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, November 13, 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*** *(School Board Chambers)* ....*4:00 p.m.*
   A.   School Board Administrative Matters and Reports
      1.   Audio/Voting System Training
   B.   Out of Zone Waivers *(einstein.lab)* ....*4:20 p.m.*
   C.   School Board Legislative Agenda for the 2019 General Assembly Session

2. ***Closed Meeting: Real Property***

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***

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:*** October 23, 2018 Regular Meeting

10. ***Adoption of the Agenda***

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School Board Regular Meeting Agenda (continued)
Tuesday, November 13, 2018
School Administration Building #6, Municipal Center
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11. *Consent Agenda*

All items under the Consent Agenda are enacted on by one motion. During Item 10 – Adoption of the Agenda – School Board members may request any item on the Consent Agenda be moved to the Action portion of the regular agenda.
   A. Resolutions:
      1. Native American Heritage Month
      2. National Military Family Month
      3. American Education Week
   B. Religious Exemptions

12. *Action*
   A. Personnel Report / Administrative Appointments **UPDATED 11/14/2018**
   B. Budget Transfers

13. *Information*
   A. Environmental Studies Program
   B. School Start Times
   C. Textbook Adoption: Technical and Career Education, Vocational Relations, Practical Nursing I/II
   D. New Secondary Courses
      1. Environmental Science
      2. Technical and Career Education
         a. Digital Applications
         b. Economic and Personal Finance
         c. Technology Transfer Capstone
         d. Licensed Pharmacy Technician Program
   E. An Achievable Dream Academy: Comprehensive Evaluation
   F. Policy Review Committee Recommendations
      1. Policy 4-56 Licensed Personnel: Role of Professional Teaching Staff/Conditions of Employment
      2. Policy 4-67 Investigating/Reporting Alcohol or Drug Use
      3. Policy 5-34 Student Conduct
         a. Regulation 5-34.1 Student Conduct on School Buses
         b. Regulation 5-34.2 Cheating/Plagiarizing
      4. Policy 5-36 Conduct Invoking Punitive Action
         a. Regulation 5-36.3 Hazing/Assault and Battery/Profane, Obscene or Abusive Language or Conduct/Bullying

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      b.   Regulation 5-36.4 Weapons/Explosives/Fireworks
      c.   Regulation 5-36.5 Trespass Upon School Property
    5.   Policy 5-37 Reporting Data About School Violence and Crime
    6.   Regulation 5-42.1 Property Damage/Theft
    7.   Policy 7-21 Citizens' Advisory Committees

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: Out of Zone Waivers   **Item Number:** 1B

Section: Workshop   **Date:** November 13, 2018

Senior Staff: Donald E. Robertson Jr., Chief of Schools

Prepared by: Michael B. McGee, Director, Office of Student Leadership

Presenter(s): Donald E. Robertson Jr., Chief of Schools and Michael B. McGee, Director, Office of Student Leadership

Recommendation:

It is recommended that the School Board hear the processes for consideration for Out of Zone/School Attendance area requests and to review criteria under school board regulation 5-14.1.

Background Summary:

The Policy Review Committee requested that processes of Out of Zone Waivers and School Board Policy 5-14 and School Board Regulation 5-14.1 be brought before the School Board in workshop format.

Source:

Budget Impact:

None

Subject: Legislative Agenda for 2019 General Assembly Session   **Item Number: 1C**

Section: Workshop   **Date: November 13, 2018**

Senior Staff: N/A

Prepared by: School Board Legislative Committee

Presenter(s): School Board Member Joel McDonald, Chairperson, School Board Legislative Committee

Recommendation:

That the School Board receive for information the School Board Legislative Committee's proposed Legislative Agenda for the 2019 Virginia General Assembly Session.

Background Summary:

Each year the School Board Legislative Committee proposes a legislative agenda in preparation for the legislative session of the Virginia General Assembly. The agenda provides an overview of issues that are of interest and/or concern to the School Board and School Division. Upon approval by the School Board, the legislative agenda is distributed to stakeholders and posted on *vbschools.com*.

During the 2019 General Assembly Session, School Board members and School Division administrative staff will monitor legislative activity that has an impact on the School Division's student, personnel, budget, instructional program, and operations.

Source:

Budget Impact:

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

Section: **Approval of Minutes**   **Date:** **November 13, 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 October 23, 2018 regular meeting as presented.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A

School Board Regular Meeting **MINUTES**
Tuesday, October 23, 2018
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2512 George Mason Dr.
Virginia Beach, VA 23456

INFORMAL MEETING

1. ***Convene School Board Workshop:*** Chairwoman Anderson convened the School Board in workshop format in the einstein.lab at 4:02 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Vice Chair McDonald and Ms. McLeod who were absent from the meeting.

    A. School Board Administrative Matters and Reports: Chairwoman Anderson briefly reviewed the meeting agenda, advised of two entries submitted for the National School Boards Association (NSBA) Magna Award, and routed information and request for RSVP for the NSBA Annual Conference in March/April 2019. School Board members then reported on activities and events they attended to include the Navigating the Journey event, Creeds Elementary School 3rd Annual Aviation Challenge, and groundbreaking ceremonies. This portion of the workshop concluded at 4:06 p.m.

    B. Employee Healthcare Program: Farrell E. Hanzaker, Chief Financial Officer, introduced Linda C. Matkins, Director of Benefits, who presented a review of plans offered in the division's comprehensive benefits package, tools and resources, the Beach Employee Wellness (BEWell) program, health plan strategies, initiatives to manage cost/quality, health plan management, historical claim trends, historical employee increases, employee/retiree and employer contributions, 2019 medical/Rx cost projection, and health plan and claim trend comparisons. Recognizing School Board members receive inquiries comparing the program to Chesapeake's healthcare plan, Superintendent Spence reported although enrollment in their healthcare program is not as high, to offer a similar plan would require an additional $30 million investment. This portion of the workshop concluded at 4:43 p.m.

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C. <u>Environmental Studies Program</u>: Superintendent Spence recounted the School Board's enthusiasm for an environmental studies program first introduced in July 2016 and reviewed in January 2017 where Administration received direction from the School Board to proceed with planning, but later encountered concerns regarding the cost of the capital investment to establish a dedicated classroom at the Brock Center. He then introduced Kipp D. Rogers, Ph.D., Chief Academic Officer, to present an update on progress. Dr. Rogers provided an overview of the program's purpose and goals, acknowledged the longstanding partnership with the Chesapeake Bay Foundation (CBF), and described innovative learning designs, post-secondary opportunities and career prospects. He explained the rationale for the classroom to be located at the Brock Center for 50 juniors and 50 seniors to split their day between their home school and the Center, and reported the $1.5 million one-time expense to construct the dedicated classroom was being funded by a commitment made by Joan Brock; with a $257,900 impact to the Schools' Operating Budget which includes staffing. A cost per student comparison to academies and programs was presented, as well as an overview of the course structure for grades 9-12. The implementation plan proposed an open enrollment progression for Year One in 2020/21 with 50 students from the Class of 2022; and Year Two in 2021-22 for 50 juniors and 50 seniors. This portion of the workshop concluded at 5:04 p.m.

D. <u>School Start Times</u>: Daniel F. Keever, Senior Executive Director of High Schools in the Department of School Leadership, distributed and reviewed materials provided to the School Board at various times to support discussion regarding school start times, and reminded the School Board of the timeline and process that guided the work. Highlights from the spring 2017 stakeholder survey were summarized, as well as a review of three potential options for shifting start times presented during the July 2017 School Board Retreat drawn from the transportation study conducted by School Bus Consultants with the impact on transportation costs and need for field lights to be installed depicted. Potential next steps presented provided for the School Board to take action in November 2018 to direct Administration to establish start times for adolescent students to be later beginning in the 2020/21 school year. Further steps included engaging the community in dialogue to develop best possible options for shifting school start times for presenting during the School Board's July 2019 retreat, and subsequent action following a communication plan during the 2019/20 school year for implementation in September 2020.

The workshop concluded at 5:28 p.m.

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

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

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FORMAL MEETING

4.   ***Call to Order and Roll Call:*** Chairwoman Anderson called the formal meeting to order at 6:00 p.m. in School Board Chambers. In addition to Superintendent Spence, all School Board members were present with the exception of Vice Chair McDonald and Ms. McLeod who Chairwoman Anderson noted were absent due to work obligations.

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

6.   ***Student, Employee and Public Awards and Recognition:*** None

7.   ***Superintendent's Report:*** In his tradition of recognizing the newest member(s) of the *Compass Keepers Club*[1], Superintendent Spence lauded the division for being recognized by the Virginia Department of Education for having the highest on-time graduation rate and lowest dropout rate in the state; and reported on the support provided for graduating seniors by featuring the work of Denise Lawson, one of six full- and part-time graduation coaches who work alongside counselors, teachers and administrators to help support students in their journey to graduation.

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

9.   ***Approval of Minutes:*** October 9, 2018 Regular School Board Meeting: Ms. Manning made a motion, seconded by Mr. Edwards, that the School Board approve the minutes of their October 9, 2018 regular meeting as presented. The motion passed (ayes 9, nays 0).

10. ***Adoption of the Agenda:*** There being no proposed changes to the published agenda, Ms. Holtz made a motion, seconded by Ms. Riggs, that the School Board adopt the agenda as presented. The motion passed (ayes 9, nays 0).

11. ***Consent Agenda***: After Chairwoman Anderson's overview of items presented for approval as part of the Consent Agenda, Ms. Weems made a motion, seconded by Ms. Melnyk, that the School Board approve the Consent Agenda as presented. The motion passed (ayes 9, nays 0), and the following items were approved as part of the Consent Agenda:

A.   Policy Review Committee Recommendations as follows:
1.   New Policy 4-6 Healthy Work Environment created due to a change in state code that requires the division to have a separate healthy work environment policy
2.   Policy 4-14 Alternative Work Schedules updated to include the definition of a standard work week and a compressed work week
3.   Policy 4-22 Drug and Alcohol Testing of Motor Vehicle Operators updated to include language changes made by new code requirements
4.   Policy 4-91 Student Teachers language and formatting updated due to Guidelines revision
5.   Policy 5-1 Extent of School Authority: Language expanded to allow School Board jurisdiction over students while traveling to and from school, while attending school-

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

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sponsored events off of school property, outside of school hours or days, and/or through online or social media when such activity disrupts or has the potential to disrupt the educational environment and operation of school services; and to authorize the Superintendent to take appropriate action against students who are not in compliance with compulsory attendance laws and regulations.

6. Regulation 5-36.2 False Alarms/Bomb Threats/911 Calls: Section removed to create new Policy 5-43 and Regulation 5-43.1

7. New Policy 5-43 Threats created from sections of Regulation 5-36.2
   a. Regulation 5-43.1 Threat Assessment Procedures created from sections of Regulation 5-36

12. *Action*

Personnel Report/Administrative Appointments: Ms. Melnyk made a motion, seconded by Ms. Rye, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated October 23, 2018 along with three administrative appointments recommended by the Superintendent. The motion passed (ayes 9, nays 0), and Superintendent Spence introduced the following administrative appointments approved by the School Board:

- Thomas A. DeMartini, current School Resource Officer (SRO) Supervisor with the 4th Precinct Administration, Supervisor in the Virginia Beach Police Department, as the new Director of Safe Schools in the Office of Safe Schools in the Department of School Division Services effective October 25, 2018;

- Kathryn "Katie" Cirilli, current teacher with Chesapeake Public Schools, as the new Coordinator of K-12 Programs and Grants in the Department of Teaching and Learning effective November 7, 2018; and

- Amanda Malbon, current Instructional Specialist for Secondary Science in the Department of Teaching and Learning, as the new Coordinator of Science in the Department of Teaching and Learning effective October 24, 2018.

Additionally, Superintendent Spence introduced John "Jack" Freeman who was approved by the School Board June 26, 2018 as the new Chief Operations Officer.

13. *Information*

A. Field Trip Annual Report for FY18: David L. Pace, Executive Director in the Office of Transportation and Fleet Management Services, presented a brief summary of the Field Trip Annual Report for the 2017-18 school year. He explained field trips are funded by allocating $1.75 per student enrolled in the school and divided into five categories.   In the 2017-18 school year, he reported 12,232 field trips were taken totaling 194,804 miles at a cost of $292,206 in operational costs and $454,884 in salaries. He further reported the highest percentage of field trips taken at the elementary level was for afterschool tutoring and school activities; and for athletic activities at the middle and high school levels.

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B.   <u>Interim Financial Statements – September 2018</u>: Crystal M. Pate, Director of Business Services, presented highlights of the interim financial statements as of September 30, 2018; reporting the overall revenue trend as acceptable. She explained projections impacted by Average Daily Membership (ADM) estimates, and adopted amendments in the state's biennial budget that increased per pupil funding resulting in an overall surplus in state funding of approximately $1.1 million. Additionally, she presented information related to sales tax receipts lagging behind previous years related to amended language in the Appropriation Act. Finally, she reported expenditures/encumbrances at an acceptable level at this point in the fiscal year.

14.   ***Standing Committee Reports:*** Ms. Melnyk reported she attended the Governor's School for the Arts regional meeting; and, on behalf of Ms. Weems, the SouthEastern Cooperative Education Program (SECEP) meeting, and announced upcoming programs and events for each.

Ms. Manning reported she attended the Mayor's Committee for Persons with Disabilities and advised of a survey being administered to determine if there are areas of the city that need to be improved regarding accessibility.

Ms. Rye reported on topics discussed at the School Health Advisory Committee to include the division's role in seasonal flu and allergy prevention, the Lyon's Club screening program partnership, and suicide risk assessment and post-crisis training, as well as continuing work on a student and staff wellness policy.

15.   ***Conclusion of Formal Meeting:*** The formal meeting concluded at 6:22 p.m.

16.   ***Hearing of Citizens and Delegations on Non-Agenda Items:*** The School Board heard comments on non-agenda items from John Bede proposing the addition of instructional hours to the school calendar for time lost due to inclement weather or otherwise.

17.   ***Recess into Workshop:*** None

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

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

20.   ***Adjournment:*** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 6:26 p.m.

Respectfully submitted:

_____
Dianne P. Alexander, Clerk of the School Board

Approved:

_____
Beverly M. Anderson, School Board Chair

Subject:___Resolution: Native American Heritage Month_____Item Number:__11A1___

Section:___Consent_____Date: November 13, 2018_____

Senior Staff:__Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning_____

Prepared by:__LaQuiche R. Parrott, Ed.D., Director of Opportunity and Achievement_____

Presenter(s):___LaQuiche R. Parrott, Ed.D., Director of Opportunity and Achievement_____

Recommendation:

That the School Board approve a resolution recognizing November as Native American Heritage Month.

Background Summary:

In 1990, President George H. W. Bush approved a joint resolution designating November 1990 as "National American Indian Heritage Month." Similar proclamations, under variants on the name (including "Native American Heritage Month" and "National American Indian and Alaskan Native Heritage Month"), have been issued each year since 1994.

Source:

Public Law 111-33

Budget Impact:

N/A

Resolution for Native American Heritage Month
November 2018

WHEREAS, as the first people to inhabit North America, American Indians and Alaskan Natives have profoundly shaped our country's character and cultural heritage; and

WHEREAS, Native Americans were the first people to domesticate crops, build cities and communities, and establish great civilizations in America; and

WHEREAS, the history, culture and traditions of the United Stated have been greatly influenced by those individuals; and

WHEREAS, through the study of the contributions of Native Americans, students will encounter role models whose commitments and achievements embody the American spirit and ideals; and

WHEREAS, the School Board of the City of Virginia Beach, through its core values, emphasizes the importance of multicultural diversity education within our school division.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of November 2018 as National Native American Heritage Month; and be it

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

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

Adopted by the School Board of the City of Virginia Beach this 13th day of November, 2018

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Beverly M. Anderson, School Board Chair

S E A L

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Aaron C. Spence, Superintendent

Attest:

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Dianne P. Alexander, Clerk of the Board

Subject: National Military Family Appreciation Month   **Item Number:** 11A2

Section: Consent   **Date:** November 13, 2018

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

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

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

Recommendation:
That the School Board adopt a resolution in recognizing November as National Military Family Appreciation Month.

Background Summary:

President Trump has issued a proclamation designating November 2018 as Military Family Appreciation Month. Given the large percentage of military-veteran connected students attending Virginia Beach City Public Schools, it is appropriate for the division to recognize and celebrate military families throughout our community.

Source:

Presidential Proclamation – White House News Release

Budget Impact:

N/A

National Military Family Appreciation Month, November 2018

WHEREAS, our country owes our daily freedoms to the members of the Armed Forces, their family members and loved ones who share in their service and sacrifice; and

WHEREAS, we celebrate the exceptional service, strength and character of the approximately 18,000 military-connected students and families in Virginia Beach City Public Schools; and

WHEREAS, we acknowledge that military families face unique challenges due to deployment, reintegration, service in combat zones and frequent relocations based on duty assignments; and

WHEREAS, the School Board of the City of Virginia Beach reaffirms their commitment to providing the resources and programs to support military-connected students academically, socially and emotionally; and

WHEREAS, Virginia Beach City Public School Board's *Compass to 2020* strategic plan calls for the continued creation of opportunities for military families and community members to purposely partner with schools in supporting student achievement, aspirations and social-emotional development; and

WHEREAS, November is recognized as National Military Family Appreciation Month

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of November, 2018 as National Military Family Appreciation Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all school staff and community members to initiate, support and participate in appreciation activities designed to recognize the exceptional role and unique sacrifices our military-connected youth make in our nation's best interest; and be it

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

Adopted by the School Board of the City of Virginia Beach this 13th day of November, 2018

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Beverly M. Anderson, School Board Chair

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Aaron C. Spence, Superintendent

Attest:

_____
Dianne P. Alexander, Clerk of the Board

Subject:__Resolution: American Education Week_____Item Number:___11A3____

Section:__Consent_____Date: November 13, 2018_____

Senior Staff:_Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning___

Prepared by:__Lesley L. Hughes, Ed.D., Executive Director of Elementary Teaching and Learning_____

Presenter(s):__Lesley L. Hughes, Ed.D., Executive Director of Elementary Teaching and Learning_____

Recommendation:

That the School Board approve a resolution recognizing November 12 - 16, 2018 as American Education Week.

Background Summary:

The National Education Association's 97th annual American Education Week presents all Americans with an opportunity to celebrate public education. It creates a weeklong celebration of individuals who are making a difference in ensuring every child receives a quality education, including parents, support professionals and substitutes. This week began in 1921 as a way to generate public support for education. The original resolution called for a week of observation to inform the public of accomplishments and seek their support to meet their goals. Virginia Beach City Public Schools values support for public education. This week allows for those individuals who make a difference in public education by ensuring high quality education for K-12 students to receive recognition.

Source:

National Education Association

Budget Impact:

N/A

Resolution for American Education Week
November 12 - 16, 2018

WHEREAS, November 12-16, 2018 is recognized as the 97th annual American Education Week by the National Education Association to celebrate public education and honor individuals who are making a difference in ensuring that every child receives a quality education; and

WHEREAS, the creation of this week has encouraged resolutions across the country to help encourage national support of public education; and

WHEREAS, American Education Week is a celebration of distinguished individuals, critical to the success of public education for the nation's nearly 50 million K-12 students; and

WHEREAS, the National Education Association calls for a week observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools to secure the cooperation and support of the public in meeting those needs; and

WHEREAS, the School Board of the City of Virginia Beach is focused on encouraging and recognizing the support for public education; and

WHEREAS, Virginia Beach City Public Schools, is committed to its relationships with the community and stakeholders through Compass to 2020, to increase public support and involvement in education.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the week of
November 12-16, 2018, as American Education Week in the Virginia Beach City Public Schools, and be it

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

Adopted by the School Board of the City of Virginia Beach this 13th day of November, 2018

_____
Beverly M. Anderson, School Board Chair

S E A L

_____
Aaron C. Spence, Superintendent

Attest:

_____
Dianne P. Alexander, Clerk of the Board

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

Section: Consent Agenda   **Date:** November 13, 2018

Senior Staff: Donald Robertson, Chief Schools Officer

Prepared by: Denise White, Student Conduct/Services Coordinator

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

Recommendation:

That the School Board approve Religious Exemption Case Nos. RE-18-17, RE-18-18, RE-18-19, RE-18-20, RE-18-21 and RE-18-22.

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

Section: Action   **Date:** November 13, 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 November 13, 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 NOVEMBER 2018
ASSIGNED TO THE UNIFIED SALARY SCALE
2018-2019

SCHOOL/DEPARTMENT   **POSITION**

APPOINTMENTS - ELEMENTARY SCHOOL

ALANTON
10/31/2018   Jacquelin Portillo   Special Education Assistant
ARROWHEAD
10/18/2018   Colleen R. Eppley   Kindergarten Assistant
11/1/2018   Jeanette Beckhart   Physical Education Assistant, .5
BAYSIDE
10/23/2018   Jerrel Williams   Custodian I, 10 month
BIRDNECK
10/31/2018   Quetsyannette Baez   Custodian I, 10 month
CENTERVILLE
10/18/2018   Henrietta K. Annand   Cafeteria Assistant, 4 hours
CREEDS
11/5/2018   Nicole Caudell   Physical Education Assistant, .5
HOLLAND
10/25/2018   Scott Hinson   Custodian I, 10 month
MALIBU
10/17/2018   Brenda V. Nisperos   Cafeteria Assistant, 5 hours
NEW CASTLE
11/1/2018   David Bonakollie   Custodian II, Head Night
NEWTOWN
10/25/2018   Wendy R. Thomas   Cafeteria Assistant, 6 hours
PARKWAY
10/24/2018   Noel L. Arcangel   Custodian I, 10 month
PEMBROKE MEADOWS
11/1/2018   Lisa B. Hurst   Special Education Assistant
PROVIDENCE
10/18/2018   Anjanet Douglas   Cafeteria Assistant, 5 hours
SHELTON PARK
10/29/2018   Juli A. Shipp   Kindergarten Assistant
11/5/2018   Sarah Kreis   Kindergarten Assistant
THALIA
10/29/2018   Kristina Foster   School Office Associate II, 12 month

APPOINTMENTS - MIDDLE SCHOOL

BAYSIDE 6TH GRADE
10/18/2018   Salick C. Morrisey   Cafeteria Assistant, 6 hours
BRANDON
10/25/2018   LaSharon M. McCoy   School Office Associate II, 12 month
KEMPSVILLE
10/25/2018   Anna S. Adu   Cafeteria Assistant, 5 hours

APPOINTMENTS - HIGH SCHOOL
ADULT LEARNING CENTER
10/29/2018   Christine M. Conte   Financial Assistant, 12 month, .6

SCHOOL/DEPARTMENT		POSITION

BAYSIDE
| 11/13/2018 | Michalle C. Holloway | School Administrative Associate II |

COX
| 10/25/2018 | Mary T. Moore | Cafeteria Assistant, 6 hours |

GREEN RUN
| 10/22/2018 | Antwanette S. Dean | Technology Support Technician |

KELLAM
| 10/24/2018 | Ma Medelina Guiaman | Custodian I, 10 month |

LANDSTOWN
| 10/18/2018 | Maria Sandra M. Faye | Cafeteria Assistant, 4.5 hours |

RENAISSANCE ACADEMY
| 11/1/2018 | Samantha T. Peters | School Office Associate II, 12 month, .6 |

TALLWOOD
| 10/26/2018 | Billy E. Gibson | Custodian I, 10 month, night |

TECHNICAL AND CAREER EDUCATION CENTER
| 11/1/2018 | Alexander C. Spain | Custodian I, 10 month, night |

APPOINTMENTS - MISCELLANEOUS

DEPARTMENT OF TECHNOLOGY
| 10/22/2018 | Ja'Net Andrade | Network Technician II |
| 10/25/2018 | Lindsay J. Heath | Technology Support Technician Itinerant |

OFFICE OF FOOD SERVICES
| 11/1/2018 | Sean J. Kuchman | Cook, 7 hours |

OFFICE OF MAINTENANCE SERVICES
| 11/5/2018 | Mark W. Woodard | General Maintenance Craftsman II |

OFFICE OF PROFESSIONAL GROWTH AND INNOVATION
| 10/29/2018 | Gwendolyn Best | Specialist Professional Learning |

OFFICE OF SAFE SCHOOLS
| 11/1/2018 | Kevin C. Williams | Security Officer |

OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES
10/17/2018	Carla L. Marois	Bus Driver, 6 hours
10/17/2018	D'Lynn J. Green	Bus Driver, 7 hours
10/17/2018	Kareem L. Tate	Bus Driver, 7 hours
10/17/2018	Kimberly K. Vernon	Bus Driver, 5.5 hours
10/18/2018	Justin D. Lawrence	Fleet Technician I
10/22/2018	Andrew W. Joffrion	Fleet Technician I
10/24/2018	Amy M. Waters	Bus Driver, 5.5 hours
10/24/2018	James H. Francis, Jr.	Bus Assistant, 5.5 hours
10/24/2018	Samantha A. Sweeney	Bus Assistant, 5.5 hours
11/2/2018	David K. Garner	Fleet Technician II
11/7/2018	Michael J. Loyd	Transportation Area Supervisor

RESIGNATIONS - ELEMENTARY SCHOOL

BAYSIDE
| 11/2/2018 | Jerrel Williams | Custodian I, 10 month, night (job abandonment) |
| 11/2/2018 | Cynthia Dunn | School Office Associate II, 10 month (career enhancement opportunity) |

HOLLAND
| 10/30/2018 | Jean Harlow | Cafeteria Assistant, 5 hours (career enhancement opportunity) |

POINT O' VIEW
| 10/16/2018 | Jamesetta D. Hill | Custodian I, 10 month, night (relocation) |

SALEM
| 11/9/2018 | Juhanna L. Frias | Special Education Assistant (career enhancement opportunity) |

SCHOOL/DEPARTMENT		POSITION

TRANTWOOD
| 11/9/2018 | Amy K. Perry | Kindergarten Assistant (career enhancement opportunity) |

RESIGNATIONS - MIDDLE SCHOOL

GREAT NECK
| 1/2/2018 | Wesley S. Fox | Security Assistant (relocation) |

KEMPSVILLE
| 10/29/2018 | Vonda E. Minter | Custodian I, 12 month, night (personal reasons) |

PLAZA
| 11/5/2018 | Tiffany L. Penso | Special Education Assistant (health) |

PRINCESS ANNE
| 10/25/2018 | Scott Amadon | Security Assistant (job abandonment) |

RESIGNATIONS - HIGH SCHOOL

KELLAM
| 10/26/2018 | Grazia Barresi-Beggs | Cafeteria Assistant, 5 hours (career enhancement opportunity) |

RENAISSANCE ACADEMY
| 10/5/2018 | Reynaldo L. Silva | Custodian I, 10 month, night (personal reasons) |

TECHNICAL AND CAREER EDUCATION CENTER
| 11/1/2018 | David A. Powell | Security Assistant (personal reasons) |

