 17 new aspiring administrators to join the cohort for its second year, raising the total number of AAP participants in 2017-2018 to 28. 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 replacements 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.

Table 2 presents the background characteristics of the 42 aspiring administrators who participated in the program during its first and/or second year, 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 serving currently as central office staff. Table 2 shows that the average years of teaching experience across the entire cohort was 13 years. Of the 42 program participants, 27 (64%) had ten years or more of teaching experience; 12 participants (29%) had between six and nine years of teaching experience; and 3 participants (7%) 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%
African American	17%	11%
Hispanic	2%	3%
Other Ethnicity	0%	3%
Percentage With Advanced Degrees	95%	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 2 of the 42 participants (95%) held an advanced degree, with 15 (36%) having earned either an Ed.D. or Ed.S. degree. Four universities accounted for two-thirds (67%) of the advanced degrees: Old Dominion University (33%), George Washington University (14%), Regent University (10%), and Virginia Tech (10%). 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.

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. If appropriate, based on the evaluation readiness process, the program will be scheduled for a comprehensive evaluation.” In accordance with this policy, a comprehensive evaluation of the AAP is recommended and the proposed plan of action for the evaluation is described below.

Scope and Rationale of Proposed Evaluation

The AAP evaluation will primarily be formative in nature, gathering information to inform program development and improvement. Secondly, the evaluation will also serve the summative purpose of determining the effectiveness of the program. More specifically, the comprehensive evaluation will provide information on five areas related to the AAP.

1. Implementation/Operation

- Rationale: It is standard practice within an evaluation framework to examine issues related to implementation.

2. Characteristics of AAP participants (demographics, current job assignments, personnel qualifications)

- Rationale: Identifying characteristics of staff members participating in the AAP will enable better understanding the population of aspiring administrators.

3. Meeting Goals and Objectives

- Rationale: Assessing progress made toward meeting the program-related and leadership goals and objectives will help to determine the extent to which the program is successful. Rates of promotion will be assessed and job performance on relevant indicators of effective leadership will be measured.

4. Stakeholder Perceptions

- Rationale: Surveying the perceptions of AAP participants and of their supervisors/project consultants will identify program strengths and possible areas for program improvement.

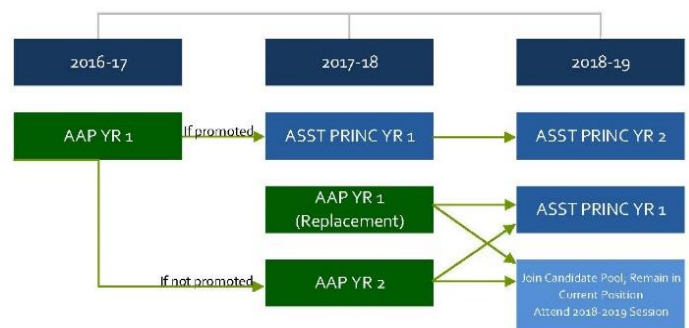
5. Cost

- Rationale: Determining the additional cost of the AAP will provide information about the benefit of the program in relation to its overall cost.

Proposed Evaluation Method

Because no new AAP cohort would begin the program during the 2018-2019 school year, the proposed evaluation will focus on the most recent AAP cohort. As explained previously and as illustrated in Figure 1, some cohort members participated in the program during the 2016-2017 and/or 2017-2018 school years while other cohort members joined the cohort as replacement members during 2017-2018.

Figure 1: The History of the 2016-2017 AAP Cohort



At the end of the 2016-2017 school year, after just one year in the program, several program participants were promoted to assistant principal positions. They were replaced by aspiring administrators. Some participants completed the entire two-year program in one year during 2017-2018. The others will continue to participate in sessions during 2018-2019. This led to the existence of six distinct groups of participants, based on the combination of time in the program and whether or not they were promoted into an assistant principal position. These six groups are presented in Table 3.

Table 3: Aspiring Administrators Participant Groups

Group	Years in Program	Participation Years	Years as Assistant Principal*
I	1	2016-17	2
II	2	2016-17 and 2017-18	1
III	1	2017-18	1
IV	2	2016-17 and 2017-18	0
V	1	2017-18	0
VI	2	2017-18 and 2018-19	0

* By the end of the 2018-2019 school year.

Examining the perceptions and outcomes of these six groups may yield important information to influence the program's future design and implementation.