RESIGNATIONS - MISCELLANEOUS

DEPARTMENT OF SCHOOL DIVISION SERVICES
| 11/7/2018 | Kimberly L. Millering | Geographic Information Systems Analyst (career enhancement opportunity) |

DEPARTMENT OF TECHNOLOGY
| 11/7/2018 | Mihir Patel | Network Technician I (family) |

OFFICE OF CUSTODIAL SERVICES
| 11/15/2018 | Phillip W. Harrison | Custodian I, 12 month, night (personal reasons) |

OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES
| 10/16/2018 | Rennie G. Barnett | Bus Assistant, 5.5 hours (expiration of long-term leave) |
| 10/30/2018 | Jennifer M. Horton | Bus Driver (career enhancement opportunity) |

RETIREMENTS - ELEMENTARY SCHOOL

ALANTON
| 12/31/2018 | Meghan Deihl | Kindergarten Assistant |

HOLLAND
| 12/31/2018 | Thelma Burnham | Special Education Assistant |

RETIREMENTS - MIDDLE SCHOOL
NONE

RETIREMENTS - HIGH SCHOOL

OCEAN LAKES
| 2/28/2019 | Cheryl L. Lint | Security Assistant |
| 2/28/2019 | Robert L. Lint | Custodian IV, Head Day |

SCHOOL/DEPARTMENT   **POSITION**

RETIREMENTS - MISCELLANEOUS
DEPARTMENT OF TECHNOLOGY
12/31/2018   Edwin W. Curll, Jr.   Special Project Support
OFFICE OF MAINTENANCE SERVICES
12/31/2018   John P. Noga   Carpentry Craftsman II
OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN
9/30/2018   Theresa M. Health   Interpreter
OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES
10/31/2018   Cheryl J. Mitchell   Bus Driver, Special Education

OTHER EMPLOYMENT ACTIONS
NONE

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

SCHOOL/DEPARTMENT	SUBJECT	COLLEGE	PREVIOUS SCHOOL DISTRICT
APPOINTMENTS - ELEMENTARY SCHOOL			
BROOKWOOD			
11/1/2018 Shannon K. Reilly	Special Education	Old Dominion University	Hopewell City Public Schools
GLENWOOD			
10/22/2018 Denise A. Lucy	Grade 3	Old Dominion University	
10/22/2018 Lynn Brubaker	Grade 1	Madonna University, MI	
INDIAN LAKES			
10/12/2018 Christy Swanger	Kindergarten	Old Dominion University	
KEMPSVILLE MEADOWS			
11/5/2018 Kenya S. Lyons	Special Education	The University of Virginia's College at Wise	
LYNNHAVEN			
11/1/2018 Tambre E. McClenny	Pre-Kindergarten	Regent University	
NEWTOWN			
10/25/2018 Marcella Oliver	Grade 2	Old Dominion University	
11/1/2018 Brooke E. Kays	Title I Resource	Marian College, Indiana	
WINDSOR WOODS			
10/25/2018 Amy E. Ferris	Kindergarten	San Diego State University	
10/25/2018 Alicia E. Findlater	Grade 4	Old Dominion University	
APPOINTMENTS - MIDDLE SCHOOL			
INDEPENDENCE			
10/25/2018 Ashley L. Green	School Counselor	Virginia Commonwealth University	
LANDSTOWN			
9/24/2018 Rebecca M. McCarthy	French	University of Texas-San Antonio	
VIRGINIA BEACH			
9/24/2018 Nathaly M. Carnahan	French, .6	Florida State University	
10/25/2018 Bradley Watahovich	Grade 7 Social Studies	James Madison University	Fairfax County Public Schools
APPOINTMENTS - HIGH SCHOOL			
KELLAM			
10/15/2018 Johnathan B. Fay	Science, .4	San Diego State University, CA	

SCHOOL/DEPARTMENT		SUBJECT	COLLEGE	PREVIOUS SCHOOL DISTRICT
11/5/2018	Melissa Romig	Special Education	National University, CA	
LANDSTOWN				
11/1/2018	Heidi L. Calma	Gifted	Virginia Tech	VBCPS
PRINCESS ANNE				
10/29/2018	Christopher C. Smead	Science	University of Virginia	VBCPS

APPOINTMENTS - MISCELLANEOUS
NONE

RESIGNATIONS - ELEMENTARY SCHOOL
GLENWOOD
10/24/2018	Kathryn L. Craven	Special Education (personal reasons)

KEMPSVILLE MEADOWS
11/6/2018	Renee G. Fowler	Special Education (health)

SEATACK
11/16/2018	Dasa R. Mann	Special Education (health)

WINDSOR WOODS
10/24/2018	Amy J. Kim	Kindergarten (personal reasons)

RESIGNATIONS - MIDDLE SCHOOL
BRANDON
11/2/2018	Mary F. Hardesty	Math Specialist (moved to another school system, public)

LARKSPUR
11/5/2018	Sonnie D. Oren	Special Education (personal reasons)

RESIGNATIONS - HIGH SCHOOL
KELLAM
2/1/2019	Melissa D. Horgan	English (transfer of spouse)

KEMPSVILLE
11/9/2018	Donna M. Revellon	English Second Language (relocation)

RENAISSANCE ACADEMY
10/15/2018	Siobhan McFarlane	Grade 6 (personal reasons)
11/5/2018	Jeremy McQueen	English (personal reasons)

SALEM
11/6/2018	Joseph P. Miller	Drama, .6 (personal reasons)

TALLWOOD
12/21/2018	Kacey R. Johnston	English (transfer of spouse)

RESIGNATIONS - MISCELLANEOUS
NONE

RETIREMENTS - ELEMENTARY SCHOOL
CORPORATE LANDING
10/31/2018	Lisanne M. Jefferson	Grade 1

HERMITAGE
12/31/2018	Lark Kosloski	Grade 4

SHELTON PARK
12/31/2018	Nina D. Young	School Counselor

RETIREMENTS - MIDDLE SCHOOL
NONE

SCHOOL/DEPARTMENT	SUBJECT	COLLEGE	PREVIOUS SCHOOL DISTRICT

RETIREMENTS - HIGH SCHOOL
NONE

RETIREMENTS - MISCELLANEOUS
OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN

12/31/2018   Eileen A. Ouellette   Special Education

OTHER EMPLOYMENT ACTIONS
NONE

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

SCHOOL/DEPARTMENT   **POSITION**

APPOINTMENTS - ELEMENTARY SCHOOL
NONE

APPOINTMENTS - MIDDLE SCHOOL
NONE

APPOINTMENTS - HIGH SCHOOL
NONE

APPOINTMENTS - MISCELLANEOUS
DEPARTMENT OF TECHNOLOGY
11/30/2018   Nannette M. Keenan   Project Manager - Information Services

Subject: ___Budget Transfers_____**Item Number:**__12B_____

Section:_____Action_____**Date:** November 13, 2018_____

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer_____

Prepared by: Farrell E. Hanzaker, Chief Financial Officer_____ _____

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

Recommendation:

The administration recommends approval of the budget transfers within the FY 2018/19 Operating Budget

Background Summary:

The FY 2018/19 budget was appropriated by the City Council to the School Board in Lump Sum Appropriations; therefore, prior approval of these budget transfers by the City Council is not required. Budget transfers that exceed the dollar threshold of the Superintendent of $250,000 must be approved by the School Board.

Budget transfers are attached to appropriately account for Microsoft license renewal costs by budget unit code. Total transfer to technology software/online content object codes is $677,843.

Budget transfers, totaling $2,401,976, are attached for the planned expenditures from the non-dedicated portion of year two full-day kindergarten/pre-kindergarten expansion funds.

Interactive White Boards - $1,804,976
Chromebooks for Kindergarten Classrooms - $564,000
Additional Local Match for the Virginia Preschool Initiative Grant - $33,000

An additional $13,000 of these non-dedicated funds will be used to purchase furniture for classrooms. No budget transfer is required.

Furniture for Kindergarten Classrooms - $13,000

Source:

Virginia Code Sections 22.1-115 and 22.1-89, Board Policy 3-10, and Board Regulations 3-10.1.

Budget Impact:

A total of $3,079,819 transfers from various accounts and $3,079,819 transfers to various accounts.
Net = $0

TO: Aaron C. Spence, Ed.D., Superintendent
FROM: Farrell E. Hanzaker, Chief Financial Officer
DATE: November 13, 2018
FUND: School Operating Fund

This is to request the following transfer of appropriations:

	Unit Code Name	Object Code Name	Account Number		Amount From	Amount To
1	General Adult Education	Technology Software/Online Content	60700	606111	$ 2,776	
	Management	Technology Software/Online Content	66100	606111		$ 2,776
2	General Adult Education	Technology Software/Online Content	60700	606111	$ 6,802	
	Vehicle Operations	Technology Software/Online Content	66200	606111		$ 6,802
3	Middle School Classroom	Technology Software/Online Content	62200	606111	$ 19,234	
	Vehicle Operations	Technology Software/Online Content	66200	606111		$ 19,234
4	Middle School Classroom	Technology Software/Online Content	62200	606111	$ 7,752	
	Vehicle Operations – Special Education	Technology Software/Online Content	66250	606111		$ 7,752
5	Middle School Classroom	Technology Software/Online Content	62200	606111	$ 5,304	
	Vehicle Maintenance	Technology Software/Online Content	66300	606111		$ 5,304
6	Middle School Classroom	Technology Software/Online Content	62200	606111	$ 7,930	
	Monitoring Services	Technology Software/Online Content	66400	606111		$ 7,930
7	Middle School Classroom	Technology Software/Online Content	62200	606111	$ 2,918	
	Facilities Planning and Construction	Technology Software/Online Content	67100	606111		$ 2,918
8	Middle School Classroom	Technology Software/Online Content	62200	606111	$ 5,485	
	Maintenance Services	Technology Software/Online Content	67200	606111		$ 5,485
9	Middle School Classroom	Technology Software/Online Content	62200	606111	$ 2,065	
	Distribution Services	Technology Software/Online Content	67300	606111		$ 2,065
10	Middle School Classroom	Technology Software/Online Content	62200	606111	$ 62,700	
	Custodial Services	Technology Software/Online Content	67500	606111		$ 62,700
11	Middle School Classroom	Technology Software/Online Content	62200	606111	$ 38,900	
	Safe Schools	Technology Software/Online Content	68100	606111		$ 38,900
12	Middle School Classroom	Technology Software/Online Content	62200	606111	$ 178	
	Vehicle Services	Technology Software/Online Content	68200	606111		$ 178
13	Professional Growth and Innovation	Technology Software/Online Content	64700	606111	$ 384	
	Telecommunications	Technology Software/Online Content	68300	606111		$ 384
14	Professional Growth and Innovation	Technology Software/Online Content	64700	606111	$ 419	
	Technology Maintenance	Technology Software/Online Content	68400	606111		$ 419
15	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 33,626	
	Technology Maintenance	Technology Software/Online Content	68400	606111		$ 33,626
16	General Adult Education	Technology Software/Online Content	60700	606111	$ 7,533	
	Technology Maintenance	Technology Software/Online Content	68400	606111		$ 7,533
17	Technology	Technology Software/Online Content	64900	606111	$ 3,376	
	Technology Maintenance	Technology Software/Online Content	68400	606111		$ 3,376
18						
19						
20						

Subtotal amount to be transferred: $ 207,382 $ 207,382

_____   _____
Signature of Superintendent   Date

_____   _____
Signature of Chief Financial Officer   Date

Purpose of requests to transfer appropriations:
To cover the costs of the Microsoft License agreement for the school division

TO: Aaron C. Spence, Ed.D., Superintendent
FROM: Farrell E. Hanzaker, Chief Financial Officer
DATE: November 13, 2018
FUND: School Operating Fund

This is to request the following transfer of appropriations:

	Unit Code Name	Object Code Name	Account Number		Amount From	Amount To
1	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 1,049	
	Media and Communications	Technology Software/Online Content	61500	606111		$ 1,049
2	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 1,824	
	Board, Legal, and Governmental Services	Technology Software/Online Content	64100	606111		$ 1,824
3	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 199	
	Superintendent	Technology Software/Online Content	64200	606111		$ 199
4	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 6,962	
	Budget and Finance	Technology Software/Online Content	64300	606111		$ 6,962
5	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 6,168	
	Human Resources	Technology Software/Online Content	64400	606111		$ 6,168
6	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 600	
	Internal Audit	Technology Software/Online Content	64500	606111		$ 600
7	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 1,111	
	Purchasing Services	Technology Software/Online Content	64600	606111		$ 1,111
8	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 3,245	
	Benefits	Technology Software/Online Content	65000	606111		$ 3,245
9	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 16,558	
	Alternative Education - Renaissance Academy	Technology Software/Online Content	60800	606111		$ 16,558
10	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 17,676	
	Student Activities	Technology Software/Online Content	60900	606111		$ 17,676
11	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 23,495	
	Office of the Principal - Elementary	Technology Software/Online Content	61000	606111		$ 23,495
12	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 5,601	
	Office of the Principal - Senior High	Technology Software/Online Content	61100	606111		$ 5,601
13	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 1,535	
	Instructional Professional Growth and Innovation	Technology Software/Online Content	61710	606111		$ 1,535
14	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 423	
	Planning, Innovation, and Accountability	Technology Software/Online Content	62100	606111		$ 423
15	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 10,380	
	Office of the Principal - Middle School	Technology Software/Online Content	62400	606111		$ 10,380
16	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 2,500	
	Homebound Services	Technology Software/Online Content	62500	606111		$ 2,500
17	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 951	
	Student Leadership	Technology Software/Online Content	62700	606111		$ 951
18	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 3,038	
	School Leadership	Technology Software/Online Content	63100	606111		$ 3,038
19	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 1,768	
	Alternative Education	Technology Software/Online Content	63200	606111		$ 1,768
20	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 20,431	
	Health Services	Technology Software/Online Content	65200	606111		$ 20,431
			Subtotal amount to be transferred:		**$ 125,514**	**$ 125,514**

Signature of Superintendent   Date

Signature of Chief Financial Officer   Date

Purpose of requests to transfer appropriations:
To cover the costs of the Microsoft License agreement for the school division

TO: Aaron C. Spence, Ed.D., Superintendent
FROM: Farrell E. Hanzaker, Chief Financial Officer
DATE: November 13, 2018
FUND: School Operating Fund

This is to request the following transfer of appropriations:

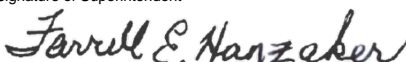|	Unit Code Name	Object Code Name	Account Number		Amount From	Amount To
1	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 2,501	
	Technical and Career Education	Technology Software/Online Content	60300	606111		$ 2,501
2	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 30,681	
	Gifted Education and Academy Programs	Technology Software/Online Content	60400	606111		$ 30,681
3	Special Education	Senior High Interpreters	50500	601542	$ 177,470	
	Special Education	Technology Software/Online Content	60500	606111		$ 177,470
4	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 2,485	
	Summer School	Technology Software/Online Content	60600	606111		$ 2,485
5	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 1,535	
	Office of the Principal - Technical and Career Educ	Technology Software/Online Content	61200	606111		$ 1,535
6	Senior High Classroom	Technology Software/Online Content	60200	606111	$ 3,005	
	Guidance Services	Technology Software/Online Content	61300	606111		$ 3,005
7	Elementary Classroom	Technology Software/Online Content	60100	606111	$ 39,911	
	Guidance Services	Technology Software/Online Content	61300	606111		$ 39,911
8	Elementary Classroom	Technology Software/Online Content	60100	606111	$ 5,144	
	Social Work Services	Technology Software/Online Content	61400	606111		$ 5,144
9	Elementary Classroom	Technology Software/Online Content	60100	606111	$ 17,683	
	Instructional Technology	Technology Software/Online Content	61600	606111		$ 17,683
10	Elementary Classroom	Technology Software/Online Content	60100	606111	$ 8,054	
	Teaching and Learning Support	Technology Software/Online Content	61700	606111		$ 8,054
11	Special Education Support	Clerical Personnel	51800	601510	$ 6,906	
	Special Education Support	Technology Software/Online Content	61800	606111		$ 6,906
12	Elementary Classroom	Technology Software/Online Content	60100	606111	$ 3,322	
	Gifted Education and Academy Programs Support	Technology Software/Online Content	61900	606111		$ 3,322
13	Elementary Classroom	Technology Software/Online Content	60100	606111	$ 26,221	
	Media Services Support	Technology Software/Online Content	62000	606111		$ 26,221
14	Elementary Classroom	Technology Software/Online Content	60100	606111	$ 14,831	
	Remedial Education	Technology Software/Online Content	62300	606111		$ 14,831
15	Elementary Classroom	Technology Software/Online Content	60100	606111	$ 2,110	
	Technical and Career Education Support	Technology Software/Online Content	62600	606111		$ 2,110
16	Elementary Classroom	Technology Software/Online Content	60100	606111	$ 2,896	
	Psychological Services	Technology Software/Online Content	62800	606111		$ 2,896
17	Audiological Services	Clerical Personnel	52900	601510	$ 192	
	Audiological Services	Technology Software/Online Content	62900	606111		$ 192
18						
19						
20						

Subtotal amount to be transferred: $ 344,947 $ 344,947
Grand total amount to be transferred: $ 677,843 $ 677,843

11/5/2018
_____
Signature of Superintendent   Date

11/5/2018
_____
Signature of Chief Financial Officer   Date

Purpose of requests to transfer appropriations:
To cover the costs of the Microsoft License agreement for the school division

TO: Aaron C. Spence, Ed.D., Superintendent
FROM: Farrell E. Hanzaker, Chief Financial Officer
DATE: November 13, 2018
FUND: School Operating Fund

This is to request the following budget transfers:

	Unit Code Name	Object Code Name	Account Number	Amount From	Amount To
1	Elementary Classroom	Instructional Supplies	115 50100 606011 500104	$ 564,000	
	Elementary Classroom	Controlled Assets - Computer Equipment	115 60100 606151 500104		$ 564,000
2	Elementary Classroom	Instructional Supplies	115 50100 606011 500104	$ 1,548,976	
	Elementary Classroom	Controlled Assets - Computer Equipment	115 60100 606151 500104		$ 1,548,976
3	Elementary Classroom	Instructional Supplies	115 50100 606011 500104	$ 256,000	
	Middle School Classroom	Controlled Assets - Computer Equipment	115 62200 606151 500104		$ 256,000
4	Elementary Classroom	Instructional Supplies	115 50100 606011 500104	$ 33,000	
	Elementary Classroom	Transfer to Other Fund	115 50100 690000 500104		$ 33,000

Total amount: $ 2,401,976 $ 2,401,976

_____   _____
Farrell E. Hanzaker, Chief Financial Officer   Date

_____   _____
Aaron C. Spence, Ed.D., Superintendent   Date

Purpose of budget transfer requests: To purchase interactive white boards, chromebooks for kindergarten classrooms and to transfer additional local match needed for the Virginia Preschool Initiative grant.

Subject: **Environmental Studies Program**   **Item Number:** **13A**

Section: **Information**   **Date:** **Nov. 13, 2018**

Senior Staff: **Dr. Kipp D. Rogers, Chief Academic Officer**

Prepared by: **Dr. James M. Pohl, Executive Director of Secondary Teaching and Learning**
      Amanda M. Malbon, Secondary Science Coordinator, Teaching and Learning

Presenter(s): **Dr. James Pohl, Executive Director of Secondary Teaching and Learning**

Recommendation:
That the School Board receive information and approve this proposal for an Environmental Studies Program for implementation in the 2020-2021 school year.

Background Summary:

In July 1991, the Virginia Beach School Board approved a process for developing Academic and Arts Academies as outlined in School Board Regulation 6-24.2. These theme- or career-oriented schools are designed as creative and innovative programs to attract students with special talents and interests in order to provide students with additional choices and pathways to success.

The Environmental Studies Program will offer rigorous academic curricula with environmental, social and business-themed concepts integrated into core courses as well as specialized elective course offerings and independent studies. Students will pursue one of three strands within the program of study: Sustainable Economics and Business Innovation, Social Sustainability, and Environmental Sustainability and Natural Resource Stewardship. The program will provide students multiple opportunities to receive college-preparatory academic coursework through possible dual enrollment opportunities and advanced placement course offerings. Students will complete a senior independent study in a field of their choice related to one of the three program strands providing them an exciting learning experience outside of the classroom. Through this program, students will also earn the Virginia Board of Education's Seal for Excellence in Science and the Environment. This pathway is a natural progression for Virginia Beach City Public Schools, expanding the Career and Technical related offerings of Workplace Readiness Skills, industry certifications, STEM initiatives and MakerBot exploration that are already in place for students. The attached proposal includes several letters of support from businesses and organizations who are excited to support and partner with this academic endeavor.

Source:

School Board Regulation 6-24.2 *New Program Proposal Development and Approval Process*

Budget Impact:

   Planning Year: $ 12,500

   Year 1: $289,091

   Recurring: $279,200

Strategic Plan References:

- Implement a plan for personalized learning to prepare students for their future endeavors
- Monitor student growth through balanced assessment and internship opportunities
- Improve achievement for subgroups by recruiting and supporting high need students
- Recruit community and business leaders to play an active role in student development
- Develop leaders at all levels (student, faculty and community)

The Environmental Studies Program

PROPOSAL

NOVEMBER 2018

Environmental Studies Program

Introduction

The growing interest in experiential and place-based learning environments has created a demand for programs with deep ties and partnerships with the community. Such programs create an environment that supports high standards and dedication while creating purpose and enriching student-community connections. Traditional programs often provide personalized learning opportunities for students within a traditional school setting. The growing trend in experiential and place-based academies such as Minnesota's School of Environmental Studies, Grand Rapids Public Museum School, and the Omaha Zoo Academy is to create public/private partnerships to expand students' choices and to broaden the definition of a classroom. Such programs also provide a strong focus on thematic learning and academic rigor, building a foundation on which to add more specialized and advanced postsecondary education.

Virginia Beach City Public Schools serves a diverse population of students who, with choices, will succeed because of the nature of the specialized program concept. Students who have personalized learning opportunities and experiential pathways will emerge ready to work or continue their education.

The establishment of an Environmental Studies Program will optimize student choice while providing opportunities beyond the classroom to study, understand and explore the ever-changing and intertwined landscape of business, culture and natural resources. The experiential and place-based nature of this program links students with community partners to broaden personal learning pathways. This program will also create career exploration opportunities and involve students in the science behind the economic, social and ecological life within Hampton Roads and beyond. Developing and instilling community, environmental and business-minded interconnectedness within our schools should be a common goal and objective that we provide each day. The proposed Environmental Studies Program will provide a comprehensive program of study for students who are interested in a sustainable perspective with hands-on, scientific field work and challenge-based investigative learning opportunities.

As stated in the *Science and Engineering Indicators Report* in 2014, "The U.S. Bureau of Labor Statistics projects that, during the period 2010–2020, employment in [science and engineering] occupations will grow by 18.7%, compared to 14.3% for all occupations" (National Science Board, 2014). The report further states that out of the science and engineering occupations, it is the sustainability related fields such as biology, agricultural, environmental and life sciences that are thriving, with expected growth at 20.4%. The only science and engineering occupational sector with a higher growth rate is computer and mathematical sciences at 23.1% (National Science Board, 2014).

Students in an Environmental Studies Program will have the opportunity during high school to be exposed to concepts related to Sustainable Economics and Business Innovation, Social Sustainability and Environmental Sustainability and Natural Resource Stewardship. Coursework, coupled with hands-on experiences, scientific field investigations and design thinking projects will enable program students to think critically and creatively. The program will also provide them the globally competitive skills necessary to be successful in pathways after high school and to become the future scientists, politicians and business leaders within our community and larger world.

With the program being situated at the Brock Environmental Center, students would be interacting and working in the most sustainable building in Virginia and one of the most sustainable buildings in the world. As stated in *Architect Magazine*, the Brock Center was the eleventh building in the world to receive its Living Building Challenge certification from the International Living Future Institute. The article went on to state that "The ongoing monitoring, tweaking and troubleshooting at the Brock Center support the notion that buildings are not static objects of beauty and function. Rather, they are dynamic, manmade ecosystems that need to be tuned, similar to how their natural counterparts evolve and adapt. And who better to care for the buildings than the architects and engineers behind their creation?" (Lau, 2016). In the Environmental Studies Program, students will have the benefit of being a part of the exciting daily happenings at this local Living Building and will be able to take part in monitoring and learning from experts about the building and surrounding coastal ecology.

Virginia Beach City Public Schools has developed three sustainable goals for the school division:

Goal 1: Develop a sustainable building infrastructure.
Goal 2: Integrate sustainable practices throughout the school division.
Goal 3: Educate the public about the importance of sustainability.

Having a public/private partnership between the VBCPS Environmental Studies Program and Chesapeake Bay Foundation's Brock Environmental Center will help meet these goals and further embed sustainability into the VBCPS ethos.

In accordance with School Board Regulation 6-24.2, the following is a proposal for a high school Environmental Studies Program. The program will focus on the themes of Sustainable Economics and Business Innovation, Social Sustainability, and Environmental Sustainability and Natural Resource Stewardship. With the Board's approval, the program will open at the start of the 2020-2021 school year.

Description and Purpose of the Program

Description
The Environmental Studies Program will offer opportunities for students to expand their understanding of Sustainable Economics and Business Innovation, Social Sustainability, and Environmental Sustainability and Natural Resource Stewardship. Through experiential learning and community partnerships, students will learn about sustainability and expand their hands-on STEM experiences. Local environmental issues will contextualize students' challenge-based, collaborative and design thinking learning experiences. Integrated interdisciplinary instruction and service learning projects will broaden student knowledge of local and world issues pertaining to sustainability. Students will secure a high school diploma while benefiting from partnerships with the Chesapeake Bay Foundation and Virginia Wesleyan University.

Purpose
During a 1972 United Nations Conference, Rene Dubos, a Nobel Laureate and molecular biologist, introduced the world to the statement "*Think globally, act locally.*" This historic, sustainably-minded statement is at the heart of the Environmental Studies Program. It is imperative that the curriculum in the Environmental Studies Program addresses the complex skills that are needed to scientifically analyze and explore global issues while taking action and becoming deeply involved in local sustainability efforts. An integral community partner of the Environmental Studies Program is the Chesapeake Bay Foundation, an organization not just committed to talking about sustainability. The Chesapeake Bay Foundation built the most sustainable building in Virginia, the Brock Environmental Center, "to engage, inform and inspire generations about the environment and how we can all help *Save the Bay^{TM}*" (CBF, 2016). This commitment and investment from the Chesapeake Bay Foundation will ensure that not only the curriculum but the building and grounds of the Environmental Studies Program will be learning tools for students, propelling them into sustainability leadership and local sustainable innovation. The 2012 Dēmos report on *Economic and Environmental Impacts of Climate Change in Virginia* states:

> "Virginians must be especially concerned about the consequences for Chesapeake Bay and other estuaries, which are incredibly valuable recreational and economic resources. . . . Economists in Delaware estimated that a mere one percent of the Chesapeake Bay watershed generated economic benefits of $20 billion over a decade, which gives a perspective on the value of Virginia's much larger share" (Repetto, 2012).

The Chesapeake Bay is one of many important natural resources found in Virginia Beach that will serve the Environmental Studies Program as a local resource, utilized to provide a personalized, globally competitive hands-on curriculum. This curriculum will help equip students with skills needed to meet the business, social and ecological challenges of the present and future while providing powerful service learning experiences that will immerse these young bright minds in relevant local issues.

Curriculum Strands
The Environmental Studies Program will offer students the opportunity for in-depth study of one of three curriculum strands: Sustainable Economics and Business Innovation, Social Sustainability, and Environmental Sustainability and Natural Resource Stewardship. Through the selection of a specific strand, students will be immersed in experiential and meaningful coursework that prepares them for the world of ecological, equitable and economic sustainability. The Senior Independent Study Course is an important component of choosing a curriculum strand. In this course, students engage in an independent research project, in conjunction with our community partners, which will focus on a component of one of these three curriculum strands. Students will solve sustainability issues in our local community through the design thinking learning model: Discovery (I have a challenge, how do I approach it?); Interpretation (I learned something, how do I interpret it?); Ideation (I see an opportunity, what do I create?); Experimentation (I have an idea, how do I build it?); Evolution (I tried something, how do I evolve it?) (Ruzzier et al., 2013). With the support of our community partners and the design thinking learning model framework, students will be able to conduct primary and meaningful research that holds local, regional and global relevance within one of these three curriculum strands.

Curriculum Partnerships
The Environmental Studies Program students will explore business, social and ecological sustainability disciplines, and acquire skills necessary to succeed in the expansive STEM-based sustainability career sector through coursework, field trips, guest speakers, internships, mentorships, business partnerships, community service and the development of an independent research project. Advanced Placement courses such as AP Environmental Science will permit students to take rigorous college preparatory courses.

Senior Independent Study
All students within the program will complete an intensive one-year research project or senior internship focusing on a local sustainability issue. Through the Independent Study, students will have the opportunity to spend one year immersed in design thinking on a topic within the sustainable strand of their choice. The requirements of the Independent Study will be the same for all students, but the methods to complete the research project will be different based on the strand and student.

A goal of the Independent Study is to expose students to out-of-the-classroom design thinking experiences within our local community. Students' exposure to research and local, real-world, relevant field investigation will provide important educational opportunities. Students will design scientific studies and create potential sustainable solutions to local issues. Throughout the research project, students will maintain an online blog about their experiences to record and share data, reflections and connections to related coursework. The research project will culminate in an annual end-of-year Environmental Studies Program EcoSummit showcasing each senior's independent study work and each student's solutions or ideas to the local issue they focused on. This Environmental Studies Program EcoSummit will be delivered by the students. Members of the community and business and school officials will be present to provide feedback and show support for the students' work. Program staff and community partners will be extensively involved as support for the research project to ensure student growth and success.

Multiple Pathways
Within the program, students will be exposed to multiple pathways that will assist them in continuing their education or entering the workforce or military. The proposed program includes these pathways:

    (1) College-preparatory academic core
    (2) Professional or technical strands
    (3) Field-based learning opportunities

Specialized Support
The Environmental Studies Program Teaching Coordinator will build and maintain existing relationships with postsecondary institutions of higher learning to build further opportunities for program students. During a student's junior and senior year, the Environmental Studies Program Teaching Coordinator will hold meetings at least once a semester to help prepare the student for the rigors of a Senior Independent Study and to strategize for post-graduation goals. The Environmental Studies Program Teaching Coordinator will supervise the student's independent study and develop and maintain close working relationships with the community and area businesses and organizations, communicating the program vision and soliciting support and partnerships.

Instructional Staff
The program courses will be taught by fully-licensed teachers, who have professional experience in the field. The teaching coordinator must hold a Master's Degree and a Virginia license in Administration and Supervision PreK-12. Current high school teachers will be encouraged to earn a Master's Degree or to pursue an additional 18 credit hours of study to qualify to instruct dual enrollment classes. Infused core-curricular courses will be taught by teachers who meet the requirements to teach Advanced Placement courses.

Learning Environment
The Environmental Studies Program will have a flexible learning environment with students working at their research sites during their senior year. The primary location of the program will be located at the Chesapeake Bay Foundation's Brock Environmental Center, 3663 Marlin Bay Drive, Virginia Beach, VA 23455. During their junior year, students will take courses at their home school as well as at the Brock Environmental Center, mirroring the schedule of the Tech Center and the Advanced Technology Center. Program courses will be held in and on the grounds of the center and off site for additional field studies and internship opportunities.

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Rationale

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There are several reasons to establish an Environmental Studies Program at the Chesapeake Bay Foundation's Brock Environmental Center. Though sustainability spans all disciplines, it is often more heavily focused and related to science and other STEM curricula (Aikens et al. 2016). As stated in a 2012 executive report to the President, "Economic projections point to a need for approximately one million more STEM professionals than the U.S. will produce at the current rate over the next decade if the country is to retain its historical preeminence in science and technology." Findings in the *Science and Engineering Indicators Report* in 2014 show that within the STEM-related jobs, it is the sustainability related fields such as biology, agricultural, environmental and life sciences that are in growing demand, with expected occupational growth at 20.4% (National Science Board, 2014). An Environmental Studies Program will help give Virginia Beach students the opportunity to learn and capitalize on the growing need for professionals in fields related to sustainability. Further, the 2012 executive report to the President suggests a key action to meet the demand for such job growth is through education and to "advocate and provide support for replacing standard laboratory courses with discovery-based research courses" (PCAST, 2012). The nature of the Environmental Studies Program curriculum is discovery-based with emphasis on real-world problem solving and design thinking.

It is important to create curriculum specific to sustainability through an Environmental Studies Program rather than try to integrate such curriculum into existing classes. In the 2016 article, *Environmental and Sustainability Education Policy Research: A Systematic Review of Methodological and Thematic Trends,* Aikens et al. reviewed "215 research articles, spanning four decades." In this article, Aikens states, "Across a wide variety of geographical contexts, reviewed articles focused on state-level policies designed to infuse sustainability education into the curriculum as interdisciplinary competencies (e.g., Adedayo and Olawepo, 1997; de Haan, 2006; Iyengar and Bajaj, 2011; Lee, 1997)" (Aikens et al., 2016). Aikens notes that such implementation of sustainability into existing curriculum has shown to be unsuccessful due to institutions treating sustainability as a "(hyper)specialized add-on knowledge in an overcrowded curriculum" (Jucker 2011, 109). Aikens (2016) found, across decades of publications, that the success in implementation of sustainability and environmental curriculum has been in the development of separate courses that focused on sustainability related content (Aikens et al. 2016). By creating a program whose focus is to teach sustainability and environmental related content, we are following the trends in successful implementation of such sustainability and environmental education.

Moving sustainability and environmental related content into experiential and place-based academies and programs is a growing practice, just as "sustainability initiatives, programs and practices grew around the world, across schools, higher education institutions, non-profits, government agencies, industry and in faith communities" (Smith et al., 2015). Creating a sustainability focused program at the Chesapeake Bay Foundation's Brock Environmental Center would be aligning with this national push for greater sustainability. The proposed partnership between VBCPS and the Chesapeake Bay Foundation is a prime example of "where opportunities can be leveraged to increase our collective impact," as described in the 2015 report titled *The Status of Education for Sustainable Development (ESD) in the United States* (Smith et al., 2015).

Academies and academic programs with a specialized focus are defined by three distinguishing features: (1) they are organized as small learning communities to create a more supportive, personalized learning environment; (2) they

combine academic and career and technical curricula around a career theme to enrich teaching and learning; and (3) they establish partnerships with local employers to provide career awareness and work-based learning opportunities for students (Kemple, 2008; Stern, Dayton and Raby, 2010). An Environmental Studies Program would embody each of these characteristics while providing students an opportunity to take courses at their school, specialized courses at the Brock Environmental Center and conduct research at a research site. It would also offer students multiple pathways to each student's chosen career. Oakes and Saunders (2008) advocate for career programs citing multiple pathways to prepare students for both college and career opportunities as the key to student success.

The Environmental Studies Program aligns with the division's strategic plan, Compass to 2020, in the following areas:

Goal 1: High Academic Expectations – *All students will be challenged and supported to achieve a high standard of academic performance and growth; gaps between these expectations and the realities for our student subgroups will be addressed*
- Strategy 5: *Continue to implement effective and innovative teaching practices that maximize rigor and engagement.*
- Strategy 7: *Create inquiry-based and experiential learning opportunities for all students to assist them in acquiring literacy, numeracy and globally competitive skills.*

Innovative curriculum design:
- Real-world problem solving
- Design thinking
- Issues-investigations experiences
- Inquiry and experiential learning in the field

Goal 2: Multiple Pathways – *All students will experience personalized learning opportunities to prepare them for postsecondary education, employment or military service.*
- Strategy 4: *Provide increased opportunities for career awareness, exploration and experience.*
- Strategy 5: *Promote and expand access to services and programs that support students' future aspirations.*

Experiential learning:
- Career exploration and experience
- Senior independent study research project
- Advanced coursework

Goal 3: Social-Emotional Development – *All students will benefit from an educational experience that fosters their social and emotional development.*
- Strategy 3: *Encourage student participation in school and community activities.*

Community involvement:
- Mentoring through community partnerships
- Educational experience that fosters equity, empathy and inclusion

Goal 4: Culture of Growth and Excellence – *VBCPS will be defined by a culture of growth and excellence for students, staff, parents and the community.*
- Strategy 2 (purposefully partnering with parents and the community): *Deepen and expand mutually-beneficial, ongoing partnerships with businesses, military, faith-based, civic and city agencies to strengthen learning opportunities for students.*
- Strategy 5 (placing a premium on high-quality staff): *Provide a variety of professional learning opportunities and resources to all staff to support continuous improvement and the successful implementation of the strategic framework.*

Growth; staff and students:
- Ongoing professional development for staff
- Community partnerships to engage students to apply content beyond the classroom

In accordance with School Board Regulation 6-24.2, the program does not require any waiver of any Standards of Accreditation nor of any School Board policy or regulation, and this program will not replace any existing program. The Mathematics and Science Academy currently offers courses aligned to portions of the curriculum being proposed for this

program; however, the proposed Environmental Studies Program has not been tried elsewhere to the extent for which this proposal calls. This program will enhance several offerings we have across the school division and create a unique focus around the three strands being offered: Sustainable Economics and Business Innovation, Social Sustainability, and Environmental Sustainability and Natural Resource Stewardship.

Vision, Mission and Goals of the Environmental Studies Program

Vision
Our students are critical thinkers who address environmental problems facing our community; thereby becoming leaders and agents of change.

Mission
The mission of the VBCPS Environmental Studies Program is to ensure that each student in the program becomes an ecologically responsible citizen through an interdisciplinary, rigorous and hands-on curriculum where the relationship between the social, economic and environmental systems is explored in collaboration with the community.

Goals
The goal of the Environmental Studies Program is to empower students in the program to broaden their understanding of sustainability through:
- Utilizing the natural community as a context for learning about environmental and sustainability issues
- Implementing environmental service learning projects
- Integrating interdisciplinary instruction
- Incorporating challenged based, collaborative, and design thinking learning
- Earning the Seal of Excellence in Science and the Environment

The program will:
- Establish collaborative agreements with institutions of higher education that result in on-going program development and assessment.

Timeline of Operation and Calendar

Planning Year Activities 2018-2019
    Formal Board Request .... Nov. 2018
    Engage Student Interest .... Fall - Dec. 2019
    Accept Applicants for Cohort 1 .... March 2020
Opening Program Activities 2020-2022
    Year 1: 50 students (juniors) from the class of 2022 2020-2021
    Year 2: 50 juniors, 50 seniors 2021-2022

Proposed Program of Studies

The Environmental Studies Program will comprise three major strands: Sustainable Economics and Business Innovation (Strand 1), Social Sustainability (Strand 2), and Environmental Sustainability and Natural Resource Stewardship (Strand 3). All three strands will provide students within the program the opportunity to explore multiple pathways beyond high school. Students within the program will graduate ready for postsecondary education, ready to enter the workforce and/or military service.

The Environmental Studies Program is designed with the personalized learning approach in mind. Through partnerships with postsecondary institutions and local/national business organizations, students will be exposed to a variety of learning opportunities that will meet their individual needs. During their junior year, program students will all take AP Environmental Science, Sustainability: Core Concepts and Environmental Systems, Natural Resource Management and Watershed Hydrology. These courses are an introduction to the content of the three strands of study offered to Environmental Studies Program students. During the spring of junior year, students will be required to select one of the strands of study as a concentration for their senior year. Within each strand there are both Topical Research and Senior Independent Study courses that focus students' study into the strands they have selected. The courses within the strands

are immersive, experiential opportunities that will provide students their own course of study based on interests and career goals they have set for themselves. During their senior year, all students will be immersed in their educational experiences through their Senior Independent Study in their selected field of study with a community leader/business partner. During this period of time, students will be required to complete a log of their independent study hours and a blog/journal of their experiences in the field. The independent study experience will address a local issue pertaining to their selected strand and will have challenge and design thinking components as they develop a proposed solution. Every spring there will be an EcoSummit held at the Brock Environmental Center where all students, faculty, parents and community leaders/business partners will be able to attend, experience multimedia presentations and see demonstrations of the research and innovations of the graduating class.

Environmental Studies Program Course Information

Course outline

Pre-requisites*	Grade 11	Grade 12
Algebra II English 10 2 Social Studies Credits Chemistry Economics and Personal Finance	Math Analysis or AP Statistics*	Elective*
	English 11*	English*
	Government or AP Government*	VA and US History or AP US History*
	Elective*	Elective*
	AP Environmental Science	Topical Research Senior Independent Study
	Sustainability: Core Concepts and Environmental Systems	
	Natural Resource Management	
	Watershed Hydrology	

*Indicates courses taken at home school

Course Descriptions
Course Title: *Sustainability Core Concepts and Environmental Systems*
- Course Number: TBD
- Grade: 11
- Pre/Co-requisite: AP Environmental Science
- Duration: Year

This course will focus on the three interacting systems: Social, Economic and Environmental, which will introduce students to a wide variety of domestic and international environmental policy and sustainability issues. Students will explore how political processes, scientific evidence, ideas and values affect environmental policymaking.

Course Title: *Natural Resource Management*
- Course Number: TBD
- Grade: 11
- Pre-requisites: None
- Duration: Semester

This course will expose students to sustainability and renewable resource management in the Hampton Roads Area. Students will evaluate sustainable practices and explore the dimensions of "sustainability" and "sustainable development."

Course Title: *Watershed Hydrology*
- Course Number: TBD
- Grade: 11
- Pre-requisites: None
- Duration: Semester

Students will study the interrelationships of the various phases in the water cycle, principles governing that cycle and the influence of human activity on natural circulation of water at or near the Earth's surface. This course will survey the major topics of the water cycle, water use, management of water resources, water quality and lakes, rivers, streams, reservoirs, wetlands and groundwater as ecosystems. The main physical, chemical and biological processes in our local waters as well as human impact on inland waters will be discussed.

Course Title: *Sustainability: Topical Research*
- Course Number: TBD
- Grade: 12
- Co-requisite: Sustainability: Senior Independent Study
- Duration: Year

Students will be provided with ongoing research support by the course instructor on the Senior Independent Study project and design of the investigation.

Course Title: *Sustainability: Senior Independent Study*
- Course Number: TBD
- Grade 12
- Co-requisite: Sustainability: Topical Research
- Duration: Year (Multiple Credits)

Students will engage in their independent research project in conjunction with our community partners. Students will solve sustainability issues in our local community through the design thinking learning model: Discovery (I have a challenge, how do I approach it?); Interpretation (I learned something, how do I interpret it?); Ideation (I see an opportunity, how do I investigate it?); Experimentation (I have an approach, how do I put it into practice?); Evolution (I have results, how do I communicate and evolve it?).

Staffing and Staff Development

The Environmental Studies Program Teaching Coordinator will oversee the proposed Environmental Studies Program. They will be responsible for recruiting students and publicizing the program. In addition, they will oversee the process of writing curricula and reviewing and selecting materials for the proposed courses; oversee the purchasing of state-of-the-art technology equipment; and assist with staffing and interviewing teachers for available positions. They will oversee the selection of students, create a waiting list, plan staff development activities, collaborate with Transportation Services and complete curriculum development.

One teaching coordinator will be hired for Year 1 of the program with an additional teacher being hired for Year 2 of the program.

Candidates will apply using the division's standard application process, followed by a full interview process with the Executive Director of Secondary Teaching and Learning and Secondary Science Coordinator. The staff selection for the Environmental Studies Program will be made based on the following qualifications:

- Experience teaching environmental-based courses
- Excellence in teaching and the delivery of instruction
- Endorsements in the fields of study
- Varied professional work experiences in the field
- Strong technology skills
- The ability to work flexibly with institutions of higher learning and community business leaders
- Teaching coordinator must have a Master's Degree and a Virginia license in Administration and Supervision PreK-12

Staff development will be based on the needs of the selected staff. Teachers who teach the sustainability based courses will attend professional learning opportunities either on-site or at arranged sites for their particular course area. Teachers will also have an opportunity to gain professional learning through national conferences and training with national consultants. Professional learning will include a special emphasis on Sustainable Economics and Business Innovation, Social Sustainability and Environmental Sustainability and Natural Resource Stewardship. All program teachers will be expected to integrate technology throughout the curriculum and training will be provided. Professional learning classes will be designed to meet the specific needs of the program. The staff development effort will be an on-going process as the Environmental Studies Program develops over the next four years. The Environmental Studies Program teaching Coordinator and program teachers will assist with the construction of the staff development calendar.

The teaching staff will be evaluated by the Teaching Coordinator and the Teaching Coordinator will be evaluated by the Executive Director of Secondary Teaching and Learning.

As an integral part of planning professional learning for the staff, the coordinator and teachers will establish desired outcomes for all staff development activities. Staff members that participate in training will evaluate the activities based on these criteria. Training will be evaluated through follow-up surveys and observation.

<p style="text-align: center;">**Recruitment and Application Process**</p>

<u>Marketing</u>
The Department of Media and Communications in collaboration with the Department of Teaching and Learning will develop a marketing plan to introduce the Environmental Studies Program to the community. This plan includes:

- A direct mailing to all grade 10 students and their families
- An active presence on social media (Facebook and Twitter)
- Community events at the Brock Environmental Center
- A table at Navigating the Journey Night
- Through high school credit science courses

<u>Student Application Process</u>
Students, prior to entering grade 11, will apply for admission to the program using the standard VBCPS Academy Program application process and timeline. An essay formulated around the topics of Sustainable Economics and Business Innovation, Social Sustainability and Environmental Sustainability and Natural Resource Stewardship will be included in the application and will be used to identify candidates who show a passion for and interest in the fields of study. Fifty applicants will be accepted into the program in its first year. Rising eleventh grade students will be selected using a lottery system so long as they meet the following criteria:

- All course pre-requisites are met
- Positive teacher recommendations
- Parent recommendations
- Student essay displays an ability to rationalize and think creatively and critically to solve or describe a problem pertaining to sustainability

A committee of school administrators, teachers and other professionals will review the applications. Readers of the applications will examine each application packet to determine if the above criteria are met.

Applicants that meet the above criteria will be entered into a spreadsheet and a random number generator will select students for AM and PM sessions based on transportation zones. Those students will be recommended for admission. Alternates will be identified using the same process to fill the slots that are declined. The Environmental Studies Program will select 50 juniors for the 2020-2021 school year. The following year, 50 students will be added to reach full capacity of 100 students.

Academic integrity is an important component of the Environmental Studies Program. Students must not only have personal integrity, but must respect others' rights and property. Both faculty and administrators should communicate with students regarding the high standards within the program and reinforce the academic integrity philosophy on a daily basis.

<p style="text-align: center;">**Partnerships**</p>

The Environmental Studies Program will purposefully partner with parents and the community to support student achievement, aspirations and social-emotional development. Sustaining and creating partnerships within the local, state and national organizations is imperative for the success of this program. Through these partnerships, students will have the opportunities for increased career awareness, exploration and experience as well as establishing meaningful connections between what students are learning in school and its application beyond the classroom.

The following is a list of partnerships that have been established:

- Chesapeake Bay Foundation
- Green Schools Network
- Old Dominion University Commonwealth Center for Recurrent Flooding Resiliency
- Virginia Beach Aquarium
- Virginia Wesleyan University
- City of Virginia Beach
- Norfolk Beekeepers Association

Letters of support from the community partners listed above are found in Appendix A of the proposal.

Budget

One-time purchase costs and recurring costs to develop and implement the Environmental Studies Program are listed in the table below. The total cost for the first year of implementation is $289,091.

Description	FY 19/20	One-Time Purchase and Start-up Costs FY 20/21	Recurring Costs FY 21/22
Transportation*		$78,430	$78,430
Instructional Costs			
• Instructional materials		$15,000	$2,000
• Equipment for student research		$50,000	$2,000
• Field Trips and Site Visits			$5,000
• Curriculum development	$10,000	$5,000	$1,000
• Professional development	$2,500	$5,000	$2,500
Technology		$25,000	$2,000
Teacher salaries		$110,661 (1 FTE Coordinator)	$186,270 (1 FTE Coordinator and 1 FTE Teacher)
Total	**$12,500**	**$289,091**	**$279,200**

* Students will be assigned geographically using the below school assignments:
- AM Session: Tallwood, Salem, Kempsville, Landstown, Green Run, First Colonial
- PM Session: Kellam, Ocean Lakes, Cox, Princess Anne, Bayside

Monitoring and Implementation Plan

The Environmental Studies Program will be implemented under the supervision of the Environmental Studies Program teaching Coordinator. The operation of the Environmental Studies Program will be monitored by the Department of School Leadership and the Department of Teaching and Learning.

<div align="center">**Evaluation**</div>

Year-One Evaluation (Focused on Planning Year and SY2020-2021; Report in fall of 2021)

The focus of the year-one evaluation will be the implementation of the program. At regularly scheduled intervals, the program evaluator from the Office of Planning, Innovation and Accountability will meet with the program staff to determine if the program is being implemented as designed and to analyze the data that is collected. Program staff will be responsible for developing a written justification for any modifications to the program that have occurred. As needed, the evaluator will assist with the collection and maintenance of data. An interim program evaluation will be presented to the School Board after the first year.

To meet this need, the following evaluation questions will be answered:

- Was the approved timeline followed?
- Was the student application and selection process followed?
- Was the staff selection process followed?
- What professional learning opportunities did the program staff receive, and how effective was it?
- Did the implemented program of studies and courses offered mirror the School Board approved plan?
- What are the perceptions of students, parents and staff of the effectiveness of the Environmental Studies Program in meeting student needs?
- What progress was made toward meeting the program goal and objectives?
- Was the proposed budget an accurate prediction of needs?

Year-Two Evaluation (Focused on SY2021-2022; Report in fall of 2022)

During the second year when the program reaches full implementation, the focus of the evaluation will be on the program outcomes, progress made toward meeting the program's goals and objectives, and program effectiveness. After the close of the second year, the evaluator will compile and analyze all pertinent data unless otherwise stipulated by the School Board. A formal evaluation report will be written and presented to the School Board after the second year.

To meet this need, the following evaluation questions will be answered:

- What actions were taken as a result of the recommendations that emerged from the year-one evaluation?
- What occurred during the second year of the program?
- What were the characteristics of the students served by the program?
- What progress was made toward meeting the program goal and objectives?
- What were stakeholders' perceptions about the program?
- How did the actual costs of the program compare to the costs specified in the proposal?

Program evaluators from the Office of Planning, Innovation, and Accountability will collect data throughout the evaluation period including the following:
- qualitative data from reviews of program documents, interviews with program managers, and survey questions;
- data regarding staff characteristics from the Department of Human Resources;
- data regarding characteristics of students participating in the program from the VBCPS data warehouse;
- students' course performance data and data regarding students' attainment of the Seal of Excellence in Science and the Environment from the VBCPS data warehouse;
- stakeholder perception data using survey instruments; and
- cost data from applicable departments.

Data from program documentation will be compared with this proposal to determine the alignment between the program's implementation and the proposal, qualitative data from surveys or interviews will be analyzed for themes, quantitative data will be analyzed using frequency analyses, and cost data will be compiled and compared to the budget in this proposal. Indicators of program effectiveness will be aligned with the goal and objectives of the

program and be based on stakeholder perception data from surveys and the percentage of program participants who earn the Seal of Excellence in Science and the Environment.

Sunset Provision: This program will sunset on June 30, 2025 if enrollment is below 50% unless reauthorized by the School Board in the fall of 2024.

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Office of the Superintendent

AUG 1 7 2016

Office of the President

August 16, 2016

Dr. Aaron Spence
Virginia Beach City Public Schools
2512 George Mason Drive
Virginia Beach, VA 23456

Dear Dr. Spence,

Virginia Wesleyan College is pleased to support the development of a high school Environmental Studies Academy in the Virginia Beach City Public Schools. In fact, faculty from Virginia Wesleyan have already been collaborating with high school educators in the natural sciences on professional development and the exploration of possibilities for further partnership development in this area.

As you may know, we will open the new Greer Environmental Sciences Center on our campus in fall 2017. This nearly 40,000 sq. ft. state-of-the-art facility will provide unprecedented opportunities for our students and faculty, so we look forward to our focus and our resources in this area to grow and develop dramatically. Our new facility will be organized thematically around the earth's four spheres and will feature sophisticated indoor and outdoor learning spaces that embody "science on display" and promote hands-on experiences, interactive learning and interdisciplinary research. Biology has become a top major at Virginia Wesleyan and our faculty in the Division of Natural Sciences is both scholarly and well-respected.

Community outreach is an important part of the College's strategic plan as well. We would welcome the opportunity to identify mutually beneficial relationships with community partners who have a focused interest in the natural sciences. I would imagine that there may be great potential for our institutions to work together to an even greater degree in the future.

Virginia Wesleyan College is supportive of plans for an academy focused on the natural sciences and we'd look forward to supporting your efforts to develop high school students in this critical curricular area. I wish you the best in pursuing this worthy endeavor.

Sincerely,

Scott D. Miller, Ph.D
President of the College

Cc: Hilve Firek

1584 Wesleyan Drive   Norfolk, Virginia 23502-5599   (757) 455-3215   FAX (757) 455-3139

August 23, 2016

Dr. Aaron Spence, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive
Virginia Beach, VA 23456

Dear Dr. Spence,

I am pleased to support Virginia Beach City Public School's (VBCPS) proposal of the Environmental Studies Academy to the VBCPS School Board.

I have welcomed prior opportunities for involvement with VBCPS whether though participation as a judge for a class project on flooding adaptation strategies at Kellam High School, or just this summer mentoring a student from the Ocean Lakes Math & Science Academy here at ODU. Thus far, I have been impressed with the curiosity and skills of the students in this subject matter area. I hope that the proposed Environmental Studies Academy would provide more opportunities for partnership between ODU and VBCPS as we both aim to prepare future leaders to tackle the environmental challenges, like flooding, we face here in Hampton Roads and across the globe both now and in the future.