The evaluation will utilize mixed-methods methodology to address each of the evaluation questions, as well as the progress that the program made toward attaining its goals and objectives. The majority of quantitative data will be extracted from the VBCPS human resources database, including staff demographics and personnel data. To gather perception data, surveys will be administered to all key stakeholder groups, especially program participants and the experienced administrators who helped them with their projects or supervised them when they were promoted. Additional qualitative data will come from open-ended survey items, as well as from interviews and focus groups when appropriate and feasible. Further, information garnered from AAP documentation and from the best practices research literature will also be utilized in the evaluation.

Evaluation Design and Questions

To the greatest extent possible, the proposed evaluation methods align with information in the literature about best practices in the evaluation of aspiring administrators programs. The purpose, as stated previously, is to provide information about program processes, participants, and perceptions to the program manager and other decision makers about the AAP's operation and effects. In addition, to help measure the program's effectiveness, the proposed evaluation will compare the program participants with the nonprogram participants who were newly

appointed assistant principals during the 2017-2018 and 2018-2019 school years.

The evaluation questions to be addressed in the 2018-2019 comprehensive evaluation, which will be submitted to the School Board in fall 2019, are listed below.

1. **What were the operational components of the AAP implementation?**
 - a. What were the criteria for identifying, recruiting, and selecting aspiring administrators to participate in the AAP?
 - b. What were the processes for selecting and preparing the experienced administrators who facilitated the AAP course work?
 - c. What were the processes for selecting and preparing the supervisors and/or project consultants who guided the participants' portfolio and project?
 - d. 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?
 - e. What were the instructional methods and processes for delivering program content to the participants?
 - f. What were the processes for formatively monitoring the participants' progress over the course of the program?
 - g. 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?**
 - a. What were the demographic characteristics (e.g., age, gender, race/ethnicity) of the AAP participants?
 - b. 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?
 - c. 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, program instructors, school-based supervisors/project consultants, and school principals)?
5. What was the additional cost of the AAP to the school division during the 2016-2017 and 2017-2018 school years?

Table 4 outlines the process of collecting data to address Evaluation Question 3 noted above. For reference, the goals and objectives can be found on page 10.

Table 4: Data Collection Process for Program Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	Number of applicants to the program, number of accepted applicants, number of participants who completed the program.	Acceptance rate: accepted applicants/total applicants. Completion rate: completers/program participants.	AAP records
Goal 1 Objective 2	Number of administrative vacancies, number of administrative vacancies filled by program participants, number of participants assuming greater roles and responsibilities due to their participating in the program.	Promotion rate: promoted participants/total number of vacancies. Leadership roles other than assistant principal: total number of program participants reporting in participant survey that they assumed "other leadership roles" (not an AP position) due to their program participation.	AAP and HR records Survey responses
Goal 1 Objective 3	Data regarding perceptions from participants and supervisors/project consultants that the program prepares participants for the role of assistant principal.	Percentage of respondents agreeing. Percentage of respondents feeling satisfied.	Survey
Goal 2 Objective 1	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator builds leadership capacity in others.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 2	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator embodies shared leadership.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 3	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator embodies change leadership.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 4	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator embodies innovative leadership.	Percentage of respondents agreeing.	Survey

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 2 Objective 5	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator embodies learning leadership.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 1	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator feels comfortable with and adept at communicating with students, staff, parents, and community stakeholders.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 2	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator feels comfortable with and adept at addressing student discipline issues.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 3	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator feels comfortable with and adept at designing operational plans and schedules.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 4	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator understands school division policies and regulations, organization/school culture, facility and building management, and budget development and management.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 1	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator feels comfortable with and adept at instructional coaching.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 2	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator is able to interpret and effectively explain curriculum goals and instructional objectives.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 3	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator feels comfortable with and adept at assisting teachers to develop effective learning plans for individual students.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 4	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator uses varied methods to monitor students' progress.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 5	Data regarding perceptions from participants and supervisors/project consultants that the aspiring administrator feels comfortable with and adept at implementing a systematic instructional supervision program.	Percentage of respondents agreeing.	Survey