When students are given the opportunity to address real-world challenges through programs such as this at a young age, both the students and the community benefit. The proposed academy's focus on partnering with the community to support students in original research and service projects particularly stands out and aligns with ODU's overall priorities in the areas of service learning and resilience. Through such an initiative, students will experience firsthand the collaboration that takes place in science research and scientific endeavors.

Thank you for your leadership and for the opportunity to encourage and endorse such an important educational program for Virginia Beach City Public Schools students. We look forward to being a stakeholder in this exciting initiative.

Sincerely,

Emily E. Steinhilber
Research Assistant Professor and Coordinator
Commonwealth Center for Recurrent Flooding Resiliency

Office of Research
4111 Monarch Way, Suite 203, Norfolk, VA 23508
Phone: 757/683-3460 • Fax: 757/683-5902 • www.odu.edu/research

Old Dominion University is an equal opportunity, affirmative action institution. Minorities, women, veterans and individuals with disabilities are strongly encouraged to apply.

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THE CENTER FOR GREEN SCHOOLS

November 6, 2018

Dr. Aaron Spence, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive
Virginia Beach, VA 23456

Dear Dr. Spence,

The Center for Green Schools at the U.S. Green Building Council (USGBC) is pleased to write a letter to support Virginia Beach City Public Schools' (VBCPS) proposal of the Environmental Studies Program to the VBCPS School Board.

At the Center for Green Schools, our vision is "Green schools for all in this generation," and the Environmental Studies Program at VBCPS is in line with our mission to bring sustainability to life in the classroom and encourage communities to work together toward a future that is healthier for people and the planet. We seek out the highest-impact opportunities for accelerating the global green schools movement, and we have been privileged to watch and learn as VBCPS has become a strong leader and a national model for green schools. Models of excellence are critical as we encourage schools everywhere to educate students for a sustainable future.

Emerging research and our experience tell us that green schools are outstanding places to learn, while they also foster better stewardship of economic and ecological resources. Green schools model an expansive whole-systems approach to student learning. Successful green schools teach students how to lead a changing world, and they support student understanding by modeling sustainable behavior through green operations.

A program focusing on environmental studies will prepare high school students to meet the innovative challenges in the future. When students are given the opportunity to address real-world challenges, it is not only the students that benefit from creating solutions to these issues but also the entire community. The proposed program's focus on partnering with the community to support students in original research and service projects particularly stands out. Through such an initiative, students will experience firsthand the collaboration that takes place in scientific endeavors.

We welcome the opportunity to encourage and endorse such an important educational program for Virginia Beach City Public Schools students. We look forward to being a stakeholder in this exciting and innovative initiative.

Sincerely,

Anisa Heming
Director, Center for Green Schools at USGBC
anisa@usgbc.org

August 16, 2016

Dr. Aaron Spence, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive
Virginia Beach, VA 23456

Dear Dr. Spence,

It is my honor to offer this letter of support for the Virginia Beach City Public School's (VBCPS) proposal of the Environmental Studies Academy to the VBCPS School Board.

A program focusing on environmental studies will prepare high school students to meet the innovative challenges in the future. When students are given the opportunity to address real-world challenges and problems, it is not only the students that benefit from creating solutions to these issues but also our entire business community. The proposed academy's focus on partnering with the community to support students in original research and service projects particularly stands out. Through such an initiative, students will experience firsthand the collaboration that takes place in science research and scientific endeavors. Finally, we feel the future potential for business growth, and the subsequent need for skilled employees in the environmental sector, is very strong and promising.

The Department of Economic Development welcomes the opportunity to encourage and endorse such an important educational program for Virginia Beach City Public Schools students. We look forward to being a stakeholder in this exciting and innovative initiative.

Sincerely,

Jerry W. Stewart, CEcD
Workforce Development Coordinator

CHESAPEAKE BAY FOUNDATION
Saving a National Treasure

August 11, 2016

Dr. Aaron Spence, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive
Virginia Beach, VA 23456

Dear Dr. Spence,

We are pleased to write a letter to support Virginia Beach City Public School's (VBCPS) proposal of the Environmental Studies Academy to the VBCPS School Board.

A program focusing on environmental studies will prepare high school students to meet the innovative challenges in the future. When students are given the opportunity to address real-world challenges and problems, it is not only the students that benefit from creating solutions to these issues but also our entire community. The proposed academy's focus on partnering with the community to support students in original research and service projects particularly stands out. Through such an initiative, students will experience firsthand the collaboration that takes place in science research and scientific endeavors.

We welcome the opportunity to encourage and endorse such an important educational program for Virginia Beach City Public Schools students. We look forward to being a stakeholder in this exciting and innovative initiative.

Sincerely,

Tom Ackerman
Vice President for Education

Christy Everett
Virginia Assistant and Hampton Roads Director

PHILIP MERRILL ENVIRONMENTAL CENTER | 6 HERNDON AVENUE | ANNAPOLIS, MD 21403
410/268-8816 | FAX: 410/268-6687 | CBF.ORG

August 17, 2016

Dr. Aaron Spence, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive
Virginia Beach, VA 23456

Dear Dr. Spence:

The Division of Natural Sciences and Mathematics at Virginia Wesleyan College is pleased to write a letter to support Virginia Beach City Public School's (VBCPS) proposal of the Environmental Studies Academy to the VBCPS School Board.

The proposal of this academy is fortuitous, for Virginia Wesleyan College will open its new Greer Environmental Science Center in September 2017. You can read about our exciting new facility here: http://www.vwc.edu/news-a-events/news-releases/vwc-announces-greer-environmental-sciences-center

We are eager to partner with the new Environmental Studies Academy to provide an outstanding education to high-school students in Virginia Beach.

Virginia Wesleyan College already enjoys a Professional Development School relationship with Bayside High School, the home of the Health Sciences Academy (HSA). Scientists Dr. Vic Townsend, Dr. Philip Rock, and Dr. Eric Johnson work with Ms. Terry Mejia to provide a number of outreach activities for students at the HSA. For example, HSA teacher Luisa Zirkle regularly accompanies her medical microbiology students to campus to experience our Scanning Electron Microscope, as well as other levels of microscopy.

This past summer, six Virginia Beach science teachers participated in the Virginia Wesleyan College NABT/BSCS Biology Teacher Academy, presented in partnership with HHMI BioInteractive. The Academy was funded by a generous grant from the Science Division of the Virginia Department of Education.

We welcome the opportunity to encourage and endorse such an important educational program for Virginia Beach City Public Schools students. We look forward to being a stakeholder in this exciting and innovative initiative.

Sincerely,

Dr. Christopher Haley
Dean

Division of Natural Sciences and Mathematics   1584 Wesleyan Drive, Norfolk VA 23502
                                                        757-455-3200

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NORFOLK BEEKEEPERS

October 29, 2018

Dr. Aaron Spence, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive
Virginia Beach, VA 23456

Dear Dr. Spence,

We are pleased to write a letter to support Virginia Beach City Public Schools' (VBCPS) proposal of the Environmental Studies Program to the VBCPS School Board.

A program focusing on environmental studies will prepare high school students to meet the innovative challenges in the future. When students are given the opportunity to address real-world challenges and problems, it is not only the students that benefit from creating solutions to these issues but also our entire community. The proposed program's focus on partnering with the community to support students in original research and service projects particularly stands out. Through such an initiative, students will experience firsthand the collaboration that takes place in science research and scientific endeavors.

We welcome the opportunity to encourage and endorse such an important educational program for Virginia Beach City Public Schools students.

We look forward to being a stakeholder in this exciting and innovative initiative.

Sincerely,

Frank S. Walker

Frank S. Walker
President, Norfolk Beekeepers
(757)641-5933
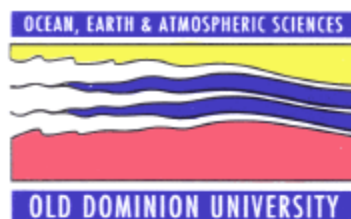
August 9, 2016

Dr. Aaron Spence, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive
Virginia Beach, VA 23456

Dear Dr. Spence,

We are pleased to write a letter to support Virginia Beach City Public School's (VBCPS) proposal of the Environmental Studies Academy to the VBCPS School Board.

As you know, Virginia Sea Grant is seven-university partner program that advances the resilience and sustainability of Virginia's coastal and marine ecosystems and the communities that depend upon them through research, outreach and educational activities. As part of the extension program located at Old Dominion University, my colleagues and I focus on climate adaptation and resilience research, confronting a key challenge that this region is now facing, especially with sea level rise and flooding. We will need innovative solutions to confront this challenge and we agree that a program focusing on environmental studies will prepare high school students to meet these challenges in the future. When students are given the opportunity to address real-world challenges and problems, it is not only the students that benefit from creating solutions to these issues but also our entire community. The proposed academy's focus on partnering with the community to support students in original research and service projects particularly stands out. Through such an initiative, students will experience firsthand the collaboration that takes place in science research and scientific endeavors.

We welcome the opportunity to partner with your program, encourage and endorse such an important educational program for Virginia Beach City Public Schools students. We look forward to being a part of your exciting and innovative initiative.

Michelle Covi, Ph.D.
Assistant Professor of Practice
Virginia Sea Grant Climate Adaptation and Resilience Program
Old Dominion University
4111 Monarch Way, Rm. 3209
Norfolk, VA 23529

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November 5, 2018

Dr. Aaron Spence, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive
Virginia Beach, VA 23456

Dear Dr. Spence,

We are pleased to write a letter to support Virginia Beach City Public Schools' (VBCPS) proposal of the Environmental Studies Program to the VBCPS School Board.

As you well know, our students are facing a future that we have a difficult time imagining, especially related to the impacts of climate change and a burgeoning human population. Your commitment to develop a program focusing on environmental studies is commendable and will prepare high school students with the knowledge and skills to develop innovation solutions to the challenges of the future. When given the opportunity to envision the future they desire and address real-world challenges, students in this program will develop global competencies through civic engagement with their local community.   The lasting impact on your students and your community, of a program designed for students to partner with the community through original research and service learning projects is an exemplary initiative.

GSNN welcomes the opportunity to encourage and endorse such an important educational program for Virginia Beach City Public Schools students. We look forward to being a stakeholder in this exciting and innovative initiative.

Should you have any further questions, please call me at 816-520-5115 or by email at jseydel@greenschoolsnationalnetwork.org.

Sincerely,

Jennifer Seydel
Executive Director
Green Schools National Network

THE CENTER FOR EDUCATIONAL PARTNERSHIPS

Research Park 1, 4111 Monarch Way, Suite 406, Norfolk, VA 23508

November 6th 2018

Dr. Aaron Spence, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive
Virginia Beach, VA 23456

Dear Dr. Spence,

I am pleased to write this letter in support of Virginia Beach City Public Schools' (VBCPS) proposal of the Environmental Studies Program to the VBCPS School Board.

The proposed VBCPS Environmental Studies program will foster student understanding of the natural environment and provide a platform for the investigation of environmental and sustainability issues affecting the local community. Through this program, high school students will gain a foundation grounded in field-based scientific pedagogy that will prepare them to address future environmental challenges. Student exposure to environmental issues and rigorous scientific research opportunities will enhance course effectiveness and can serve as a model for the region and the state of Virginia.

I welcome the opportunity to encourage this important educational program for Virginia Beach City Public Schools students. The Center for Educational Partnerships is looking forward to being a stakeholder in this exciting and innovative initiative.

Sincerely,

Joanna K. Garner, Ph.D.
Executive Director

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

Section: Information   **Date:** November 13, 2018

Senior Staff: Donald E. Robertson, Jr., Ph.D., Chief Schools Officer, Department of School Leadership

Prepared by: Daniel Keever, Senior Executive Director for High Schools

Presenter(s): Daniel Keever, Senior Executive Director for High Schools

Recommendation:

That the School Board receive for information a proposed resolution concerning school start times.

Background Summary:

The attached proposed resolution provides background information on the School Board's consideration regarding school start times.

Source:

Budget Impact: To be determined

RESOLUTION OF THE VIRGINIA BEACH CITY PUBLIC SCHOOLS SCHOOL BOARD CONCERNING SCHOOL START TIMES

WHEREAS, in July 2015 the School Board of the City of Virginia Beach directed the Administration to review start times based on medical evidence that later start times are beneficial to the well-being of adolescents; and

WHEREAS, in the Spring of 2016 a transportation study was conducted on the feasibility of changing school start times; and

WHEREAS, in the Spring of 2017 a survey of stakeholders was conducted about school start times; and

WHEREAS, survey results indicated that 78% of parents, 73% of staff, and 71% of students agreed that later start times are beneficial to the health, safety, and well-being of adolescents; and

WHEREAS, survey results indicated that only 36% of parents are currently satisfied with school start times; and

WHEREAS, in July of 2017, the Administration recommended to the School Board that start times for schools be modified based on a study of options and stakeholder feedback.

NOW THEREFORE BE IT

RESOLVED: That the School Board of the City of Virginia Beach hereby directs the Superintendent to develop school start time options that allow adolescent students to start school later; and be it

FURTHER RESOLVED: That in developing options for the School Board to consider, the Superintendent and Administration will take the following factors into consideration: the 2016 Transportation Study from School Bus Consultants; the 2017 Survey of VBCPS Stakeholders on Start Times; relevant research studies on adolescent sleep patterns, start times, social-emotional needs, academic achievement, student attendance, and graduation data; operational and facility needs to support the shift in times; community input (through focus groups or forums) to review and gather feedback on options for school start times; and the need for a comprehensive communication plan about any changes to school start times; and be it

FINALLY RESOLVED: That school start time options and an administrative recommendation be presented to the School Board during the July 2019 Retreat for information, with subsequent action to be taken by the School Board in September 2019 with a planned implementation of new start times scheduled for September of 2020.

Adopted by the School Board of the City of Virginia Beach this _____ day of _____ 2018

_____
Beverly M. Anderson, School Board Chair

ATTEST:

_____
Dianne P. Alexander
Clerk of the School Board

Subject: Textbook Adoption: TCE, Vocational Relations, Practical Nursing I/II   Item Number: 13C

Section: Information   **Date: November 13, 2018**

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

Prepared by: James M. Pohl, Ph.D., Executive Director, Secondary Teaching and Learning

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

   Kathleen M. Vuono, Family and Consumer Sciences Coordinator

Presenter(s): James M. Pohl, Ph.D., Executive Director, Secondary Teaching and Learning

   Kathleen M. Vuono, Family and Consumer Sciences Coordinator

Recommendation:
That the School Board review and approve the following high school Practical Nursing program textbook as recommended by the Practical Nursing Program Textbook Adoption Committee for implementation in the fall of 2019.

Course Title	Textbook	Publisher	Copyright
Vocational Relations	*Success in Practical/Vocational Nursing*, 8th Edition	Elsevier	2017

Background Summary:
The members of the Practical Nursing Program Textbook Adoption Committee reviewed publishers' websites and identified textbooks for consideration. The committees analyzed the textbooks for correlation to the Standards of the National League for Nursing and the Virginia Department of Education's Health and Medical Sciences Competencies for Practical Nursing. Correlation to the Virginia Standards of Learning and the Virginia Beach City Public Schools' curriculum objectives were also examined. The textbooks were reviewed by teachers, parents, student representatives, and an industry representative, and then placed in the public libraries, as well as the main entrance of the School Administration Building, for public review and comment. After reviewing the textbooks, the Practical Nursing Program Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2019.

A negotiation team composed of the Director of the Office of Technical and Career Education, the Coordinator for Family and Consumer Sciences, and the Executive Director of Secondary Teaching and Learning communicated with the appropriate personnel from the publishing companies to discuss a preliminary contract for the full adoption cycle pending approval by the School Board.
The proposed textbook will replace the current textbook as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
Vocational Relations	*Success in Practical/Vocational Nursing*, 7th Edition	2013	5

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

Budget Impact:
 Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
Vocational Relations	$2,460.48	$2,687.52

Family and Consumer Sciences
Textbook Adoption
Implementation for Fall 2019

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Four Year	Total
Vocational Relations	**First Choice:** *Success in Practical/Vocational Nursing*, 8th Edition. Knecht. Elsevier, 2017.	40	$2,050.40	$410.08	$2,460.48
	Second Choice: *Contemporary Practical/Vocational Nursing, 8th Edition.* Kurzen. Wolters Kluwer, 2016.	40	$2,239.60	$447.92	$2,687.52

TEXTBOOK ADOPTION RECOMMENDATION

PRACTICAL NURSING I/II

November 13, 2018

Department of Teaching and Learning
Office of Technical and Career Education

PRACTICAL NURSING PROGRAM
TEXTBOOK ADOPTION TIMELINE

November 2017	Textbook publishers were contacted and requested to supply textbook samples for review.
	All Practical Nursing instructors were asked to serve on the Textbook Adoption Committee.
January 2018	Teachers were given two textbook samples for the course up for review. A chairperson was appointed, while parents, students, and professional representatives were recruited and provided sample textbooks.
	The Textbook Adoption Committee members met to review the objectives and to begin review of the chosen textbooks.
February 2018	The Textbook Adoption Committee members met to discuss the selected textbooks and to select a first- and second-choice textbook. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks.
Sept. – Oct. 2018	The recommended textbooks were placed in the public library and the School Administration Building for public review. The administrative coordinator was notified of the placement so that notification could be posted on the Internet. No public comments were received.
October 2018	Negotiations were conducted with appropriate representatives of the publisher, the director of Technical and Career Education, the executive director of Secondary Teaching and Learning, and the Family and Consumer Sciences coordinator.
October 2018	The Family and Consumer Sciences coordinator used the recommendations from the committee to prepare the report for the School Board.

PRACTICAL NURSING PROGRAM
TEXTBOOK ADOPTION COMMITTEE

Committee Chairperson
> Rosa Abbott, RN, MSN, Practical Nursing Director, Virginia Beach Technical and Career Education Center

Instructor Representatives
> Barbara Evard, RN, BSN, M.Ed.
> Diane Mills, RN, BSN, MSN
> Maureen Rogers, RN, MSN

Parent Representative
> Virginia Magpantay, parent, Virginia Beach Technical and Career Education Center
> Carin White, parent, Virginia Beach Technical and Career Education Center

Industry Representative
> Michie Walton, BSN, RN, Practical Nursing Director, Chesapeake Public Schools

Student Representatives
> PN student, Virginia Beach Technical and Career Education Center
> PN III student, Virginia Beach Technical and Career Education Center
> PN III student, Virginia Beach Technical and Career Education Center
> PN III student, Virginia Beach Technical and Career Education Center

Technical and Career Education Representative
> Kathleen M. Vuono, Family and Consumer Sciences Coordinator, Office of Technical and Career Education

PRACTICAL NURSING PROGRAM
VOCATIONAL RELATIONS
GRADE 12

FIRST-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:
Success in Practical/Vocational Nursing, 8th Edition . Knecht. Elsevier, 2017.

The recommended textbook displays the following strengths:

- The information aligns with the National League for Nursing Core Competencies, the National Association of Practical Nurse Education and Service Standards of Practice for the Licensed Practical/Vocational Nurse, the Pew Health Professions Commission 21 Competencies for the 21st Century, and the course competencies and framework for Practical Nursing published by the Virginia Department of Education.
- The text is written specifically for the LPN student; NCLEX review is solid.
- The inclusion of simulation and role play scenarios, including the topics of SBAR (situation, background, assessment and recommendation), legal issues and ethics.
- Spiritual and cultural chapters are included and presented well.
- The text is visually appealing with full color design and illustrations.
- The text is clearly written and well organized content.
- Workplace Readiness competencies are covered.

FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
VOCATIONAL RELATIONS

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Four-Year Projected Costs (5%)	Total Implementation
Student Edition	1 class set	$51.26 per book	40	$2,050.40	102.52 x 4= $410.08	$2,460.48
Total Implementation Cost						**$2,460.48**

PRACTICAL NURSING PROGRAM
VOCATIONAL RELATIONS
GRADE 12

SECOND-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:
Contemporary Practical/Vocational Nursing, 8th Edition. Kurzen. Wolters Kluwer, 2016.

The recommended textbook displays the following strengths:

- Includes self-assessments related to study habits, time management, healthy personal life, and test-taking strategies.
- Includes sidebars/boxes containing ancillary information to support chapter content.
- Includes criticial thinking exercises.

The recommended textbook displays the following limitations:

- NCLEX questions are only included in the online content.
- Answers to the chapter self-assessments are not included.
- Topics are difficult to locate within the text.
- Graphs are complicated to interpret.
- Images and illustrations are limited.

SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
VOCATIONAL RELATIONS

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Four-Year Projected Costs (5% per year)	Total Implementation
Student Edition	1 class set	$55.99 per book	40	$2,239.60	111.98 x 4= $447.92	$2,687.52
Total Implementation Cost						**$2,687.52**

Subject: Science: Environmental Science Course Proposal and Objectives   **Item Number:** 13D1

Section: Information   **Date:** Nov. 13, 2018

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

Prepared by: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning
Amanda Malbon, Secondary Science Coordinator, Secondary Teaching and Learning

Presenter(s): James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board receive information and approve the proposed VDOE approved course, *Environmental Science,* and corresponding content and process guidelines for implementation in the 2019-2020 school year.

Background Summary:

The *Environmental Science* course is designed to be a year-long science course that will integrate the study of many components of our environment, including the human impact on our planet. Students will focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility. Students will explore the environment through a sustainability lens and instruction will focus on student data collection and analysis through laboratory and field experiences, including descriptive and comparative studies. Meaningful watershed educational experiences (MWEE) will be a key component of this course.

Throughout the *Environmental Science* course, students will develop and use globally competitive skills, working both individually and collaboratively to solve problems and communicate the importance of these problems and the impact on their community, society and the world. Teachers will collaborate with community partners in an effort to engage the community, provide diverse points of view about the management of natural resources, and offer a variety of learning experiences and career education opportunities. This course supports the Virginia Beach City Public Schools *Compass to 2020*: Goal 1 High Academic Expectations and Goal 2 Multiple Pathways.

Source:

Regulations concerning Addition and Deletion of Curriculum Courses (6-24.1)

Budget Impact:

The initial implementation costs for 2019-2020: $9,000.

Course Proposal:
Environmental Science

Implementation for September 2019-2020 School Year

Background

This course was approved by the Virginia Department of Education in 2017 and will provide students the opportunity to learn environmental concepts in depth and build on the concepts currently embedded in the 2010 *Science Standards of Learning*. The goal of this course is to provide students with the skills and content necessary for them to look at current and future environmental issues, both natural and man-made, through a critical and sustainable lens and to provide a platform to make informed decisions. Students will have the opportunity to increase their environmental literacy and graduate with the knowledge and skills to act responsibly to protect and restore their environment. The content of the course will also help to address gaps and common misconceptions in Earth Science and Biology, preparing students to be more successful on the End-of-Course tests associated with those subjects.

Course Description

Environmental Science is a year-long science course that will be offered in all Virginia Beach middle and high schools beginning September 2019. The course will count as one high school science credit for either Earth Science or Biology, however, there is no associated standardized test for this course. Students will showcase their learning in an end of the year Environmental Citizenship Signature Project which can be used as a springboard for an exhibition of learning in AP Environmental Science. Through this course, students will also be able to complete some of the requirements toward earning the Board of Education's Seal for Excellence in Science and the Environment, as volunteer and community service hours will be embedded as required hours throughout the year long course.

The following are the major areas of study, or big ideas, which are foundational to studying environmental science:

- Science is based on evidence and is a blend of logic and innovation.
- Earth is one interconnected system to include the hierarchy and flow of energy within an ecosystem.
- Major processes and systems formed Earth and interact together to shape landforms.
- Humans have an impact on the environment in which they live and have a civic responsibility to conserve resources and be good stewards of the environment (sustainability triple bottom line).

Prerequisites

Successful completion of middle grades science standards and completion of the Science 8 Standards of Learning test.

Content Goals

Environmental Science will assist students in preparing for success by addressing gaps in learning in Earth Science and Biology courses, as well as, support the development of knowledge throughout a broad range of other fields and interest. *Environmental Science* will also provide students with the skills and content necessary for them to look at environmental issues through a critical lens and to provide a platform to make informed decisions for a sustainable future.

Along with the fundamentals of Earth Science and Biology, the student will be able to:

- Demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations.
- Identify the external and internal factors and use the design thinking process to analyze factors that affect the environment and plan for possible solutions.
- Explore the local environment through a sustainability lens, focusing on community defined needs.
- Engage in service learning projects.

Content & Process Guidelines

Environmental Science students will be able to develop globally competitive knowledge and skills.

I. Scientific Skills and Processes
Students will identify and investigate problems scientifically and will communicate information clearly in writing, discussions, and debates. Key skills and processes include
- chemicals and equipment are used in a safe manner;
- hypotheses are formulated based on direct observations and information from scientific literature and environmental research;
- variables are defined to test hypotheses and provide evidence in constructing and critiquing explanations of phenomena;
- collection, analysis, and reporting of data in the classroom and the field using appropriate materials and technologies;
- data tables, frequency distributions, scatterplots, line plots, and histograms are constructed and interpreted;
- information is reviewed for accuracy, separating fact from opinion;
- conclusions are formed based on quantitative and qualitative data;
- questions are asked to critique the interpretation, relevance, or thoroughness of data or evidence, investigative design, and/or premise(s) of an explanation;
- ethical issues in the environmental field are researched and discussed from multiple viewpoints; and
- career opportunities in the field of environmental science are explored.

Students will demonstrate an understanding of the nature of science and scientific reasoning and logic as it applies to environmental science. Key content includes
- the natural world is understandable;
- science is based on evidence – both observational and experimental;
- science is a blend of logic and innovation;
- scientific ideas are durable yet subject to change as new data are collected;
- science is a complex social endeavor; and
- scientists try to remain objective and engage in peer review to help avoid bias

Students will demonstrate an understanding of the use of mathematical reasoning and processes in environmental science. Key content includes
- error and uncertainty are inherent in any scientific study;
- experimental and theoretical probability can be calculated for dependent and independent events;
- probability is used to express the likelihood of an event happening under similar conditions; and
- statistics is a branch of mathematics used to analyze large quantities of numerical data especially for the purpose of inferring proportions in a whole from those in a representative sample.

Students will analyze current environmental issues and apply the process of engineering design in order to propose feasible solutions. Key content includes
- using engineering design is an iterative process in which science and mathematics principles are applied in the formation of a solution;
- developing and evaluating multiple solutions or designs may be appropriate for an environmental problem;
- evaluating solutions using different perspectives to include the scientific, engineering, economic, political, and social aspects of the problem; and
- choosing a solution(s) requires balancing possible positive and negative impacts of a variety of competing interests.

II. The Physical World
Students will investigate and understand the fundamentals of matter and its interactions. Key content includes
- all things are made up of atoms and elements;
- atoms and elements can interact in different ways and can be expressed as different types of chemical reactions;
- chemical processes involve energy;
- the law of conservation of energy and matter;
- water has unique properties and characteristics that play a critical role in the environment; and
- the distribution and movement of water across the Earth affects the biosphere, hydrosphere, lithosphere, and atmosphere.

Students will investigate and understand how matter flows in the fundamental processes of Earth systems. Key content includes
- the movement of atoms and elements through the biosphere, lithosphere, hydrosphere, and atmosphere as geochemical processes to include the carbon, oxygen, nitrogen, and water cycles;
- the components, dynamics, and processes of the atmosphere, lithosphere, and hydrosphere; and
- the interrelationships among the atmosphere, geosphere, anthrosphere, and the hydrosphere.

Students will investigate and understand the major processes and systems that form Earth, including how water, living things, and rock act together to shape landforms. Key content includes
- the formation of distinctive landforms (the physical processes such as erosion, rock cycle);
- distribution of the continents (plate tectonics); and
- the comparison of how natural and human causes of changes to Earth's land surface.

III. The Living World
Students will investigate and understand that the Earth is one interconnected system to include the hierarchy and the flow of energy within an ecosystem. Key content includes
- the characteristics and components that define each of the Earth's terrestrial and aquatic biomes;
- biotic and abiotic factors in an ecosystem and how energy and matter move between these;
- the movement of energy through the living world to include food webs, food chains, trophic levels; and
- factors limiting population growth in a given area (carrying capacity).

Students will describe stability and change as it relates to both populations and ecosystems. Key content includes
- the Earth in a state of dynamic equilibrium;
- interactions between individuals (i.e. commensalism, mutualism, parasitism, predation, and competition);
- factors that determine growth rates in populations (birth, death, and migration rates);
- adaptions of organisms to the environment in terms of ecological niches and natural selection;
- the role of genetic diversity and population size in the conservation of a species;
- the natural processes of change in the environment, including examples of succession, evolution, and extinction;
- factors that influence patterns of ecological succession, including invasive species, loss of biodiversity, and catastrophic events;
- effects of change in the hydrosphere, atmosphere, geosphere, or anthrosphere on the biosphere; and
- biodiversity and co-evolution in ecosystems.

IV. Resources

Students will investigate and understand Earth's resources. Key content includes
- certain resources are nonrenewable because they are replenished at timescales of thousands to millions of years;
- environmental benefits and drawbacks of fossil fuels advantages and disadvantages of renewable resources, including solar, hydrogen fuel cells, biomass, wind, and geothermal energy;
- the benefits and drawbacks of nuclear power; and
- the benefits and drawbacks of hydroelectric power.

Students will investigate and understand conservation of Earth's resources. Key content includes
- future availability of nonrenewable resources considering the trend of human consumption of energy;
- the effects of natural and human-caused activities that either contribute to or challenge an ecologically sustainable environment;
- individuals can alter their own behavior to reduce their environmental impact; and
- changes in the availability of energy will affect society and human activities, such as transportation, agricultural systems, and manufacturing.

V. Human impact, global climate change, and civic responsibility

Students will investigate and understand the human impact on our environment. Key content includes
- Population ecology, carrying capacity, human population dynamics, impacts of population growth advantages and disadvantages of balancing short term interests with long term welfare of society;
- individual activities and decisions can have an impact on the environment;
- people impact their environment through the use of natural resources to include how agriculture, forestry, ranching, mining, urbanization, transportation, and fishing impact the land, water, air, and organisms; and
- the allocation of state and federal lands.

Students will investigate and understand pollution and waste management. Key content includes
- the effects and potential implications of pollution and resource depletion on the environment at the local and global levels to include air and water pollution, solid waste disposal, depletion of the stratospheric ozone, global warming, and land uses;
- the mechanisms of bioaccumulation and biomagnification;
- pest management; and
- methods used for remediation of land, air, and water pollution.

Students will investigate and understand global climate change. Key content includes
- the use of scientific evidence in reporting changes in average global temperature, greenhouse gases, quantities of artic and land ice, ocean temperature, ocean acidification, and sea level rise;
- the relationship of global climate change on the frequency or magnitude of extreme weather events; and
- actual and potential effects of habitat destruction, erosion, and depletion of soil fertility associated with human activities.

Students will investigate and understand civic responsibility and environmental policies. Key content includes
- consumer choices in Virginia impacts jobs, resources, pollution, and waste here and around the world;
- political, legal, social, and economic decisions may affect global and local ecosystems;
- the impact of media on public opinion and public policy;
- individuals and interest groups influence public policy;
- cost-benefit analysis and trade-offs in conservation policy; and
- compare methods used to protect the environment by local, state, national, and international governments and organizations.

Parameters of Implementation

1. **Program Operation**
   - The course may be offered as a year-long science course at every middle and high school.
   - The faculty at each middle and high school may implement the course as early as September 2019.
   - Students are required to complete all middle grades science standards (Grade 6 Science, Life Science and Physical Science) and take the Science 8 Standards of Learning SOL prior to taking the course.
   - Students will be evaluated on the objectives of the course, completion of the curriculum and formal assessment (performance-based). There is no End of Course SOL test associated with this course.

2. **Staffing**
   - Staff to teach this course must be certified to teach Biology and/or Earth Science.
   - Staffing will be allocated based on the middle school and high school staffing guidelines.

3. **Estimated Budget**
   - Current staff and classroom availability will be utilized to support implementation of this course.
   - Curriculum development, training and materials:
     - Curriculum development committee cost, $6,500.00
     - Professional development, $2,500.00
     - Instructional resources costs, to be determined

Subject: *Digital Applications*   **Item Number:** 13D2a

Section: Information   **Date: November 13, 2018**

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

Prepared by: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning
                 Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board receive information regarding the proposed course, *Digital Applications* and corresponding course objectives for implementation in the 2019-2020 school year.

Background Summary:

The proposed entry level *Digital Applications* course is offered by the Virginia Department of Education (VDOE) as a replacement for *Keyboarding* and *Keyboarding Applications* courses that will be retired by the VDOE before the 2019-20 school year. *Digital Applications* focuses on evolving input technologies and application software with an emphasis on computer operations and digital citizenship. The proposed curriculum creates opportunities for students interested in information technology and information support services related fields. Students will be introduced to basic computer operations, master keyboarding skills, explore different software applications in areas like word processing and multimedia, and investigate the diverse career opportunities in the fields of Information Technology Information Support Services. The proposed course is targeted at:

- Students wishing to improve keyboarding skill and speed.
- Students who are interested in exploring different types of input technologies and software applications.

Source:

Information Support and Services Pathway, Career Pathway: Information Technology Support Services (2008)

Budget Impact:

The impact of adding this course will be minimal as it replaces the current Keyboarding offering and will utilize student Chromebooks and other equipment already in place. Text and software from that course will be transferred to this new course. Any additional new input technologies will be funded with Carl D. Perkins federal grant monies..

Course Proposal:

Digital Applications Course

Course Description:
Digital Applications is a single block, semester, optional course proposed to be offered at all high school and middle school locations for students interested in Information Technology and Information Support Services. The course is designed to enhance the students' knowledge in various areas of input technologies and software applications while reinforcing the interdependency of concepts required for in-depth study in these fields. It replaces the Keyboarding proposed for retirement beginning in the 2019-2020 school year.

This course is designed for secondary school students to develop real-life, outcome-driven skills for digital citizenship, basic computer operations, keyboarding, application software (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and postsecondary education. Students who successfully complete this course may be eligible for a rigorous and relevant industry certification examination. Student skills may be enhanced by participation in work-based learning activities and/or the Future Business Leaders of America (FBLA).

Note: This course may be offered to middle school students for high school credit if approved by the local school division. The industry certification does not apply to middle school.

Pre-requisites:
None

Budget Impact:
The budget impact for the implementation of the new *Digital Applications* course will be minimal. The course will be taught with the staff already allocated to Business and Information Technology programs for the 2019-20 school year. New expenses related to the shift to this course will include curriculum development, training and equipment. Ongoing expenses for the new course are related to project-based learning. Funding for the course is guaranteed through two funding streams: the Carl D. Perkins grant and course project fees already in place.

Aims:
Digital Applications will:
- Provide a multi-disciplinary overview of information technology, basic computer operations and application software concepts.
- Explore various application software components: word processing, spreadsheet, multimedia and database applications.
- Investigate digital citizenship, including data security and digital identity.
- Master keyboarding skills as a primary form of input.
- Evaluate career pathways and trends related to software programs and various operating systems.

Goals:
Students will:
- Ask inquiring questions and define authentic problems.
- Develop an understanding of the multidisciplinary fields of information technology and information support services.
- Develop and use models to communicate solutions.
- Analyze, interpret and present data using various platforms.
- Develop an understanding of technical terminology and relate it in both a technical and non-technical manner.

Competencies:

Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills
- Demonstrate positive work ethic.
- Demonstrate integrity.
- Demonstrate teamwork skills.
- Demonstrate self-representation skills.
- Demonstrate diversity awareness.
- Demonstrate conflict-resolution skills.
- Demonstrate creativity and resourcefulness.

Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills
- Demonstrate effective speaking and listening skills.
- Demonstrate effective reading and writing skills.
- Demonstrate critical-thinking and problem-solving skills.
- Demonstrate healthy behaviors and safety skills.
- Demonstrate an understanding of workplace organizations, systems and climates.
- Demonstrate lifelong-learning skills.
- Demonstrate job-acquisition and advancement skills.
- Demonstrate time-, task- and resource-management skills.
- Demonstrate job-specific mathematics skills.
- Demonstrate customer-service skills.

Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills
- Demonstrate proficiency with technologies common to a specific occupation.
- Demonstrate information technology skills.
- Demonstrate an understanding of Internet use and security issues.
- Demonstrate telecommunications skills.

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

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

Applying Basic Computer Operations
- Identify computer system components.
- Identify safety precautions associated with computer use.
- Describe ergonomic and repetitive strain injury (RSI) guidelines related to computer use.
- Maintain workstation, equipment, and supplies.
- Navigate operating systems and software programs.
- Input data and commands using peripherals.

- Troubleshoot computer problems.
- Troubleshoot printer malfunctions.
- Manipulate data/software/operating systems.
- Use file management techniques.

Mastering Keyboarding Skills
- Key alphabetic, numeric, and symbol information.
- Improve keyboarding techniques.
- Increase keyboarding speed and accuracy to meet industry standards.
- Proofread copy.

Using Word Processing Applications
- Identify a variety of word processing programs.
- Compose business documents.
- Key business documents.
- Edit copy.
- Enhance documents by using page layout and graphic design features.
- Prepare address labels and envelopes.
- Obtain assistance from electronic references and documentation.
- Integrate keyed information and notes directly from conversations, meetings, and media.
- Key research-related documents.
- Complete special forms.
- Merge files to produce form letters.
- Integrate database data, spreadsheet data, and graphics into a word-processed document.

Using Spreadsheet Applications
- Identify a variety of spreadsheet programs.
- Enter data and formulas in a spreadsheet.
- Edit data in a spreadsheet.
- Analyze data in a spreadsheet.
- Create graphs and charts to visually represent spreadsheet values.

Using Multimedia Applications
- Identify a variety of presentation applications.
- Identify components of an effective presentation.
- Build a multimedia presentation.
- Enhance a multimedia presentation with specialized features.

Using Database Applications
- Identify a variety of database applications.
- Create a database.
- Populate the database.
- Process material using skills to solve a problem.
- Apply database skills to solve a problem.

Investigating Digital Citizenship
- Define *copyright*, *computer ethics*, and *netiquette*.
- Apply copyright standards, computer ethics, and netiquette.
- Use best practices for data security.
- Manage digital identity and reputation.
- Apply best practices for cyber and social media presence.

Exploring Careers
- Correlate digital application skills with the appropriate career pathways.
- Develop or update a print and/or electronic resume.
- Complete and online and/or written job application form.
- Create an electronic and/or hard-copy portfolio.
- Participate in a mock interview.

Preparing for Industry Certification
- Identify testing skills/strategies for a certification examination.
- Describe the process and requirements for obtaining industry certifications related to the Digital Applications course.
- Demonstrate the ability to complete selected practice examinations (e.g., practice questions similar to those on certification exams).
- Successfully complete an industry certification examination representative of skills learned in this course (e.g., Microsoft Office Specialist [MOS]).

Parameters of Implementation/Program Operation:

- The course will be offered as a single-blocked, semester-long course at all high school and middle school locations.
- There are no prerequisites for this course.

Staffing:

- Staff to teach this course must be certified in Business and hold appropriate industry credentials.
- Staffing will be allocated based on the high school staffing guidelines.

Estimated Budget:

- $1000 – Curriculum Development and Instructor Training (Start-up)
- $8,000 – Supplement existing equipment and classroom resources to support authentic experiences (Carl D. Perkins grant funding)
- Subject guides and the Schoology learning management system are available at no additional cost to the division.

Subject: *Economics and Personal Finance*   **Item Number:** 13D2b

Section: Information   **Date:** November 13, 2018

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

Prepared by: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board receive information regarding the proposed course, *Economics and Personal Finance* and corresponding course objectives for implementation in the 2019-2020 school year.

Background Summary:

The proposed year-long *Economics and Personal Finance* course would replace current separate semester offerings of this course material. The new combined course benefits students by allowing flexibility of pacing and interconnection of the standards covered in each semester option while still meeting the VDOE requirement to offer both to every high school student. The course incorporates all economics and financial literacy objectives included in the Code of Virginia §22.1-200-03B. This change will also offer greater ease when administering the W!SE Financial Management exam. Benefits of combining include:

- Flexibility for pacing.
- Flexibility for scheduling credential testing.
- Added opportunities to remediate and attempt the W!SE exam.

Source:

Economics and Personal Finance Course Description from VDOE, http://www.cteresource.org/verso/courses/6120/economics-and-personal-finance-description (2018)

Budget Impact:

There will be no budget impact to implement this course as it is simply combining two semester options already in place.

Course Proposal:

Economics and Personal Finance Course

Course Description:
Economics and Personal Finance is a single block, yearlong course proposed to replace current semester offerings at all high school locations. The course is designed to combine our current semesters of Economics and Financial Management beginning in the 2019-2020 school year.

The course allows students to explore how economies and markets operate and how the United States economy is interconnected with the global economy. Additionally students learn how to navigate the financial decisions they must face and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. They also learn the importance of investing in themselves in order to gain the knowledge and skills valued in the marketplace. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship, more effective participation in the workforce, and career success. The course incorporates all economics and financial literacy objectives included in the Code of Virginia §22.1-200-03B. Students enrolled in the course will be eligible to sit for the W!SE Financial Literacy exam.

Pre-requisites:
None

Budget Impact:
No budget impact for the implementation of the new year-long *Economics and Personal Finance* course is expected. The course will be taught with the staff already allocated to the high schools for the 2019-20 school year. No new expenses are anticipated to support the shift from semesters to a year-long model.

Aims:
Year-long Economics and Personal Finance will:
- Allow for more flexible pacing.
- Expand options for administering the W!SE Financial Literacy Exam.

Goals:
Students will:
- Explore banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently.
- Navigate financial decisions.
- Develop a budget.
- Apply basic economic principals.
- Develop an understanding of the role education and career choices play in financial security.

Competencies:

Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills
- Demonstrate positive work ethic.
- Demonstrate integrity.
- Demonstrate teamwork skills.
- Demonstrate self-representation skills.
- Demonstrate diversity awareness.
- Demonstrate conflict-resolution skills.
- Demonstrate creativity and resourcefulness.

Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills
- Demonstrate effective speaking and listening skills.
- Demonstrate effective reading and writing skills.
- Demonstrate critical-thinking and problem-solving skills.
- Demonstrate healthy behaviors and safety skills.
- Demonstrate an understanding of workplace organizations, systems, and climates.
- Demonstrate lifelong-learning skills.
- Demonstrate job-acquisition and advancement skills.
- Demonstrate time-, task-, and resource-management skills.
- Demonstrate job-specific mathematics skills.
- Demonstrate customer-service skills.

Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills
- Demonstrate proficiency with technologies common to a specific occupation.
- Demonstrate information technology skills.
- Demonstrate an understanding of Internet use and security issues.
- Demonstrate telecommunications skills.

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

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

Developing Basic Economic Concepts and Structures
- Describe how consumers, businesses, and government decision-makers face scarcity of resources and must make trade-offs and incur opportunity costs.
- Explain that economic choices often have long-term, unintended consequences.
- Describe how effective decision-making requires comparing the additional costs (marginal costs) and additional benefits (marginal benefits).
- Identify factors of production.
- Compare economic systems.
- Explain Adam Smith's characteristics of a market economy.

Understanding the Role of Producers and Consumers in a Market Economy
- Describe how consumers, producers, workers, savers, investors, and other people respond to incentives.
- Explain how businesses respond to consumer sovereignty.

- Identify the role of entrepreneurs.
- Compare the costs and benefits of different forms of business organization.
- Describe how costs and revenues affect profit and supply.
- Describe how increased productivity affects costs of production and standard of living.
- Examine how investment in human capital, physical capital, and technology can improve productivity.
- Describe the effects of competition on producers, sellers, and consumers.
- Explain why monopolies or collusion among sellers reduces competition and raises prices.
- Describe the circular flow of economic activity.

Exploring the Price System
- Examine the laws of supply and demand and the determinants of each.
- Explain how the interaction of supply and demand determines equilibrium price.
- Describe the elasticity of supply and demand.
- Examine the purposes and implications of price ceilings and price floors.

Exploring the Many Factors That Affect Income
- Examine the market value of a worker's skills and knowledge.
- Describe how changes in supply and demand for goods and services affect a worker's income.

Demonstrating Knowledge of a Nation's Economic Goals
- Describe economic indicators, such as gross domestic product (GDP), consumer price index (CPI), and unemployment rate.
- Describe the causes and effects of unemployment and inflation.
- Describe the fluctuations of the business cycle.
- Describe strategies for achieving national economic goals.
- Demonstrate knowledge of the nation's financial system.
- Demonstrate knowledge of how monetary and fiscal policy influence employment, output, and prices.
- Demonstrate knowledge of the role of government in a market economy.
- Demonstrate knowledge of the global economy.

Developing Consumer Skills
- Examine basic economic concepts and their relation to product prices and consumer spending.
- Examine the effect of supply and demand on wages and prices.
- Describe the steps for making a purchase decision.
- Describe common types of contracts and the implications of each.
- Demonstrate comparison-shopping skills.
- Maintain a filing system for personal financial records.
- Examine the impact of advertising and marketing on consumer demand and decision making in the global marketplace.
- Access reliable financial information from a variety of sources.
- Explain consumer rights, responsibilities, remedies, and the importance of consumer vigilance.
- Examine precautions for protecting identity and other personal information.
- Interact effectively with salespersons and merchants.
- Describe consumer protection regulations.
- Describe the role of consumer assistance agencies.

Demonstrating Knowledge of Planning for Living and Leisure Expenses
- Compare the costs and benefits of purchasing vs. leasing a vehicle.
- Compare the advantages and disadvantages of renting vs. purchasing a home.
- Describe the process of renting housing.
- Describe the process of purchasing a home.
- Calculate the cost of utilities, services, maintenance, and other housing expenses involved in independent living.
- Evaluate discretionary spending decisions.

Demonstrating Knowledge of Banking Transactions
- Describe the types of financial institutions.
- Examine how financial institutions affect personal financial planning.
- Evaluate services and related costs associated with personal banking.
- Differentiate among types and regulations of electronic monetary transactions.

- Prepare all forms necessary for opening and maintaining a checking and a savings account.
- Reconcile bank statements.
- Compare costs and benefits of online, mobile, and traditional banking.
- Explain how certain historical events have influenced the banking system and other financial institutions.
- Compare the U.S. monetary system with the international monetary system.

Demonstrating Knowledge of Credit and Loan Functions
- Evaluate the various methods of financing a purchase.
- Analyze credit card features and their impact on personal financial planning.
- Identify qualifications needed to obtain credit.
- Identify basic provisions of credit and loan laws.
- Compare terms and conditions of various sources of consumer credit.
- Identify strategies for effective debt management, including sources of assistance.
- Explain credit rating and credit report.
- Compare the costs and conditions of secured and unsecured loans.
- Compare the types of voluntary and involuntary bankruptcy and the implications of each.
- Calculate payment schedules for a loan, using spreadsheets, calculators, and/or online tools.
- Complete a sample credit application.

Demonstrating Knowledge of the Role of Insurance in Risk Management
- Evaluate insurance as a risk-management strategy.
- Distinguish among the types, costs, and benefits of automobile insurance coverage.
- Distinguish among the types, costs, and benefits of life insurance.
- Distinguish among the types, costs, and benefits of property insurance.
- Distinguish among the types, costs, and benefits of health insurance.
- Explain the roles of insurance in financial planning.
- Distinguish among the types of professional liability insurance.

Demonstrating Knowledge of Income Earning and Reporting
- Examine how personal choices about education, training, skill development, and careers impact earnings.
- Differentiate among sources of income.
- Calculate net pay.
- Investigate employee benefits and incentives.
- Complete standard federal employment tax forms.

Demonstrating Knowledge of Taxes
- Describe the types and purposes of local, state, and federal taxes and the way each is levied and used.
- Explore how tax structures affect consumers, producers, and business owners differently.
- Compute local taxes on products and services.
- Examine potential tax deductions and credits on a tax return.
- Explain the content and purpose of a standard W-● and ● form.
- Explain the similarities and differences between state and federal taxation of inheritances.
- Define the terminology associated with inheritance.
- Compare investment options for a monetary inheritance.
- Examine types and purposes of estate planning.
- Complete a state income tax form, including electronic formats.
- Complete short and itemized federal income tax forms, including electronic formats.

Demonstrating Knowledge of Personal Financial Planning
- Identify short-term and long-term personal financial goals.
- Identify anticipated and unanticipated income and expenses.
- Examine components and purposes of a personal net worth statement.
- Develop a personal budget.
- Investigate the effects of government actions and economic conditions on personal financial planning.
- Explain how economics influences a personal financial plan.

Demonstrating Knowledge of Investment and Savings Planning
- Compare the impact of simple interest vs. compound interest on savings.
- Compare investment and savings options.
- Explain costs and income sources for investments.

- Examine the fundamental workings of the Social Security System and the system's effects on retirement planning.
- Contrast alternative retirement plans.
- Explore how the stock and bond markets work.

Financing Education after High School
- Identify sources of financial aid.
- Examine types of student loans.
- Explain the repayment process for student loans.
- Describe types of student grants.
- Describe types of scholarships.
- Describe investment options to pay for college costs.
- Identify ways to make the cost of postsecondary education affordable.

Preparing for Industry Certification
- Describe the process and requirements for obtaining industry certifications related to the Economics and Personal Finance course.
- Identify testing skills/strategies for a certification examination.
- Demonstrate ability to successfully complete selected practice examinations (e.g., practice questions similar to those on certification exams).
- Successfully complete an industry certification examination representative of skills learned in this course (e.g., W!SE Financial Literacy Examination).

Developing Career Exploration and Employability Skills
- Investigate career opportunities.
- Identify personal interests, aptitudes, and attitudes related to the characteristics found in successful workers.
- Prepare a professional portfolio.
- Research a company in preparation for a job interview.
- Participate in mock interviews to refine interviewing techniques.
- Prepare employment-related correspondence.

Parameters of Implementation/Program Operation:

- The course will be offered as a single-blocked yearlong course at all high school locations.
- There are no prerequisites for this course.

Staffing:

- Staff to teach this course must be certified in Business, Marketing, Family & Consumer Science, Math, or Social Studies and hold appropriate industry credentials.
- Staffing will be allocated based on the high school staffing guidelines.

Estimated Budget:

- There are no anticipated budget needs attached to this request. Subject guides and the Schoology learning management system are available at no additional cost to the division.

Subject: *Technology Transfer Capstone*   **Item Number:** 13D2c

Section: Information   **Date:** November 13, 2018

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

Prepared by: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board receive information regarding the proposed course, *Technology Transfer Capstone* and corresponding course objectives for implementation in the 2019-2020 school year.

Background Summary:

The proposed year-long *Technology Transfer Capstone* course would serve as a sequential elective and Career and Technical series completer for the Technology Foundations course currently offered at Salem High School. This series of courses is inquiry-based and provides opportunities for students to acquire skills and knowledge necessary for technological literacy, entry-level careers and lifelong learning. Students in this capstone offering will delve more deeply into the engineering design process as they explore applying existing technologies in new environments. The experience builds a bridge for students between previously acquired educational skills and their relevancy in the real world. Students will experience P.E.A.K. learning (Purpose, Essential Skills and mindsets, Agency and Deeply Retained Knowledge), as they explore, design, create and publish in their transfer capstone projects incorporating research, communication skills, problem solving, design, and real-world work experience. The course focuses on making connections to life outside the classroom and creating solutions to local, state, national, and global challenges.

Source:

Technology Transfer Course Description from VDOE, http://www.cteresource.org/verso/courses/8405/technology-transfer-description (2018)

Dintersmith, T. (2018). *What School Could Be : Insights and Inspiration from Teachers across America*. Princeton Univ Pr. https://press.princeton.edu/titles/11224.html

Budget Impact:

There will be no budget impact to implement this course.

Course Proposal:

Technology Transfer Capstone Course Salem High School

Course Description:
Technology Transfer Capstone is a single block, yearlong course proposed serve as a sequential elective and Career and Technical series completer for the Technology Foundations course currently offered at Salem High School beginning in the 2019-2020 school year.

Students learn that technology transfer occurs when a new user applies an existing technology developed for one purpose to a different function. Groups work together, applying mathematics, science, and engineering concepts to projects that combine systems such as energy and power, agriculture and biotechnology, information and communication, manufacturing, construction, transportation, and medical technologies. Students engage in thematic activities to learn that the transfer of a technology from one society to another can cause cultural, social, economic, and political changes that affect both societies to varying degrees.

Pre-requisites:
Technology Foundations

Budget Impact:
No budget impact for the implementation of the *Technology Transfer* course is expected. The course will be taught with the staff already allocated to Salem High School for the 2019-20 school year. No new expenses are anticipated to support the implementation.

Aims:
Technology Transfer Capstone will:
- Allow students to work together, applying mathematics, science, and engineering concepts on projects that combine systems.
- Demonstrate that the transfer of a technology from one application or society to another can cause cultural, social, economic, and political changes that affect both industries and societies.

Goals:
Students will:
- Explore, design, create and publish in their transfer capstone projects.
- Incorporate research, communication skills, problem solving, design, and real-world work experience.
- Practice the Engineering Design Process.
- Link prior educational experiences to new knowledge.
- Experience P.E.A.K. learning (Purpose, Essential Skills and mindsets, Agency and Deeply Retained Knowledge).

Competencies:

Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills
- Demonstrate positive work ethic.
- Demonstrate integrity.
- Demonstrate teamwork skills.
- Demonstrate self-representation skills.
- Demonstrate diversity awareness.
- Demonstrate conflict-resolution skills.
- Demonstrate creativity and resourcefulness.

Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills
- Demonstrate effective speaking and listening skills.
- Demonstrate effective reading and writing skills.
- Demonstrate critical-thinking and problem-solving skills.
- Demonstrate healthy behaviors and safety skills.
- Demonstrate an understanding of workplace organizations, systems, and climates.
- Demonstrate lifelong-learning skills.
- Demonstrate job-acquisition and advancement skills.
- Demonstrate time-, task-, and resource-management skills.
- Demonstrate job-specific mathematics skills.
- Demonstrate customer-service skills.

Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills
- Demonstrate proficiency with technologies common to a specific occupation.
- Demonstrate information technology skills.
- Demonstrate an understanding of Internet use and security issues.
- Demonstrate telecommunications skills.

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

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

Evaluating Effects of Technological Systems
- Explain technology transfer as it applies to different environments (i.e., development and end user).
- Identify the major technological systems.
- Analyze the connections among technological systems.
- Analyze the contributions of technological systems to an economic system or systems.
- Analyze career opportunities in a variety of technological fields.
- Evaluate the impacts of technological systems on society, cultures, and the environment.
- Review proven technologies for possible enhancements or different uses.

Applying the Engineering Design Process in STEM
- Analyze how universal components make up a technological system.
- Create an example of a theoretical system.
- Identify the steps of the engineering design process.
- Identify components of a design portfolio.
- Apply and document the engineering design process.
- Apply modeling and simulation techniques.
- Identify mathematical terms and procedures that are applicable to technology.
- Identify scientific laws and principles that are applicable to technology.

Applying Technological Processes
- Apply safety procedures and practices.
- Use tools, machines, materials, and processes.
- Demonstrate engineering techniques and processes.
- Evaluate processes or products.
- Apply the engineering design process using electronic controls.

Introducing the Team Process
- Organize an engineering project team.
- Utilize team feedback to improve technological systems.
- Resolve conflict within a team.
- Employ active-listening techniques in an engineering team.
- Explain the benefits of active listening.
- Explain the benefits of multiple perspectives and diverse skills in solving real-world problems.
- Evaluate the team process.

Demonstrating Teamwork in Problem Solving
- Perform responsibilities as defined by serving on a design team.
- Design a system, process, or artifact to solve a technological problem.
- Demonstrate the use of mathematics, science, English, social studies, and other disciplines to help solve technological problems.
- Produce a model or prototype of the designed system.
- Present the problem solution.
- Evaluate the effectiveness of group dynamics.

Parameters of Implementation/Program Operation:

- The course will be offered as a single-blocked yearlong course at Salem high school.
- The yearlong Technology Foundations course is a prerequisite for this course. The two provided a sequential elective and convey completer status to the students.

Staffing:

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

Estimated Budget:

- There are no anticipated budget needs attached to this request.

Subject: *Licensed Pharmacy Technician Program*   **Item Number:** 13D2d

Section: Information   **Date:** November 13, 2018

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

Prepared by: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education
David Swanger, Director of the Virginia Beach Technical & Career Education Center

Presenter(s): James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board receive information regarding the proposed courses, *Pharmacy Technician I* and corresponding course objectives for implementation in the 2020-2021 school year.

Background Summary:

The proposed *Pharmacy Technician* certificate program is designed to provide students with the basic skills and knowledge to begin work as a pharmacy technician. The coursework will fulfill the requirements of the Board of Pharmacy and prepare students to take either the state examination or the national examination administered by the Pharmacy Technician Certification Board. Trained, experienced pharmacy technicians who can demonstrate the right skills and knowledge should be able to pursue many exciting and respected career options or postsecondary study in the pharmacy field. This course was previously approved by the School Board in June of 2004, but not yet implemented. The Bueru of Labor and Statistics projects 9% employment growth 2014-2024.

The Virginia Board of Pharmacy regulates the practice of pharmacists and pharmacy technicians across the Commonwealth. This course includes instruction reflecting "The Pharmacy Act" and "The Drug Control Act" of the Code of Virginia §54.1, Chapters 33-34, both of which may be accessed on the Web at http://www.dhp.virginia.gov/pharmacy/. The course also reflects the regulations of the Virginia Board of Pharmacy, 18 VAC 110-20-10 et seq., governing the registration and practice of pharmacy technicians in Virginia. These regulations may be accessed on the same Web site.

The proposed course is targeted at:

- Students pursuing a career as a Pharmacy Technician.
- Students interested in exploring different healthcare professions.

Source:

CTE Resource Center, http://www.cteresource.org/verso/courses/8305/pharmacy-technician-i-description (2018)
Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2017 Edition, Pharmacy Technicians*, http://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm, visited October 5, 2018.

Budget Impact:

Implementing this course will require the addition on one one full time FTE assigned to the Virginia Beach Technical & Career Education Center. Lab equipment end educational resources will be funded with VDOE CTE Equipment funds and Carl D. Perkins federal grant monies.

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Course Proposal:

Digital Applications Course

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Course Description:
Pharmacy Technician I is a double blocked, yearlong, three credit optional course proposed for The Virginia Beach Technical & Career Education Center for students interested in pursuing a career in the field. The course is designed to meet all state regulations and testing for licensed pharmacy technicians.

This course will prepare students for a career as a pharmacy Technician and includes classroom instruction, lab practice, reflections on "The Pharmacy Act" and "The Drug Control Act" of the Code of Virginia §54.1, Chapters 33-34. This course promotes skills that will prepare students for the Nationally Registered Certified Pharmacy Technician (NRCPhT) examination or the Certified Pharmacy Technician (CPhT) examination. Students who successfully complete this course may be eligible for Virginia licensure as a Pharmacy Technician. Student skills may be enhanced by participation in work-based learning activities and/or the Heath Occupations Students of America (HOSA).

Pre-requisites:
Program Application

Budget Impact:
The budget impact for the implementation of the new *Pharmacy Technician I* course will be minimal. The largest cost is for the additional FTE to teach the course beginning in the 2019-20 school year. New expenses related to the addition of this course will include curriculum development, training and equipment. Funding for the course is guaranteed through two funding streams: the Carl D. Perkins grant and VDOE State Equipment funding for CTE programs.

Aims:
Pharmacy Technician I course will:

- Provide a simulated pharmacy where students will engage in professional practice.
- Include comprehensive class room instruction.
- Introduce students to local pharmacy partners to provide real world perspective.
- Teach the requirements for state registration and national certification.
- Prepare students to pass the Nationally Registered Certified Pharmacy Technician (NRCPhT) Examination or the Certified Pharmacy Technician (CPhT) Examination (AAH).

Goals:
Students will:

- Demonstrate the ability to practice safely and professionally in the pharmacy area.
- Apply proper customer service procedures related to professional communication, appearance, and knowledge of allowed duties when working under a licensed pharmacist in a variety of settings.
- Demonstrate correct methods of dispensing medications, reading prescriptions, entering information, preparing labels, counting medication, and dispensing the medication.
- Demonstrate knowledge of the requirements governing the registration and practice of pharmacy technicians in Virginia.
- The graduate will be prepared to take and pass the Nationally Registered Certified Pharmacy Technician (NRCPhT) Examination or the Certified Pharmacy Technician (CPhT) Examination (AAH).

Competencies:

Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills
- Demonstrate positive work ethic.
- Demonstrate integrity.
- Demonstrate teamwork skills.
- Demonstrate self-representation skills.
- Demonstrate diversity awareness.
- Demonstrate conflict-resolution skills.
- Demonstrate creativity and resourcefulness.

Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills
- Demonstrate effective speaking and listening skills.
- Demonstrate effective reading and writing skills.
- Demonstrate critical-thinking and problem-solving skills.
- Demonstrate healthy behaviors and safety skills.
- Demonstrate an understanding of workplace organizations, systems, and climates.
- Demonstrate lifelong-learning skills.
- Demonstrate job-acquisition and advancement skills.
- Demonstrate time-, task-, and resource-management skills.
- Demonstrate job-specific mathematics skills.
- Demonstrate customer-service skills.

Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills
- Demonstrate proficiency with technologies common to a specific occupation.
- Demonstrate information technology skills.
- Demonstrate an understanding of Internet use and security issues.
- Demonstrate telecommunications skills.

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

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

Exploring the World of Pharmacy
- Describe the healthcare team.
- Describe various pharmacy settings.
- Describe the roles and responsibilities of pharmacy professionals, including the organizational chart.
- Obtain and maintain American Heart cardiopulmonary resuscitation (CPR) / basic life support (BLS).
- Describe the professional organizations, regulatory boards, and credentialing in the field of pharmacy.

Building a Professional Career
- Research job opportunities for pharmacy technicians.
- Comply with current state and federal regulations with regard to the practice of pharmacy.
- Explain the role of professional ethics in the pharmacy workplace.
- Determine the legal responsibilities of the pharmacy technician.
- Explain the importance of professional development for pharmacy technicians.

Communicating in the Pharmacy Setting
- Use basic medical terminology, anatomy, and physiology as related to disease states and pharmacy care.
- Maintain patient, business, and personal confidentiality.
- Handle patient and customer service challenges.

Applying Pharmacy Calculations
- Demonstrate knowledge of basic medical mathematical skills.
- Perform mathematical calculations that are critical to the tasks of pharmacy technicians in a variety of settings.

Incorporating Safety Procedures
- Provide a safe, clean, and comfortable environment for the client.
- Identify environmental safety hazards, prevention methods, and disaster plans.
- Demonstrate general principles of asepsis.
- Describe standard precautions and infectious disease control measures.
- Identify sterilization and sanitation procedures.
- Identify laws and standards concerning infectious and hazardous waste.

Introducing Prescription and Over-the-Counter Drugs
- Use pharmaceutical references and resources.
- Describe the federal agencies involved in drug approvals and classifications.
- Describe the drug classification system.
- Explain the naming convention of drugs.
- Identify the therapeutic classes of drugs.

Parameters of Implementation/Program Operation:

- The course will be offered as a single-blocked semester-long course at all high school and middle school locations.
- There are no prerequisites for this course.

Staffing:

- Staff to teach this course must be certified in Business and hold appropriate industry credentials.
- Staffing will be allocated based on the high school staffing guidelines.

Estimated Budget:

- $2000 – Curriculum Development and Instructor Training (Start-up)
- $25,000 – Set up simulated pharmacy and classroom. (Carl D. Perkins and VDOE State Equipment funding)
- $77,059 – FTE for additional teacher to begin planning and accreditation in the 2019-20 school year.

Average Teacher Salary for 2019/20	
Salary	$54,642
FICA	$4,180
VRS	$8,568
VRS Life	$716
VRS RHIC	$656
Health Insurance	$8,298
Total	$77,059

- Subject guides and the Schoology learning management system are available at no additional cost to the division.

An Achievable Dream Academy at Seatack Elementary School:

Subject: Comprehensive Evaluation   Item Number: 13E

Section: Information   Date: November 13, 2018

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

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

Presenter(s): Allison M. Bock

Recommendation:

That the School Board receive the An Achievable Dream Academy at Seatack Elementary School Comprehensive Evaluation and the administration's recommendations.

Background Summary:

An Achievable Dream Academy at Seatack Elementary School was first implemented in kindergarten through grade two in 2014-2015 with the addition of grade three in 2015-2016, grade four in 2016-2017, and grade 5 in 2017-2018. Because the program operates with local resources, evaluation of the program throughout the implementation period is required by School Board Policy 6-26. On September 6, 2017, the School Board approved the 2017-2018 Program Evaluation Schedule, in which An Achievable Dream Academy at Seatack Elementary School was recommended for a comprehensive evaluation. The comprehensive evaluation during 2017-2018 focused on the actions taken regarding the recommendations from the previous year's evaluation during 2016-2017, operation of the program, characteristics of students enrolled in the program, progress made toward meeting goals and objectives, stakeholders' perceptions, and the additional cost to the school division. In addition, recommendations for the program are provided along with An Achievable Dream Academy's response.

Source:

School Board Policy 6-26

School Board Minutes September 6, 2017

Budget Impact:

An Achievable Dream Academy (AADA) at Seatack Elementary School:
Comprehensive Evaluation

November 2018

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

Planning, Innovation, and Accountability
Office of Research and Evaluation

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Executive Summary

The partnership between An Achievable Dream, Inc. (AAD, Inc.) and Virginia Beach City Public Schools (VBCPS) at Seatack Elementary School began in the 2014-2015 school year with implementation of the program in grades kindergarten through 2. The program expanded to include third grade in 2015-2016, fourth grade in 2016-2017, and fifth grade in 2017-2018. The sixth grade was added at Lynnhaven Middle School in 2018-2019 and operates as a school within a school. The School Board approved an evaluation of An Achievable Dream Academy (AADA) at Seatack Elementary School for the 2016-2017 school year on September 7, 2016, and the 2016-2017 comprehensive evaluation was presented to the School Board on October 24, 2017. On September 6, 2017, the School Board approved an evaluation of the program for the 2017-2018 school year. The current comprehensive evaluation focused on the actions taken regarding the evaluation recommendations from 2016-2017, operation of the program, characteristics of students enrolled, progress toward meeting established goals and objectives, stakeholder perceptions, and the additional cost of AADA to the division. Throughout the comprehensive evaluation, the implementation of AADA was assessed for alignment with the contract between AAD, Inc. and VBCPS. The evaluation was based on reviews of documents and interviews, data from the VBCPS data warehouse, and surveys.

Key Evaluation Findings

Actions Taken Regarding Evaluation Recommendations

➤ The first recommendation from the 2016-2017 comprehensive evaluation was to continue AADA with the following four recommendations requiring action.

Recommendation #2

➤ The second recommendation was to analyze academic data relative to the performance targets that AADA set for the program in 2016-2017 and investigate the reasons for declines to ensure the effectiveness of instruction and additional instructional time.

➤ Actions taken regarding the second recommendation included reviewing classroom data weekly to inform instruction throughout the school day, reviewing and adjusting student placement in remediation groups during extended day remediation and Saturday School Remediation based on relevant data, and creating an intersession team to plan for the 2018 summer intersession.

➤ In comparison to 2016-2017, there were slight improvements in academic performance seen across grades and content areas in 2017-2018 (i.e., reading achievement in grades 1 through 3 and 5 and math achievement in grades 3 and 5).

Recommendation #3

➤ The third recommendation was that the program leverage interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior.

➤ Actions taken regarding the third recommendation included adding a mindfulness and meditation social rotation, adjusting the mentor program to involve only students in need, reviewing small group interventions provided during the extended day, and creating a check-in/check-out system for students who needed behavioral support.

➤ With the addition of grade 5, there were increases in the number of students who had one suspension and major offenses from 2016-2017 to 2017-2018. However, when focusing exclusively on grades K through 4, the numbers remained the same or declined. The referral rate declined from 2016-2017 to 2017-2018.

➢ Survey responses regarding student behavior showed that parent and student perceptions remained stable or improved slightly from 2016-2017 to 2017-2018. However, there were notable declines in the percentages of instructional staff who agreed that AADA improved students' behavior at school, self-control, and conflict management skills.

Recommendation #4

➢ The fourth recommendation was to ensure the attendance procedures and parent educational contracts were followed.

➢ Actions taken regarding the fourth recommendation included having families review and sign educational contracts; calling parents of absent students on a daily basis; sending letters home on a weekly basis for students with three, five, or ten absences; implementing a program where students with more than seven absences are rewarded when they attend school; and holding four parent workshops during June and July 2018.

➢ In comparison to 2016-2017, there were declines in the percentages of students with five or more absences across all grade levels in 2017-2018. The daily attendance rate was consistent from the previous year, and the unexcused absence rate declined slightly.

Recommendation #5

➢ The final recommendation was focused on providing opportunities for clearer and more consistent communication between staff, administration, and AADA.

➢ Actions taken regarding the final recommendation included the principal forming a communication committee. The committee was formed in February 2018 and met once per month thereafter to discuss any issues. Following the meeting, information was emailed to all staff members to highlight what was discussed and any adjustments that were needed.

➢ The percentage of staff who agreed that there was clear and consistent communication with AADA remained low for the 2017-2018 school year at 55 percent, which was a decline from 61 percent in 2016-2017.

Operational Components

Additional Opportunities

➢ Four days each week, the school day was extended by 1 hour 20 minutes, making the full school day 7 hours and 50 minutes. On two of these days, the extended portion was for academics (reading and mathematics), whereas on the other two days, the extended portion was for clubs. The extended day included fewer hours than the 2 hours per day that were originally noted within the contract due to logistics with the bus schedules. This adjustment was a joint decision by VBCPS and AADA.

➢ All second through fifth graders were required to stay for the extended school day, whereas kindergartners were not included in the extended day programming and first graders were not involved until the second semester. Based on a joint decision by VBCPS and AADA, the participating grades were adjusted from what had been planned in the contract, which noted that extended day would start with kindergarten.

➢ The school year was also extended to include a required summer intersession for all students, which focused on academics (i.e., reading and mathematics) and social and moral curricula. Saturday sessions were held for students who needed additional academic instruction throughout the school year.

➢ Survey items showed that at least 80 percent of staff, parents, and students agreed that additional opportunities to learn were provided during the extended day. There was high agreement among parents (94%) and staff

(88%) that additional opportunities to learn were provided through the summer intersession; however, only 60 percent of students agreed that going to school in the summer helped them learn.

➢ When responding to a survey question regarding areas for improvement, an area of concern for staff and parents was the length of the extended day, including that students return home from school late in the afternoon, especially during day light savings time. In addition, with the current schedule, instructional staff have difficulty attending divisionwide professional learning and other events. A suggestion provided by staff was changing the school from having a "B" school schedule to an "A" school schedule to allow students to arrive home 30 minutes earlier than the current schedule. This adjusted schedule would also allow instructional staff to attend divisionwide professional learning opportunities.

➢ The majority of instructional staff agreed that resources were provided that helped improve students' skills in math (75%) and reading (78%). Almost all parents (96%) agreed that AADA helped improve students' skills in reading and math. The majority of third- through fifth-grade students (89% or above) agreed that they are stronger readers and math students since being enrolled in AADA.

Respondents' Perceptions of Students' Growth in Academics

Area of Academic Growth	Staff		Parent		Student	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
Reading	96.6%	78.1%	92.9%	96.4%	88.2%[a] 80.6%[b]	91.8%[c]
Mathematics	86.7%	75.0%	94.5%	96.4%	84.3%	89.4%

[a]I can read better. [b]I understand my reading assignments better. [c]I am becoming a stronger reader.

➢ Opportunities were provided for students to learn outside of the classroom by attending field trips to locations throughout the community. Over the 2017-2018 school year, there was a total of 66 field trips taken across all K-5 grades.

➢ First- through fifth-grade students had access to numerous clubs and extracurricular activities while at AADA. Examples of clubs included, athletics (e.g., golf), science- and math-related clubs (e.g., STEM Robotics), arts-related clubs (e.g., Little Theater), and various other club opportunities (e.g., Go Green club).

➢ Each morning, students recited the "Banners," which were "positive affirmations that remind them of the school's beliefs and expectations." The goal of reciting the Banners each morning was to reinforce AADA's values and standards for proper behavior as well as encourage self-confidence.

➢ During 2017-2018, two community partners (iFly and the Girl Scouts Association) worked directly with students. In addition, AADA had community partnerships with the following: Naval Air Station Oceana, Virginia Beach City Police, An Achievable Dream Community Advisory Council, An Achievable Dream Board, and Virginia Beach City Public Schools' School Board.

➢ Students were matched with a mentor based on student need as part of the mentorship program. There were approximately 30 mentors from a variety of fields. Mentors met with their matched student individually for one hour every week throughout the school year.

➢ All community partners and mentors who responded to the survey either strongly agreed or agreed that they were satisfied that the program was meeting expectations in serving the community.

Specialized Curricula

➢ The Social, Academic, and Moral Education (SAME) curriculum emphasizes ethics, etiquette, peaceful conflict resolution, Speaking Green®, STEM, and mindfulness and meditation.

➢ Most parents indicated that AADA provided instruction on manners and etiquette (94%) and that AADA enhanced their child's ability to collaborate and work with others (95%). The majority of students indicated they

were more polite and well-mannered with others (84%) and worked better with others (76%) since being enrolled in AADA. Lower percentages of staff indicated that AADA provided effective instruction in manners and etiquette (66%) and that AADA enhanced students' ability to collaborate and work with others (61%).

Perceptions Regarding Manners, Etiquette, and Collaboration

	Manners and Etiquette		Collaborate and Work With Others	
	2016-2017	2017-2018	2016-2017	2017-2018
Staff	75.0%	65.5%	78.1%	61.3%
Parent	91.6%	94.0%	92.9%	94.5%
Student	74.0%	84.4%	72.7%	75.8%

Parent and Student Educational Contracts

➢ To ensure that parents and students were aware of program expectations, all parents and students signed an educational contract with AADA each year. These contracts were agreements that students and parents would adhere to the responsibilities as outlined by the program, including ensuring that students come to school on time each day.

➢ An important component of the program reflected in the contract was that students would adhere to a dress code to provide structure and set a tone for the school environment. Most parents (94%) and 68 percent of staff indicated that AADA has developed a sense of structure among students through school uniforms. However, only 43 percent of students indicated that wearing their school uniform helped them feel like they belong.

Instructional Staff Selection Process and Staff Characteristics

➢ When AADA was first implemented in 2014-2015, all Seatack Elementary School instructional staff members (including kindergarten through fifth-grade teachers) were provided the opportunity to transfer to another school if they preferred. Instructional staff members who stayed went through the interview process.

➢ The selection processes for new instructional staff involved joint interviews with the principal and an AADA representative. In selecting teachers, AADA prioritized those with experience in Title I schools and those who were receptive to the social and moral program components. The instructional staff were also required to sign a contract with AADA.

➢ The majority of staff (63%) had a graduate-level education with a master's or doctorate degree, which was higher than instructional staff across elementary schools (56%). The average number of years teaching was 16, which was slightly higher than the division's elementary school average at 14. However, 12 percent of the AADA instructional staff members were new to VBCPS starting in the 2017-2018 school year, which was higher than the division's elementary school average (8%).

Professional Learning Opportunities and Communication

➢ All staff were provided with specialized professional learning opportunities related to working with the targeted population; learning about respect, relevancy and relationships; ways to motivate students; and incorporating behavioral expectations of the program and setting a culture of change.

➢ Select teachers at each grade level attended a training through Kagan. Classroom teachers for grades 2 through 5 were trained on the computer-based reading program, Velocity, which differentiates instruction based on reading levels.

➢ Select teachers attended the Virginia Society for Technology in Education conference, and the instructional technology specialist attended the Future of Education Technology conference. Select teachers also attended a training to help teachers with classroom management held by Bathsheba.

➢ The majority of instructional staff (73%) who responded to the survey agreed that there was sufficient professional development.

➢ A communication committee was formed in February 2018 to create a systematic way to communicate with staff. However, only 55 percent of instructional staff agreed that there was clear and consistent communication with AADA.

Student Characteristics

➢ Within VBCPS, students from the Seatack, Birdneck, and Lynnhaven elementary school attendance zones were eligible to attend AADA. Students from other attendance zones could also attend if they met criteria based on social factors, such as free and reduced lunch status, single parent households, and public/subsidized housing.

➢ There were 436 students enrolled at any point during the 2017-218 school year, 389 of which were enrolled for at least half the school year.

➢ In comparison to students across the division, AADA students who were enrolled on October 1 (N = 385) were more likely to identify as African American or Hispanic and less likely to identify as Asian or Caucasian. There was also a higher percentage of students at AADA who were economically disadvantaged in comparison to the division and a lower percentage of gifted students.

➢ Between 50 and 62 percent of third through fifth graders enrolled at least half of the school year during 2017-2018 have been in the program since the first year of implementation (2014-2015 school year).

Opt-In and Opt-Out Data

➢ There were 100 kindergarten through fifth-grade students who lived in the designated Seatack Elementary School zone who were enrolled at a different school in 2017-2018. Therefore, these students may have opted out of AADA. The records of the majority of these students indicated that their reason for not attending AADA was "Other" rather than childcare hardships, moving, or required courses or programs. Of the 76 students whose reason was "Other," 68 students (89%) attended a nearby school, Birdneck Elementary School.

➢ There were 65 kindergarten through fifth-grade students who attended Seatack Elementary School, but lived in an area that was designated as a zone for another elementary school. Of those 65 students, 62 opted in for AADA. Forty-four percent (44%) of the students who attended for AADA were from the Birdneck or Lynnhaven elementary school attendance zones, but 20 other elementary school zones were also represented.

Progress Toward Meeting Goals and Objectives

➢ To be included in the outcome analyses, students must have been enrolled in the program for at least one-half of the school year and have data for the outcome variable being analyzed. Analyses with SOL data were conducted according to accreditation rules; therefore, there was no requirement that students be enrolled for at least one-half of the school year.

Progress Toward Meeting Goals

Goal #1: Reading Achievement

➢ In comparison to 2016-2017, there were improvements in the percentages of students in grades 1 and 2 who met or exceeded grade level benchmarks on the DRA, with 83 and 91 percent of students reading on or above grade level in 2017-2018, respectively. However, there was a decline in the percentage of kindergarten students who met or exceeded grade level benchmarks, with 84 percent of students reading on or above grade level in 2017-2018. Similar results were seen when comparing the percentages of students who met or exceeded grade

level benchmarks in 2017-2018 and 2013-2014, the year prior to AADA implementation in kindergarten through grade 2.

Percent of Students Meeting or Exceeding DRA Grade Level Benchmarks

	Kindergarten	Grade 1	Grade 2
2013-2014*	90.2%	77.6%	76.8%
2014-2015	92.1%	84.7%	70.8%
2015-2016	94.6%	75.0%	86.9%
2016-2017	95.7%	68.5%	71.1%
2017-2018	83.7%	83.4%	91.0%
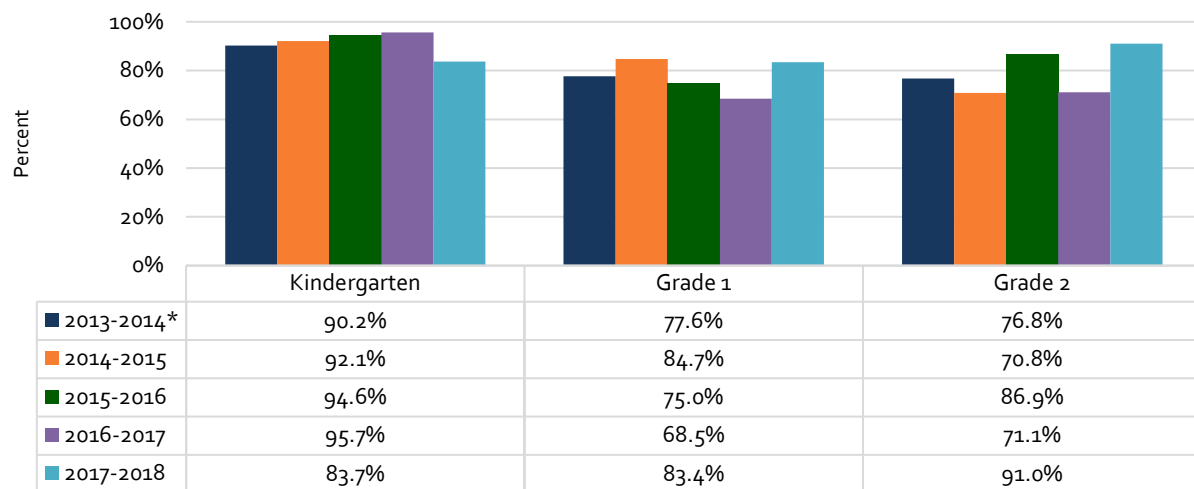
*2013-2014 was the year prior to implementation for grades K through 2.