Results of the Evaluation

- The AAP, which is the first tier of the comprehensive LEAD Virginia Beach plan of succession, is intended to identify, select, and prepare instructional personnel to become effective assistant principals.
- The AAP evaluation readiness committee and staff from PIA's Office of Research and Evaluation met to discuss the evaluation process. Measurable goals and objectives were developed, along with a proposed evaluation plan for the AAP during the 2018-2019 school year.
- The first goal is that the AAP will add qualified applicants to the candidate pool from which VBCPS selects assistant principals. Specific objectives include:
 - Having the program attract a qualified pool of aspiring administrators.
 - Having the program successfully prepare them for administrative leadership.
 - Having the program and its effectiveness be favorably perceived.
- The second goal is that the participants who complete the program will manifest dispositions that exemplify transformational leadership. Specific objectives include producing program completers who:
 - Build leadership capacity in others,
 - Actively promote a shared vision for improving teaching and learning,
 - Promote continuous improvement,
 - Inspire critical reflection, and
 - Promote professional learning as a life-long process.
- The third goal is that the participants who complete the program will exhibit management skills that facilitate the effective operation of the school. Specific objectives include producing program completers who feel comfortable with and adept at:
 - Communicating with students, staff, parents, and community stakeholders;
 - Addressing student discipline issues;
 - Developing effective operational plans and schedules; and
 - Understanding school division policies and regulations, organizational/school culture, facility and building management, and budget development and management.
- The fourth goal is that participants who complete the program will exhibit instructional leadership skills that lead to student academic progress and continuous school improvement. Specific objectives include producing program completers who feel comfortable with and adept at:
 - Instructional coaching;
 - Interpreting and effectively explaining curriculum goals and instructional objectives;
 - Assisting teachers to develop effective learning plans for individual students;
 - Using varied methods to monitor student progress; and
 - Implementing a systematic instructional supervision program.
- The evaluation plan includes evaluation questions focused on the operation of the AAP, including the participant selection criteria, conceptual frameworks that influenced course content, content delivery processes, and exit criteria. Other evaluation questions address the characteristics of the participants, progress toward meeting goals and objectives, stakeholder perceptions, and cost.

Recommendation and Rationale

Recommendation: Conduct a comprehensive evaluation of the LEAD Aspiring Administrators Program in 2018-2019 with a report provided to the School Board during fall 2019. *(Responsible Group: Department of Planning, Innovation, and Accountability)*

Rationale: It is proposed that a comprehensive evaluation of the AAP be conducted during 2018-2019. The evaluation will focus on the most recent cohort to participate in the program because a new cohort will not be active during 2018-2019 due to the division's current staffing needs. The comprehensive evaluation will examine 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. It will also examine the program's progress toward meeting its goals and objectives, including the examination of participants' professional activities and roles following their exit from the program. Having completed the evaluation readiness process, which resulted in the development and refinement of the programs goals and measurable objectives and the development of an evaluation plan, a comprehensive evaluation is now recommended.

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 creates 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.

Appendix B: Dispositions of Leadership/Leadership Domains Crosswalk

Transformational Learning Disposition - Shared Leadership	
Probing Question	Aligned Leadership Domain Indicator
How do you utilize digital data to drive instruction that is personalized?	Instructional: Fosters transparency of multiple sources of data on student progress with teachers; supports the planning of targeted next steps and scaffolded support for teachers to address student needs.
How do you know that shared leadership is transforming learning in your school to personalize learning?	Relational: Creates an environment of trust, honest and respectful dialogue and discussion, accountability, the collaborative study of results and the collegial interchange among professionals.
What is your plan for professional learning to grow your staff in the area of technology integration and innovation?	Relational: Intellectual risks are applauded and mistakes are embraced as learning opportunities; alternative viewpoints are sought and expected; posing questions and seeking feedback are consistently modeled and the collaborative norm.
How do you utilize “power users” on each grade level or in each content area to build capacity in the building?	Relational: Models and expects intellectual inquiry and curiosity, promotes data driven feedback. Collaborative structures for adults to observe and learn from each other are embedded and consistent.

Transformational Learning Disposition – Change Leadership	
Probing Question	Aligned Leadership Domain Indicator
How do you encourage PLCs to focus on the use of technology as an integrated part of the instructional conversation?	Situational: Consistently explains the reasons for the change; the process for the roll out of the change; the losses and gains to anticipate; the support and resources which will be offered as the change is navigated; and emotional support throughout the process.
How do you motivate teachers to support their colleagues?	Relational: Models seeking to understand and taking the perspective of another; withholds judgment and practices active listening; recognizes emotion in other people and seeks to provide emotional support.
How do you proactively build a culture in which students, teachers, parents feel both empowered and accountable to themselves and to one another?	Relational: Creates an environment of trust, honest and respectful dialogue and discussion, accountability, the collaborative study of results and the collegial interchange among professionals.