➢ There was improvement in grade 3 reading from 2016-2017 to 2017-2018, which was seen in the overall percentage of students passing the reading SOL test (66% to 74%, respectively) and in the percentage of students with an advanced passing score (6% to 22%, respectively). Similar patterns were seen when comparing the percentage of students passing in 2017-2018 and 2014-2015, the year prior to AADA implementation in grade 3.

Grade 3 Reading SOL Proficient and Advanced Passing Scores

	2014-2015*	2015-2016	2016-2017	2017-2018
Advanced	13.6	5.0	6.4	21.6
Proficient	50.0	75.0	59.6	52.7
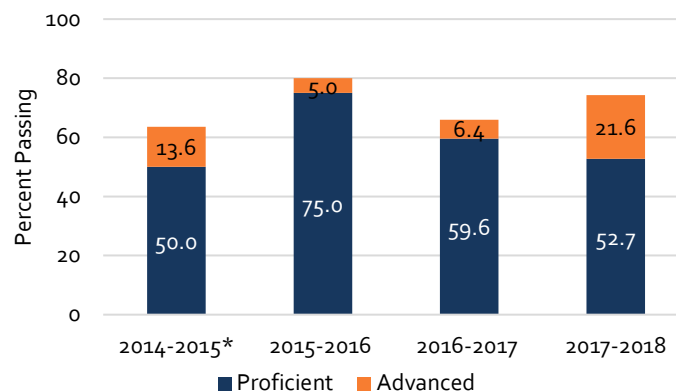
*2014-2015 was the year prior to implementation for grade 3.

➢ There was a slight improvement in the percentage of students in grade 4 with an advanced passing score on the reading SOL test in 2017-2018 compared to 2016-2017 (14% to 15%). The overall percentage of students with a passing score remained consistent (79%) in comparison to 2016-2017. In comparison to 2015-2016, the year prior to AADA implementation in grade 4, there was improvement in the percentage of students who earned an advanced passing score, but a slight decline (1%) in the percentage of students with a passing score in 2017-2018.

Grade 4 Reading SOL Proficient and Advanced Passing Scores

*2015-2016 was the year prior to implementation for grade 4.

➢ In comparison to 2016-2017, there was a slight improvement in the overall percentage of students with a passing score on the reading SOL test in 2017-2018 (78% to 80%). The percentage of students with an advanced score remained consistent.

Grade 5 Reading SOL Proficient and Advanced Passing Scores
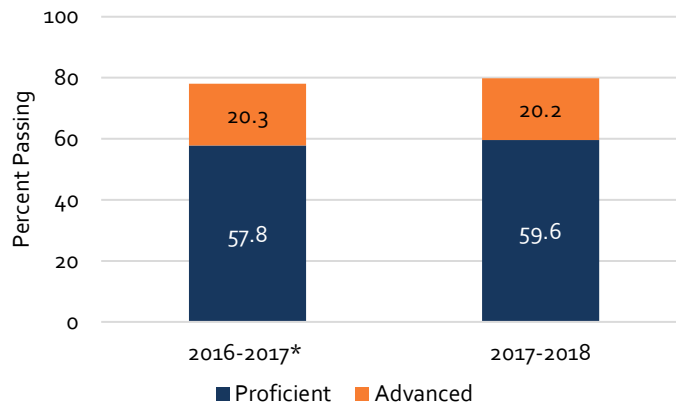
*2016-2017 was the year prior to implementation for grade 5.

Goal #2: Math Achievement

➢ In comparison to 2016-2017, there was an improvement in the overall percentage of students in grade 3 with a passing score on the math SOL test (68% to 72%). The percentage of students with an advanced score remained consistent. Improvements in both the overall percentage of students with a passing score and percentage of students with an advanced passing score on the math SOL were seen in 2017-2018 compared to 2014-2015, the year prior to AADA implementation in grade 3.

Grade 3 Math SOL Proficient and Advanced Passing Scores
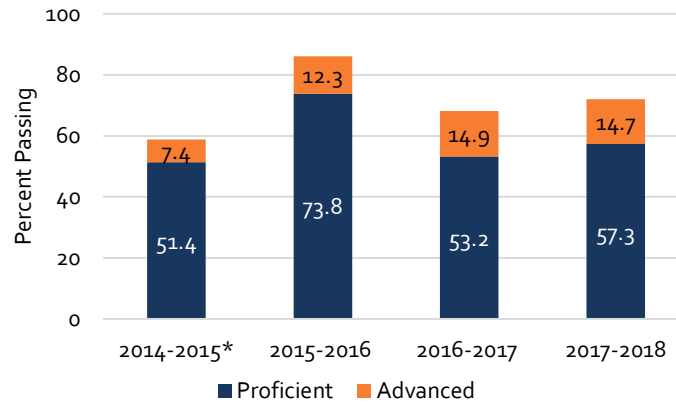
*2014-2015 was the year prior to implementation for grade 3.

➢ For the grade 4 math SOL test, the percentage of students with an advanced passing score improved slightly from 2016-2017 to 2017-2018 (16% to 18%); however, the overall percentage of students in grade 4 with a passing score on the math SOL test declined (83% to 71%). In comparison to 2015-2016, the year prior to AADA implementation in grade 4, there were declines in the percentage of students with an advanced passing score and the overall percentage of students passing the math SOL test in 2017-2018.
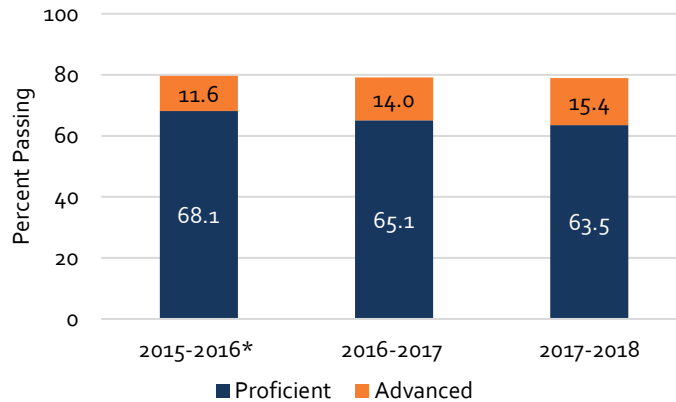
Grade 4 Math SOL Proficient and Advanced Passing Scores
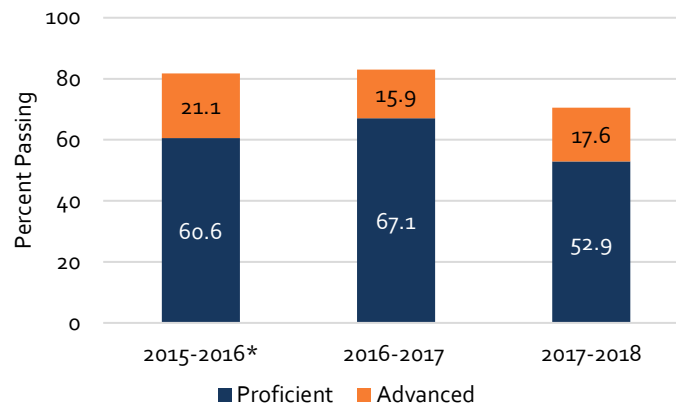
*2015-2016 was the year prior to implementation for grade 4.

➢ There were notable improvements in the overall percentage of students passing the grade 5 math SOL test in 2017-2018 (77%) compared to 2016-2017 (62%) and in the percentage of students with an advanced passing score on the math SOL (6% in 2016-2017 to 20% in 2017-2018).

Grade 5 Math SOL Proficient and Advanced Passing Scores
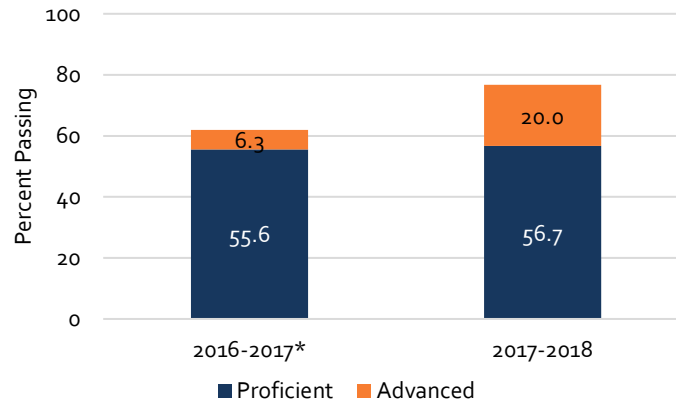
*2016-2017 was the year prior to implementation for grade 5.

Goal #3: Science and Social Studies Achievement

➢ There was a slight decline in the percentage of students passing the science SOL test in 2017-2018 (74%) compared to 2016-2017 (75%) and in the percentage of students with advanced passing scores (14% to 13%).

Grade 5 Science SOL Proficient and Advanced Passing Scores
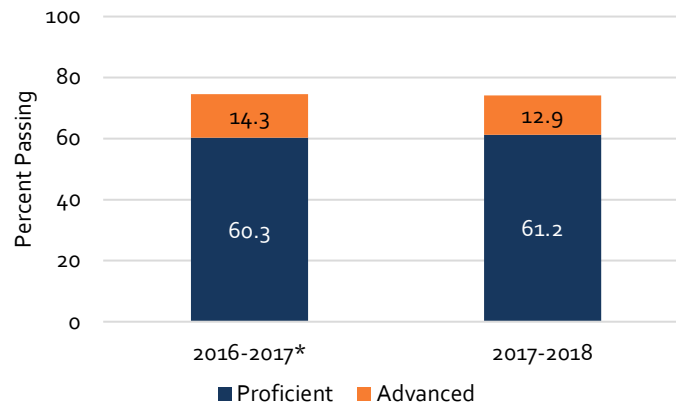
*2016-2017 was the year prior to implementation for grade 5.

➢ Although there was improvement from 2016-2017 to 2017-2018 in the percentage of students with an advanced passing score on the social studies SOL test, from 21 to 29 percent, there was a notable decline in the overall percentage of students passing the social studies SOL (84% to 76%).

Grade 5 Social Studies SOL Proficient and Advanced Passing Scores
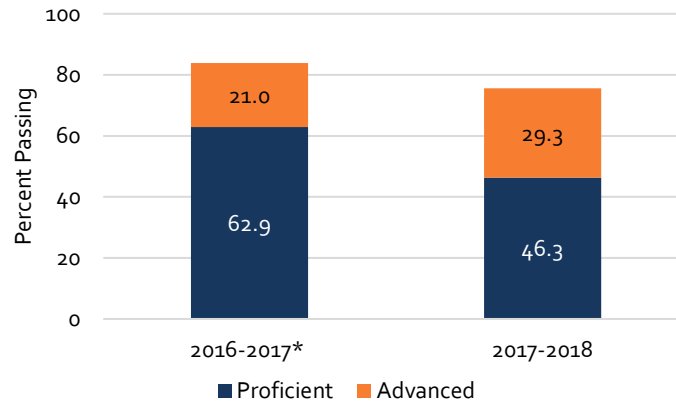
*2016-2017 was the year prior to implementation for grade 5.

Goal #4: Discipline

➢ With the addition of the fifth grade to the AADA program in 2017-2018, there was an increase from 2016-2017 in the number of students with a single suspension and in the number of suspension(s) resulting from a major offense. The number of students with multiple suspensions decreased by one. In comparison to 2013-2014, the year prior to any AADA implementation, there were large declines in the numbers of students with a single suspension, multiple suspensions, and suspensions resulting from a major offense in 2017-2018.

➢ When looking exclusively at grades K through 4 in 2017-2018, the number of students with a single suspension and suspension(s) resulting from a major offense remained consistent from 2016-2017. The number of students with multiple suspensions decreased from 5 to 2.

Number of Students by Suspensions

Number of Students	2016-2017 (K-4)	2017-2018 (K-4)	2017-2018 (K-5)
Single suspension	7	7	14
Multiple suspensions	5	2	4
Major offense suspension(s)	1	1	2

Note: In 2013-2014, prior to implementation of AADA, there were 26 students with a single suspension, 28 students with multiple suspensions, and 23 students with major offense suspensions.

➢ In comparison to 2013-2014, the year prior to AADA implementation in any grade, there were declines in the referral, in-school suspension, and out-of-school suspension rates (17% to 5%, 13% to 3%, and 4% to 2%, respectively).

➢ When comparing referral and suspension rates for students in and out of the Seatack attendance zone, results showed that out of zone students had higher referral (11%) and suspension (9%) rates compared to those in zone (nearly 5% and 4%, respectively).

Percentage of Students Suspended and Referred by Attendance Zone

	% of Opt In Students (N = 53)	% of In Zone Students (N = 333)	% of All Students (N = 386)
Referred	11.3%	4.5%	5.4%
Suspended	9.4%	3.9%	4.7%

- At least 85 percent of parents agreed that AADA improved their child's behavior at school, self-control, and conflict management skills. However, between 31 and 36 percent of staff agreed students showed improvement in these areas. The majority of students indicated that they behaved better at school (80%), controlled their behavior better (78%), and could resolve conflicts with other people (73%) since being enrolled in AADA.

Participants' Agreement Regarding Students' Behavioral Improvement

	Staff		Parent		Student	
	2016-2017	**2017-2018**	**2016-2017**	**2017-2018**	**2016-2017**	**2017-2018**
Behavior at school	78.8%	34.4%	88.3%	90.4%	78.2%	80.3%
Ability to demonstrate self-control	68.8%	31.3%	85.6%	85.6%	80.0%	77.7%
Ability to manage conflict	75.0%[a]	36.4%	86.1%[a]	84.7%[a]	65.0%	73.3%

Goal #5: Attendance

- The daily attendance rate was 95 percent and the unexcused absence rate was 2 percent in 2017-2018. The unexcused absence rate declined slightly from 2016-2017, when it was 3 percent, whereas the daily attendance rate remained the same. In comparison to 2013-2014, the year prior to any AADA implementation, the daily attendance rate increased by 1 percent and the unexcused absence rate decreased by 1 percent in 2017-2018.

- The percentages of students with more than five absences declined at all grade levels compared with results from 2016-2017, with the largest decline (68% to 56%) in kindergarten. In comparison to the years prior to AADA implementation at each grade level, with the exception of grade 4, all grades showed declines in the percentages of students with more than five absences.

Percent of Students With More Than Five Absences

Grade	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	76.2%	56.6%	72.2%	68.0%	56.4%
Grade 1	77.6%	56.4%	63.7%	73.3%	63.8%
Grade 2	76.8%	58.6%	68.1%	56.4%	53.7%
Grade 3	--	55.1%	61.7%	57.4%	54.1%
Grade 4	--	--	54.8%	61.5%	61.2%
Grade 5	--	--	--	65.6%	57.0%

Note: Shaded cells include data from the year prior to implementation for each grade.

Goal #6: Teacher Retention

- The retention of classroom teachers from 2017-2018 to 2018-2019 was 88 percent, which was a decline from the previous year when 95 percent of classroom teachers were retained from 2016-2017 to 2017-2018.

- Focusing more broadly on all instructional staff, 81 percent of staff were retained from 2017-2018 to 2018-2019. This was also lower than the previous year when 84 percent of staff were retained from 2016-2017 to 2017-2018.

Matched Comparison Group Analyses

- Based on the program's goal areas, additional analyses compared AADA student performance to three matched groups of students from other comparable or nearby schools. The analyses focused on comparisons of students' reading, mathematics, science, and social studies achievement; discipline; and attendance.

- Based on Comparison Group A, there were patterns to show that AADA students outperformed Comparison Group A students on 29 of 56 measures (51%), 9 (16%) of which reached statistical significance. Compared to

Group A, areas of strength for AADA were DRA scores; fourth-grade reading scores; and discipline referral, out-of-school suspension, and unexcused absence rates.

➢ Based on Comparison Group B, there were patterns to show that AADA students outperformed Comparison Group B students on 27 of 56 measures (48%), 4 (7%) of which reached statistical significance. In comparison to Group B, areas of strength for AADA students were discipline referral, out-of-school suspension, and unexcused absence rates.

➢ Based on Comparison Group C, there were patterns to show that AADA students outperformed Comparison Group C students on 33 of 56 measures (59%), 3 (5%) of which reached statistical significance. In comparison to Group C, areas of strength for AADA students were reading achievement and discipline referral, in-school suspension, and out-of-school suspension rates.

➢ Overall based on the matched comparison group analyses, the areas of strength for AADA students were in reading achievement, discipline referral, out-of-school suspension, and unexcused absence rates when general patterns were examined. However, few differences that were observed were statistically significant (5%-16% depending on the comparison group).

Stakeholders' Perceptions

Perceptions of Academics and Skills

➢ At least 75 percent of instructional staff agreed that AADA provided resources that helped students improve academically in the areas of reading, math, science, and social studies. At least 95 percent of parents agreed that AADA helped improve their child's skills in these academic areas.

➢ At least 89 percent of students agreed that they are becoming a stronger reader and math student since being enrolled in AADA; however, between 67 and 71 percent of students agreed they are becoming a stronger science and social studies student.

Participants' Percent Agreement Regarding Students' Academic Growth

Area of Academic Growth	Staff		Parent		Student	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
Reading	96.6%	78.1%	92.9%	96.4%	88.2%[a] 80.6%[b]	91.8%[c]
Mathematics	86.7%	75.0%	94.5%	96.4%	84.3%	89.4%
Science	92.9%	80.7%	95.7%	95.8%	62.7%	71.3%
Social Studies	85.2%	76.7%	93.7%	95.2%	56.9%	66.9%

[a] I can read better. [b] I understand my reading assignments better. [c] I am becoming a stronger reader.

➢ Between 88 and 97 percent of parents agreed that AADA established a daily schedule and needed level of support for academics and that AADA enhanced their child's academic skills (i.e., study skills, managing time). However, between 48 to 66 percent of staff agreed with these statements.

Participants' Percent Agreement Regarding Students' Academic Support and Growth

Area of Academic Growth	Staff		Parent	
	2016-2017	2017-2018	2016-2017	2017-2018
Provided the level of academic support students needed	83.9%	65.7%	91.2%	97.0%
Established a schedule of daily activities which met students' needs	73.3%	60.0%	91.6%	97.0%
Study skills	71.0%	51.5%	89.5%	93.4%
Ability to manage time	65.5%	48.4%	-	87.5%

General Perceptions

➢ At least 88 percent of parents agreed that the program maintained clear and consistent communication; that they felt welcomed; that they had opportunities for involvement in the program; and that AADA encouraged them to be involved in their child's education and provided them with support handling attendance, academic, and/or discipline issues.

Parents' Perceptions Regarding Involvement and Impacts of Program

Survey Statement An Achievable Dream Academy has...	2016-2017	2017-2018
Been consistent and clear in its communications with me.	85.8%	88.0%
Made me feel welcomed.	95.4%	95.3%
Provided opportunities for me to be involved in my child's education.	95.0%	95.9%
Encouraged me to participate in the activities at school.	94.0%	95.9%
Provided me with support handling student attendance, academic, and/or discipline issues.	85.5%	91.5%

➢ Almost all parents (96%) agreed that they would recommend AADA to other families, which was consistent from 2016-2017.

➢ Survey respondents were asked their level of satisfaction with AADA at Seatack Elementary School. Almost all parents (96%) and students (90%) indicated they were satisfied or very satisfied with the program, whereas 71 percent of staff survey respondents were satisfied.

Additional Cost

➢ According to the contract between VBCPS and AADA, VBCPS was responsible for paying for the following costs to the same level as would be provided to any of its schools: technology, computer maintenance personnel, educational supplies, field trips and related transportation, food (i.e., breakfast and lunch), program staff professional learning, daily and summer intersession transportation, after school and tutors payroll provided through Federal funding, and maintenance of school property.

➢ There were several additional AADA operational costs related to the longer school day and school year that were the responsibility of VBCPS such as utilities, maintenance, supplies, etc., as well as transportation costs for students who opted into the program from Birdneck and Lynnhaven elementary schools attendance zones and daily transportation costs during the summer intersession.

➢ The total additional cost to VBCPS for AADA was $39,810 during 2017-2018.

➢ According to the Department of Budget and Finance, following a review of financial records for 2017-2018, AADA reimbursed VBCPS a total of $77,982. A total of $60,095 was reimbursed for transportation costs for the extended day, students who opted out of the program, field trips, and Saturday school. A total of $17,887 was reimbursed for staff stipends due to the extended instructional time.

➢ According to the President and CEO of AAD, Inc., AAD, Inc. contributed a total of $1,182,360 to support the program at Seatack Elementary School during 2017-2018, including funding for the program's operation, fundraising, and administration.

Recommendations and Rationale

Recommendation #1: Continue An Achievable Dream Academy with modifications noted in recommendations 2 through 5. *(Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School)*

Rationale: The first recommendation is to continue An Achievable Dream Academy with modifications that are reviewed in the recommendations below. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. The term of the contract that was signed in July 2013 was five years and will automatically renew annually unless action is taken to cancel by either entity. The recommendation to continue the program with modifications is made to enhance efforts regarding academic achievement in specific areas; student behavior and consistency in applying discipline policies; communication and collaboration between staff, administrators, and AADA; and the school schedule.

The program appears to have been effective in terms of parent perceptions in all areas and student perceptions of their growth in reading and math achievement as well as the extended day and field trip opportunities. Consistent with 2016-2017, parent agreement percentages in 2017-2018 remained at least 90 percent on survey items related to AADA's impact across various areas, including general impacts of the program and improvement in student achievement and behavior. Additionally, student agreement percentages improved on almost all survey items from 2016-2017 to 2017-2018. Further, 96 percent of parents and 90 percent of students were satisfied with the program. In comparison to the year prior to AADA implementation in each grade, students in grades 1 through 3 and 5 showed improvements in reading achievement, and students in grades 3 and 5 showed improvement in math achievement in 2017-2018. Additionally, the overall attendance rate and percentages of students with five or more absences at each grade level improved from 2016-2017 to 2017-2018. Similarly, in comparison to the matched groups, areas of strength for AADA students included reading achievement and unexcused absence rates.

Recommendation #2: Review academic performance in grade 4 math and grade 5 science and social studies and develop plans to improve achievement in these areas. *(Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School)*

Rationale: The second recommendation is to review academic performance in grade 4 math and grade 5 science and social studies and develop plans to improve achievement in these areas. Although there were general patterns of improvement in academic achievement in grades 1 through 3 and 5 reading and grades 3 and 5 math, there were achievement declines seen in grade 4 math and grade 5 science and social studies from 2016-2017 to 2017-2018. The AADA student performance in these areas in 2017-2018 was also lower in comparison to matched comparison groups. For the grade 4 math SOL, there was an 11 percent decline in the percentage of fourth-grade students passing the SOL test from 2015-2016, the year prior to grade 4 implementation, to 2017-2018. In 2017-2018, 71 percent of fourth-grade students passed and 82 percent of fourth-grade students passed in 2015-2016. The three fourth-grade matched comparison groups also outperformed AADA fourth-grade students in math achievement when comparing the percentage of students passing the math SOL. Two of the three matched comparison groups outperformed AADA fourth-grade students in math achievement when comparing average math SOL scores. For the grade 5 science SOL, there was a slight decline in the percentage of fifth-grade students passing from 2016-2017 to 2017-2018 (75% in 2016-2017 to 74% in 2017-2018). Further, the three fifth-grade matched comparison groups performed the same as or outperformed AADA fifth-grade students in science achievement when comparing the percentage of students passing the science SOL test and average science SOL scores. For the grade 5 social studies SOL test, although the percentage of fifth-grade students with an advanced passing score increased from 21 to 29 percent, the overall percentage of students passing the social studies SOL test declined from 84 to 76 percent from 2016-2017 to 2017-2018. Additionally, the three fifth-grade matched comparison groups outperformed AADA fifth-grade students in social studies achievement when comparing the percentage of students passing the social studies SOL test and average social studies SOL scores. Further, differences between the groups on five of the six measures were statistically significant and favored the comparison groups. Although the fourth and fifth grades were

just implemented over the past two years, approximately half of fourth- and fifth-grade students have participated in AADA since the first implementation year (2014-2015).

Recommendation #3: Ensure consistency in communicating and applying discipline policies. *(Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School)*

Rationale: The third recommendation is to ensure consistency in communicating and applying discipline policies. Overall, referral rates have declined from 2016-2017 to 2017-2018 and, when considering only students from grades K through 4, the number of students with single and multiple suspensions either remained the same or declined from the previous year. Additionally, the referral rates and out-of-school suspension rates were generally an area of strength for AADA students relative to the matched comparison groups. However, staff survey responses indicated major concerns about student behavior and the consistency of implementing discipline policies and holding students accountable. In particular, between 31 and 36 percent of staff agreed that AADA improved students' behavior at school, self-control, and conflict management skills. This was a substantial decline from agreement percentages in 2016-2017, which ranged between 69 and 79 percent. When responding to an open-ended question about areas for improvement, several staff noted that there was a lack of consistency when disciplining poor behavior. This lack of alignment between referral and suspension rates and staff perceptions may be related to communication with staff regarding discipline policies within the AADA. Additionally, parents mentioned concerns regarding the lack of enforcement of discipline policies, and students mentioned the need to address bullying.

Recommendation #4: Implement new strategies to provide timely and informative communication to staff and to improve collaboration between instructional staff, administrators, and AADA. *(Responsible Groups: Department of School Leadership, An Achievable Dream Academy, Inc., Seatack Elementary School)*

Rationale: The fourth recommendation is to implement new strategies to provide timely and informative communication to staff and to improve collaboration between instructional staff, administrators, and AADA. A recommendation from the previous evaluation included increasing opportunities for clearer and more consistent communication between staff. In response, a communication committee was established, which included five teachers and the administrators. The committee was formed in February 2018 and met once per month through the end of the school year. However, staff agreement regarding AADA being consistent and clear in communication with staff declined from 61 percent in 2016-2017 to 55 percent in 2017-2018. In response to open-ended questions regarding suggestions for communication and areas of improvement, several staff indicated concerns about the timeliness of communication, such as with general event dates and details and summer intersession dates; lack of detailed information regarding expectations, especially related to discipline and enforcing the uniform policy; and concerns regarding collaboration between AADA and school staff. There was also a decline in the percentage of teachers who returned to Seatack following the 2017-2018 school year. In particular, following the 2017-2018 school year, 88 percent of classroom teachers and 81 percent of instructional staff returned, which was lower than after the 2016-2017 school year when 95 percent of classroom teachers and 84 percent of instructional staff returned. Additionally, in response to an open-ended question regarding suggestions for improvement, a few community partners indicated that communication and collaboration between teachers, staff, and AADA, as well as teacher retention, were areas of concern.