Transformational Learning Disposition – Change Leadership	
Probing Question	Aligned Leadership Domain Indicator
How do you encourage sharing across grade levels and/or content areas in your school?	Relational: Creates an environment of trust, honest and respectful dialogue and discussion, accountability, the collaborative study of results and the collegial interchange among professionals.
How do you build a culture of trust and encourage relationship building across the school?	Relational: Models seeking to understand and taking the perspective of another; withholds judgment and practices active listening; recognizes emotion in other people and seeks to provide emotional support.

Transformational Learning Disposition – Innovative Leadership	
Probing Question	Aligned Leadership Domain Indicator
How have you developed a culture in which teachers are willing to take risks with innovative instructional practices?	Relational: Intellectual risks are applauded and mistakes are embraced as learning opportunities; alternative viewpoints are sought and expected; posing questions and seeking feedback are consistently modeled and the collaborative norm.
How have you coached instructional staff to use innovative instructional practices for the purpose of increasing student learning?	Instructional: Provides data driven feedback. Consistently poses coaching questions to deepen reflection and investigation of teaching methodology to increase student achievement. Situational: Consistently communicates with faculty to address a variety of conference purposes, and consistently matches the conference skill and type with the appropriate context and teacher need.
What have you done to develop a systematic way of recognizing teachers for effective use of innovative instructional practices?	Relational: Intellectual risks are applauded and mistakes are embraced as learning opportunities; alternative viewpoints are sought and expected; posing questions and seeking feedback are consistently modeled and the collaborative norm.
How are you soliciting feedback from stakeholders regarding the innovative instructional practices your school has implemented?	Relational: Creates an environment of trust, honest and respectful dialogue and discussion, accountability, the collaborative study of results and the collegial interchange among professionals

Transformational Learning Disposition – Innovative Leadership	
Probing Question	Aligned Leadership Domain Indicator
How are you intentionally providing time for reflection regarding the use of innovative instructional practices?	<p>Relational: Intellectual risks are applauded and mistakes are embraced as learning opportunities; alternative viewpoints are sought and expected; posing questions and seeking feedback are consistently modeled and the collaborative norm.</p> <p>Instructional: Provides data driven feedback. Consistently poses coaching questions to deepen reflection and investigation of teaching methodology to increase student achievement.</p>
What short-term and long-term goals has your team developed to support innovative instructional practices?	<p>Situational: Strategically thinks through all implications (students, parents, faculty, district office) before a complex decision is made; solicits input and thought partnership in thinking through decisions with multiple implications.</p>
How do you recognize exemplary innovative practices in ways that build capacity, empowering others to adopt those best practices as well?	<p>Relational: Intellectual risks are applauded and mistakes are embraced as learning opportunities; alternative viewpoints are sought and expected; posing questions and seeking feedback are consistently modeled and the collaborative norm.</p> <p>Instructional: Provides data driven feedback. Consistently poses coaching questions to deepen reflection and investigation of teaching methodology to increase student achievement.</p>
What innovative practices have you personally implemented to model innovative instructional practices?	<p>Relational: Models and expects intellectual inquiry and curiosity, promotes data driven feedback. Collaborative structures for adults to observe and learn from each other are embedded and consistent.</p>
How have you structured time for stakeholders to collaborate on the development of innovative instructional practices?	<p>Relational: Creates an environment of trust, honest and respectful dialogue and discussion, accountability, the collaborative study of results and the collegial interchange among professionals.</p>

Transformational Learning Disposition – Learning Leadership	
Probing Question	Aligned Leadership Domain Indicator
How have you grown as an instructional leader in the area of technology?	Instructional: Fosters transparency of multiple sources of data on student progress with teachers; supports the planning of targeted next steps and scaffolded support for teachers to address student needs.
In what ways are you participating in instructional professional development with your teachers?	Instructional: Fosters transparency of multiple sources of data on student progress with teachers; supports the planning of targeted next steps and scaffolded support for teachers to address student needs.
How are you providing teachers that are less than technologically proficient the proper differentiated professional development?	Instructional: Diagnoses mediocrity with specificity and consistently provides appropriate supervisory response to each type of mediocrity (lack of content and planning expertise; limiting beliefs; impact of external influences). Situational: Consistently communicates with faculty to address a variety of conference purposes, and consistently matches the conference skill and type with the appropriate context and teacher need.
How are you using SAMR to assist with staff conversations and to reflect on growth?	Instructional: Provides data driven feedback. Consistently poses coaching questions to deepen reflection and investigation of teaching methodology to increase student achievement.
How does the administrative leadership team exemplify and articulate transformative uses of technology (i.e., pd delivery, staff meetings, communication with staff)	Relational: Models and expects intellectual inquiry and curiosity, promotes data driven feedback. Collaborative structures for adults to observe and learn from each other are embedded and consistent.

Endnotes

- ¹ Hanover Research (2015): *Principal and Superintendent Preparation Programs: Criticisms of the Status Quo and Innovations in the Field*, p.3: Arlington, VA.
- ² Hanover Research (2014): *Best Practices for Developing Campus Leaders*, p. 6: Arlington, VA.
- ³ Ibid., p. 8.
- ⁴ Davis, S. H., & Darling-Hammond, L. (2012). "Innovative principal preparation programs: What works and how we know." *Planning and Changing*, 43(1/2), pp. 25–45.
- ⁵ Source: http://jbsq.org/wp-content/uploads/2014/06/June_2014_9.pdf
- ⁶ Source: <https://www.sreb.org/publication/good-principals-arent-born-theyre-mentored>
- ⁷ Source: <https://www.vbcps.com/depts/OL/Pages/LEADVirginiaBeach.aspx>
- ⁸ Source: <https://www.vbschools.com/cms/one.aspx?portalId=78094&pageId=236631#A>
- ⁹ T. Ferrell, Personal Communication, March 8, 2018.

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August 2018



Subject: Program Evaluation Schedule for 2018-2019 **Item Number:** 13D

Section: Information **Date:** August 28, 2018

Senior Staff: Dr. Donald E. Robertson, Jr., Chief Strategy and Innovation Officer
Department of Planning, Innovation, and Accountability

Prepared by: Dr. Heidi L. Janicki, Director of Research and Evaluation
Dr. Donald E. Robertson Jr., Chief Strategy and Innovation Officer
Department of Planning, Innovation, and Accountability

Presenter(s): Dr. Heidi L. Janicki, Director of Research and Evaluation

Recommendation:

That the School Board receive the schedule of program evaluations that will be completed by the Department of Planning, Innovation, and Accountability (PIA) during the 2018-2019 school year.

Background Summary:

The attached 2018-2019 Program Evaluation Schedule includes programs recommended for evaluation during the 2018-2019 school year based on School Board Policy 6-26. Programs that were previously planned for evaluation during 2018-2019 include Student Response Teams (SRT), LEAD Aspiring Administrators Program, the School Counseling Program (K-12) which will focus on the program's personal and social development component, and the English as a Second Language (ESL) Program. Additions to the evaluation schedule include Schoology, the division's learning management system, and Positive Behavioral Interventions and Supports (PBIS).

Source:

School Board Policy 6-26

Budget Impact:



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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

2018-2019 Program Evaluation Schedule

2017-2018 Program Evaluation Schedule*

Program	Proposed Reporting Schedule
Student Response Teams (SRT)	Fall 2018
LEAD Aspiring Administrators Program	Fall 2018
English as a Second Language Program (K-12)	Fall 2018
An Achievable Dream Academy**	Fall 2018
School Counseling Program (K-12)	Fall 2018
Entrepreneurship and Business Academy**	Fall 2018
Green Run Collegiate***	Winter 2018/2019
Academy and Advanced Academic Programs Longitudinal Study	Spring 2019

2018-2019 Program Evaluation Schedule

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

Program	Proposed Reporting Schedule
Student Response Teams (SRT)	Fall 2019
LEAD Aspiring Administrators Program	Fall 2019
School Counseling Program (K-12)	Fall 2019
English as a Second Language Program (K-12)	Fall 2019
Schoolology**	Fall 2019
Positive Behavioral Interventions and Supports (PBIS)****	Fall 2019

*Once evaluation results have been presented to the School Board, recommendations may include additional evaluations to be completed by the Department of Planning, Innovation, and Accountability (PIA) during the 2018-2019 school year.

**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.

***An evaluation update was added to the Program Evaluation Schedule based on a recommendation following the 2016-2017 comprehensive evaluation.

****New recommendation for the 2018-2019 school year based on the Program Evaluation Committee.