Recommendation #5: Investigate the feasibility of changing the school from a "B" schedule school to an "A" schedule school. *(Responsible Groups: Department of School Leadership, An Achievable Dream Academy, Inc., Seatack Elementary School)*

Rationale: The fifth recommendation is to investigate the feasibility of changing the school from a "B" schedule school to an "A" schedule school. In response to the open-ended item regarding areas for improvement, both parents and staff noted concerns about the length of the extended day, including that students return home from

school late in the afternoon, especially during day light savings time. In addition, with the current schedule, instructional staff have difficulty attending divisionwide professional learning and other events. Currently, AADA has the schedule for a "B" school, which has the daily hours of 8:40 a.m. – 3:10 p.m. With the extended time, AADA students attend school from 8:40 a.m. – 4:30 p.m. In response to areas for improvement, a few staff members suggested switching to the earlier schedule set for "A" schools, which begins at 8:10 a.m. This would allow students to arrive home 30 minutes earlier than the current schedule and staff to attend divisionwide professional learning opportunities. This suggestion was also mentioned as a step that would be beneficial for students and staff during meetings with the director of curriculum and collegiate services for AADA, director of operations and student services for AADA at Seatack Elementary, and principal of Seatack Elementary.

Recommendation #6: Conduct an evaluation update during 2018-2019 focused on staff perceptions, matched group analyses for elementary students, and an update on the AADA students who continued into the middle school program.
(Responsible Group: Planning, Innovation, and Accountability – Office of Research and Evaluation)

Rationale: A final recommendation is to conduct an evaluation update during 2018-2019 focused on staff perceptions, matched group analyses for elementary students, and an update on the AADA students who continued into the middle school program. Staff agreement levels on various survey items declined notably from 2016-2017 to 2017-2018; therefore, it is recommended to monitor the staff perceptions through the 2018-2019 school year. Additionally, approximately half of the measures showed patterns that AADA students outperformed matched comparison groups with few statistically significant differences; therefore, additional matched group comparison analyses for the 2018-2019 school year should be performed to examine whether AADA students demonstrate any additional areas of strengths. Because sixth-grade students began participating in AADA in 2018-2019, it is recommended that the evaluation update include data for the AADA students who continued into the middle school program.

Introduction

Background

An Achievable Dream Academy (AADA), which began in 1992 in Newport News Public Schools, conducts "a year-round, extended day public school program designed to close the achievement gap and allow all children to learn to succeed regardless of their socioeconomic background."[1] The partnership between AADA and Virginia Beach City Public Schools (VBCPS) at Seatack Elementary School began in the 2014-2015 school year with implementation in grades kindergarten through 2. The program expanded to include third grade in 2015-2016, fourth grade in 2016-2017, and fifth grade in 2017-2018. The sixth grade was added at Lynnhaven Middle School in 2018-2019 and operates as a school within a school. The contract between Achievable Dream Academies, Inc. and VBCPS was presented to the School Board on June 18, 2013 and approved on July 16, 2013. According to the contract, a new grade will be added each year until the year 2025 with a full K-12 program.

An evaluation for the 2014-2015 school year was conducted by The College of William and Mary under contract with the Achievable Dream Academies, Inc., and an approved research project in VBCPS. In addition, academic, discipline, and attendance outcomes from the 2014-2015 and 2015-2016 school years were assessed by the VBCPS Office of Research and Evaluation (ORE) and presented in an Evaluation Brief, which is available online.[2] The School Board approved an evaluation of An Achievable Dream Academy at Seatack Elementary School for the 2016-2017 school year on September 7, 2016 and for the 2017-2018 school year on September 6, 2017.

The 2016-2017 comprehensive evaluation was presented to the School Board on October 24, 2017. The recommendations included continuing the program with modifications, including analyzing academic data relative to performance targets and investigating reasons for declines; leveraging the programs' interventions, strategies, and supports to provide an environment highly conducive to learning; ensuring attendance procedures and parent educational contracts are being followed; and increasing opportunities for clearer and more consistent communication between the instructional staff, administrators, and AADA. The School Board approved these recommendations on November 8, 2017.

Purpose

This comprehensive evaluation provides the School Board, Superintendent, and program managers at AADA with information about the final year of implementation of AADA at Seatack Elementary School and student outcome measures for the 2017-2018 school year. Because this initiative operates with local resources, evaluation of the program throughout the implementation period is required by Policy 6-26, and it was recommended by the VBCPS ORE that the program undergo a comprehensive evaluation during the program's third (2016-2017) and fourth years (2017-2018) to build on data that had been collected during the program's first two years. This comprehensive evaluation focused on actions taken regarding the 2016-2017 evaluation recommendations, the operation of the program, characteristics of students enrolled, progress toward meeting established goals and objectives, stakeholder perceptions, and the additional cost of the establishment and maintenance of AADA at Seatack Elementary School to the school division. Throughout the evaluation, the implementation of AADA was assessed for alignment with the contract between Achievable Dream Academies, Inc. and VBCPS.

Program Overview

The purpose of AADA is to "improve students' academic performance in school, encourage appropriate behavior and citizenship, increase school attendance, decrease drop-outs, and ultimately to increase the likelihood the student would grow into a productive, law-abiding and responsible citizen."[3] More generally, An Achievable Dream's mission is to ensure that children create their own individual dream leading them to future success. The program offers an extended school day and year as well as additional opportunities for students, such as field trips and numerous clubs. Students also participate in a specialized curriculum that provides opportunities to "develop social, academic, and moral skills that help them become strong adults."[4] The program also stresses high expectations through student and parent educational contracts as well as a dress code for students. Within VBCPS, students from the Seatack, Birdneck, and Lynnhaven elementary school attendance zones were eligible to attend AADA.[5] Students from other attendance zones could also attend if they met criteria based on social factors, such as being on free or reduced lunch status.[6]

Program Goals and Objectives

Goals and objectives for this comprehensive evaluation were discussed with the Vice President of Academics for An Achievable Dream, Inc.[7] The goals focused on performance on the Developmental Reading Assessment (DRA) and various Standards of Learning (SOLs) tests; discipline; attendance; and teacher retention. The goals were evaluated using two methods: change over time and matched group comparisons.

Evaluation Design and Methodology

Evaluation Design

The purpose of this comprehensive evaluation was to assess the implementation of the AADA during its year of full implementation from kindergarten through grade five, determine the extent to which the implementation aligned with the contract that was in place between Achievable Dream Academies, Inc., and VBCPS, and assess the progress toward meeting the goals of AADA. The evaluation utilized a mixed-methods design to collect quantitative and qualitative information about the school's operation. Data for academic performance, discipline, attendance, and teacher retention were used to assess the extent to which progress was made toward meeting goals. In addition, analyses were conducted to determine the effectiveness of AADA in terms of academic and behavioral outcomes compared to similar comparison groups of students. Survey data were collected to assess stakeholder's perceptions, and cost data were collected to determine the cost of the program to VBCPS.

Evaluation Questions

Evaluation questions for this report were crafted by evaluators with feedback from AADA staff. The evaluation questions established for the comprehensive evaluation follow.

1. **What actions were taken as a result of the 2016-2017 evaluation recommendations from October 2017?**

2. **What were the operational components of An Achievable Dream Academy (AADA) at Seatack Elementary School?**
   a. What additional opportunities did AADA provide for students (e.g., extended day,
   summer intersession, enrichment, field trips, mentors, etc.)?
   b. What specialized curricula were implemented?
   c. What was included in the parent and student educational contracts?
   d. What was the selection process and what were the staff members' characteristics?
   e. What professional learning opportunities were provided for staff during 2017-2018?

3. **What were the characteristics of the students enrolled at AADA in 2017-2018?**
   a. How many students opted in or opted out of AADA?

4. **What progress was made toward meeting the goals of AADA at Seatack Elementary School?**

5. **What were the perceptions of stakeholders of AADA at Seatack Elementary School (i.e., students, parents, staff, and community partners)?**

6. **What was the additional cost of implementing AADA at Seatack Elementary School to the school division in 2017-2018?**

Instruments and Data Sources

Multiple instruments and data sources were used to gather data throughout 2017-2018. Quantitative data for 2017-2018 were gathered through the VBCPS data warehouse and from closed-ended survey questions. Where possible, data from the year prior to AADA implementation were used to assess trends. Data from the summer intersession were not included in the analyses, as they are not kept in the VBCPS data warehouse. Qualitative data were collected through document reviews, interviews, questionnaires, and open-ended survey questions. The Office of Research and Evaluation program evaluators employed the following data collection methods:

➢ Reviewed the An Achievable Dream and VBCPS websites, the partnership contract with VBCPS, and the AADA Parent Student Handbook to obtain information about the operational components of the program. There were no changes to the handbook for the 2017-2018 school year.[8]

- Gathered and analyzed data from the VBCPS data warehouse related to student demographics and student progress in the school and division (e.g., enrollment, academic performance, discipline, attendance).

- Administered surveys to students in grades 3 through 5, parents, instructional staff, and community partners.

- Collected staffing data for 2016-2017, 2017-2018, and 2018-2019 from the Department of Human Resources.

- Collected cost information from the departments of Budget and Finance and School Division Services (e.g., facilities, transportation).

- Conducted an interview with the Vice President of Academics for AADA and held a meeting with the director of curriculum and collegiate services for AADA, director of operations and student services for AADA at Seatack Elementary, and principal of Seatack Elementary.

Surveys

The Office of Research and Evaluation invited Seatack AADA students in grades 3 through 5, instructional staff, and community partners to complete an online survey regarding their perceptions of the program during May 2018. Students in grades kindergarten through 2 did not complete the survey due to the developmental level of the concepts being assessed. During May 2018, parents were invited to complete a paper survey that was sent home with their child regarding their perceptions of the program. The school offered incentives to classrooms with all parent surveys returned. Community mentors were also invited to complete a paper version of the community partner survey provided at the school and were asked to return it to the director of operations and student services who then forwarded them to the evaluator. Response rates to the surveys are shown in Table 1.

Table 1: Survey Response Rate for Students, Parents, Instructional Staff, and Partners

Participant	Surveys Returned		Response Rate (%)	
	2016-2017	2017-2018	2016-2017	2017-2018
Students (3-5)	104	124	81.9%	60.8%

Participant	Surveys Returned		Response Rate (%)	
	2016-2017	2017-2018	2016-2017	2017-2018
Parents	243	169	73.6%	44.0%
Instructional Staff	33	37	60.0%	62.7%
Community Partners	2	10	33.3%	27.7%

Note: In 2016-2017, third- and fourth-grade students as well as parents and instructional staff of kindergarten through fourth-grade students were invited to participate. In 2017-2018, third- through fifth-grade students as well as parents and instructional staff of kindergarten through fifth-grade students were invited to participate. In 2017-2018, there were 30 community mentors and 6 partners invited to participate in the survey.

- **Students** – The instrument gauged third- through fifth-grade student perceptions of AADA with a focus on instruction as well as academic and social/behavioral growth. Students responded to survey items using the two response options of Agree or Disagree. Students were also asked to indicate their satisfaction with the program on a 4-point Likert scale from Very Satisfied to Very Dissatisfied. Two open-ended response questions invited students to comment on the best thing about AADA at Seatack and recommend what could be different.

- **Parents** – The instrument gauged parent perceptions of AADA with a focus on children's academic and social/behavioral growth, attendance, and communication with the school. Survey statements were rated on a 4-point Likert scale from Strongly Agree to Strongly Disagree. Parents were also asked to identify their satisfaction with the program on a 4-point Likert scale from Very Satisfied to Very Dissatisfied. Two open-ended response questions asked for comments about the benefits of AADA for their child and recommendations for improvement.

- **Instructional Staff** – An instrument gauged administrator, instructional staff, and classroom assistant perceptions of AADA with a focus on resources for instruction, their students' academic and social/behavioral growth, professional development, and communication. Survey statements were rated on a 4-point Likert scale from Strongly Agree to Strongly Disagree. Staff were also asked to identify their satisfaction with the program on a 4-point Likert scale from Very

Satisfied to Very Dissatisfied. Two open-ended response questions asked staff to comment on the benefits of AADA and recommendations for improvement. An additional open-ended question was provided to staff if they indicated they disagreed that AADA had been consistent and clear in its communication. This question asked staff to note suggestions for improvement in this area.

➢ **Community Partners** – An instrument gathered information from partners regarding their partnership with AADA during the 2017-2018 school year. One item was a closed-ended question asking partners to rate their satisfaction with their partnership with AADA on a 4-point Likert scale from Very Satisfied to Very Dissatisfied. Seven open-ended items asked partners to describe their role and involvement in the partnership, perceptions and challenges of program implementation, what students gained from enrollment, strengths of the program, and recommendations on how the program might be improved.

Data Analysis

An Achievable Dream Academy at Seatack Elementary School student enrollment, demographic, and performance data as well as division demographic data were extracted from the VBCPS data warehouse using query statements. The data were exported to Microsoft Excel and SPSS spreadsheet files to allow for data analysis. To be included in the outcome analyses, students must have been enrolled in the program during 2017-2018 for at least one-half of the school year, which was 88 days of the 176 days in the school year. Of the 436 students who were enrolled in the program at any point during the 2017-2018 school year, 389 students (89%) met this criterion. When making comparisons to data from previous years, 2013-2014, 2014-2015, 2015-2016, and 2016-2017, enrollment criteria were also implemented. Standards of Learning (SOL) data were analyzed by the Office of Student Assessment based on accreditation rules, which allow adjustment for students who were included as recovery students from not passing the previous year. Due to providing SOL data based on accreditation rules, all students who took the test at Seatack are included in these analyses (i.e., no exclusionary criteria for days enrolled).

Research and evaluation staff downloaded survey results for the student, instructional staff, and community partner surveys from SurveyMonkey. Parent and printed community partner survey responses were scanned into an Excel spreadsheet file. Closed-ended survey data were analyzed using frequency analyses in SPSS. Survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Open-ended comments were analyzed for common themes. Staffing data for the 2017-2018 and 2018-2019 school years were compared to determine teacher retention. Teachers who were retained may have moved to a different grade level, but remained at Seatack Elementary School. Cost data were compiled and summarized for the evaluation.

Additional analyses were conducted to compare performance data for AADA students to three matched groups of students from comparable schools. The AADA students were matched with similar peers at three comparable schools through a statistical technique referred to as propensity score matching in SPSS. These matched groups effectively served as "control" groups when testing how the AADA program impacted student outcomes. The PSMatching program in SPSS uses a logistic regression model to measure the similarity of students who are not in a program with students that are in a program based on observable data. Demographic variables (i.e., gender, ethnicity, free and reduced lunch status, special education, gifted, and English learner) were used to construct comparison groups. Next, students in the AADA program were matched with students who did not participate in the AADA but had similar propensity scores to participants by grade. Overall, these comparisons produced a comparison group of students who were as similar as possible to the participants in the AADA program. Because the comparison groups were constructed separately for each comparable school, the final number of observations in each comparison was different for Comparison Groups A, B, and C. Outcomes were compared for AADA students and Comparison Groups A, B, and C students using t-tests and chi-square tests to uncover statistically significant differences in students' academic and behavioral outcomes by grade and school.

Evaluation Results and Discussion

This evaluation describes the implementation of AADA at Seatack Elementary School, the adherence to the contract, and progress toward meeting program goals during the 2017-2018 school year. This section of

the report provides the results associated with each evaluation question and a discussion of the results.

Actions Taken Regarding Evaluation Recommendations

The first evaluation question focused on actions taken regarding the recommendations made following the 2016-2017 comprehensive evaluation. Information to address this evaluation question was provided by the director of operations and student services for AADA at Seatack Elementary School and during discussions that occurred at a meeting with the director of curriculum and collegiate services for AADA, director of operations and student services for AADA at Seatack Elementary, and principal of Seatack Elementary. The first recommendation from the 2016-2017 comprehensive evaluation was to continue AADA with the following four recommendations requiring action:

Recommendation #2: Analyze academic data relative to performance targets and investigate the reasons for declines to ensure instruction and additional instructional time are effective.

The second recommendation focused on student academic performance. It was recommended to analyze academic data relative to the performance targets that AADA set for the program last year and investigate the reasons for declines to ensure instruction and additional instructional time are effective. Over the past school year, teachers and coaches reviewed classroom data weekly to inform instruction throughout the school day.[9] Further, to ensure the effectiveness of extended day instruction, at three points throughout the school year, AADA staff reviewed and adjusted student placement in remediation groups during extended day remediation based on relevant data. Additionally, at two points throughout the year, Saturday School Remediation groups and plans for remediation group instruction were developed based on student data and the need for additional reading and math instruction. To ensure effectiveness of the summer intersession, an intersession team, which consisted of members of the administration and a teacher from each grade level, was implemented during 2017-2018 with the goal of planning for the summer 2018 Intersession.[10] The team worked toward developing a general theme for the summer to ensure that all grade levels were working toward the same goal.

Academic performance data were analyzed to examine comparisons from last year to the 2017-2018 school year. Overall, there were slight improvements seen across grades and content areas (see Progress Toward Meeting Goals and Objectives section). Additionally, survey items focused on the effectiveness of the additional instructional time showed that at least 80 percent of staff, parents, and students agreed that additional learning opportunities were provided during the extended day. There was high agreement regarding parent (94%) and staff (88%) perceptions of additional learning opportunities being provided through the summer intersession; however, only 60 percent of students agreed that going to school in the summer helped them learn (see Operational Components – Extended School Day and Summer Intersession section).

Recommendation #3: Leverage the program's interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior.

The third recommendation focused on student behavior. It was recommended that the program leverage the interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior. As a step toward leveraging the Social, Academic, and Moral Education (SAME) curriculum to improve student behavior, a new social rotation was added in September 2017.[11] Students in grades 3 through 5 were given the opportunity to participate in a mindfulness and meditation rotation. Similar to the other social rotations, classes participated in this social rotation for two weeks at individual points during the year. In addition, adjustments were made to the mentor program such that a mentor was matched with an identified student to work with him/her weekly throughout the year. During these weekly visits, social and academic challenges were discussed and relationships were built between the mentor and mentee. At three points during the year, small group interventions were reviewed and implemented during the extended day utilizing classroom teachers and content coaches based on student need. Additionally, throughout the year, students who needed more behavioral support were identified to participate in a check-in/check-out system. When these students arrived each morning, they met with a uniquely assigned staff member for a few minutes to discuss their goals for the day, as well as reflect on the previous day.[12] At the end of the day, these students would also meet with that staff member to review their goals and

discuss the events of the day and how they could handle things differently in the future.

Overall, with the addition of grade 5 in 2017-2018, there were increases in the number of students who had one suspension and major offenses from 2016-2017 to 2017-2018. However, when focusing exclusively on students in grades K through 4, the numbers either remained the same or declined in 2017-2018. Additionally, the referral rate declined from the previous year and was lower than two of the three matched groups. Survey items focused on student behavior showed parent and student perceptions remained stable or improved slightly from the previous year. However, there were notable declines in the percentages for instructional staff who agreed that AADA helped improve students' behavior at school, conflict management skills, and self-control (see Progress Toward Meeting Goals and Objectives section). Additionally, a general theme across staff, parents, and students in response to an open-ended question about areas for improvement included discipline. In particular, staff and parents commented on a lack of consistency when disciplining poor behavior and students indicated a need for more discipline in regards to bullying.

Recommendation #4: Ensure the attendance procedures and parent educational contracts are being followed.

The fourth recommendation focused on student attendance. It was recommended that the attendance procedures and parent educational contracts be followed. In September 2017, parent and student contracts were signed and parent/student handbooks were sent home to be reviewed by families.[13] On a daily basis, personal phone calls were made to parents of students who were absent. On a weekly basis, attendance letters were sent home if students had three, five, or ten absences. Similar to the previous year, the attendance policy was as follows: after three absences, a letter was sent home; after five absences, conferences were scheduled; and after ten absences, the social worker became involved.[14] A new program implemented in 2017-2018 by the director of operations and student services involved any student who had more than seven absences.[15] After seven absences, students were required to visit the office to put a sticker on a sheet of paper every time they attended school. Students were rewarded after a certain number of school days attended. Students received an ice cream after attending five days, ten days, and then every ten days thereafter.[16] Additionally, four parent

workshops were held during June and July 2018.[17] One parent workshop was offered at the end of the year and three parent workshops were held in conjunction with the summer intersession. During these parent workshops, a number of topics were discussed.[18] Among these topics were the gains that the school has made; topics that parents had questions about; creating traditions, routines, and norms within families; and best practices for school which included attendance, discipline, helping students with their homework, social rotations, and the morning program.

In comparison to 2016-2017, there were declines in the percentages of students with five or more absences across all grades in 2017-2018 (see Progress Toward Meeting Goals and Objectives section). The daily attendance rate was consistent from the previous year, but the unexcused absence rate declined slightly. Additionally, AADA students had a lower unexcused absence rate compared to two of the three matched groups.

Recommendation #5: Increase opportunities for clearer and more consistent communication between the instructional staff, administrators, and AADA.

The final recommendation focused on communication amongst staff, administrators, and AADA. It was recommended that opportunities for clearer and more consistent communication be increased. In February 2018, a Communication Committee was formed by the principal of Seatack Elementary.[19] Committee members consisted of the administration and five teachers who self-selected.[20] In February, the committee met, discussed concerns, and a staff survey was created and implemented. The committee met once per month thereafter to discuss any issues, after which information was emailed to all staff members to highlight what was discussed and any adjustments that were needed.[21] Issues discussed at committee meetings included communication expectations; communication forms for the following year, such as Schoology, email, and memos in boxes; potential trainings; and calendar protocol for events.

The percentage of staff who agreed that there was clear and consistent communication with AADA remained low for the 2017-2018 school year with 55 percent agreement, which was a decline from 61 percent in 2016-2017 (see Operational Components – Professional Learning section). In response to open-ended questions regarding suggestions for communication and areas of improvement, several staff

indicated concerns about the timeliness of communication, such as with general event dates and details, and summer intersession dates; lack of detailed information regarding expectations, especially related to discipline and enforcing the uniform policy; and concerns regarding collaboration between AADA and school staff.

Operational Components

The second evaluation question focused on the operational components of AADA and adherence to the contract with VBCPS. This evaluation question included information about the types of additional opportunities provided for students, specialized curricula, parent and student educational contracts, selection processes for instructional staff and staff characteristics, and professional learning opportunities for staff.

Additional Opportunities

In addition to providing the public school curriculum, AADA offers additional opportunities that extend beyond the typical curriculum and school day. These opportunities included an extended school day and year with enrichment classes, field trips, Banners, community partnerships and mentors, focus on technology, numerous clubs and extracurricular activities, and a merit program.

Extended School Day and Summer Intersession

The first additional opportunity for students is extending the time spent at school to allow for additional instruction and out-of-classroom experiences. The contract noted that the extended day would be a total of 8 ½ hours, which is 2 hours longer than the typical day at Seatack Elementary School. As implemented during 2017-2018, the school day was extended by 1 hour 20 minutes each day except for Friday, making the full school day 7 hours 50 minutes (see Table 2 for 2017-2018 school year hours). This was the same schedule as in 2016-2017. The reason for this difference was due to logistics with the bus schedules. The adjustment of the extended time length was a joint decision by VBCPS and AADA after the contract was signed. On two of these days, the extended portion was for academics (reading and mathematics), whereas on the other two days, the extended portion was for clubs. During the days where additional time was spent on academics, AADA also held instructional enrichment classes that focused on novel studies, coding activities, and math

problem-solving concepts. According to the contract, the extended day would start with kindergarten; however, as implemented, kindergartners were not included in the extended day programming and first graders were not involved until the second semester. This was a joint decision by VBCPS and AADA after the contract was signed. All second through fifth graders were required to stay for the extended school day.

Table 2: 2017-2018 School Hours

Grade	Hours
Kindergarten	Mon – Fri, 8:40 a.m. – 3:10 p.m.
Grade 1	Semester 1 – Mon – Fri, 8:40 a.m. – 3:10 p.m. Semester 2 – Mon – Thurs, 8:40 a.m. – 4:30 p.m. Fri, 8:40 a.m. – 3:10 p.m.
Grade 2 through 5	Mon – Thurs, 8:40 a.m. – 4:30 p.m. Fri, 8:40 a.m. – 3:10 p.m.

The year was also extended to include a required summer intersession and Saturday programming as needed. As reported in the contract, the program is "an 8 ½ hour day program that is 200 plus or minus days long, as deemed appropriate by AADA to carry out AADA's extended learning calendar." For the summer intersession following the 2017-2018 school year, there were an additional 19 days of school, equaling a total of 195 days for the full year (see Table 3 for summer days and hours). As implemented, the summer intersession provided four hours of instructional time each day. All students, including kindergartners, were required to attend the summer intersession. During the summer intersession, students were taught by their teachers for the upcoming 2018-2019 school year, which allowed the teachers to be thinking about curriculum for the next year and for them to be prepared for the school year when it began in September.[22] During the summer intersession, there was a focus on academics (i.e., reading and mathematics) as well as the social and moral curricula.

Table 3: 2018 Summer Intersession Days and Hours

Grade	Days	Hours
Kindergarten through Grade 5	July 9 – August 2	Mon – Fri 8:00 a.m. – 12:00 p.m.

Only students who were identified as needing additional academic instruction were required to attend on Saturdays. This identification of need was based on previous SOL scores, current benchmark scores, and

teacher recommendations (i.e., classroom behavior or performance).[23] During the 2017-2018 school year, 95 students attended Saturday sessions in the fall, which occurred over seven Saturdays in October and November.[24] In the spring, 95 students attended over ten Saturdays from February through May.

When surveyed about whether being in school longer and going to school in the summer helped their learning, 80 percent of students agreed that the longer school day helped, but only 60 percent agreed that the summer intersession helped. Parents' perceptions were more positive with 95 percent agreeing that additional learning opportunities were provided during the extended day and 94 percent agreeing that additional learning opportunities were provided through the summer intersession. Similarly, 88 percent of staff who responded to the survey agreed that the program provided additional opportunities for students to learn during the summer and 87 percent of staff agreed that there were additional opportunities through the extended day. When responding to an open-ended survey item regarding areas for improvement, an area of concern for staff and parents was the length of the extended day, including that it may not be appropriate for the younger students. There were concerns noted regarding students returning home late, especially during day light savings time. A suggestion provided by staff was changing the school from having a "B" school schedule to an "A" school schedule. The "B" school schedule has the daily hours of 8:40 a.m. – 3:10 p.m., whereas the "A" school schedule has the daily

hours of 8:10 a.m. – 2:40 p.m. With the extended time, AADA students attend school from 8:40 a.m. – 4:30 p.m. Switching to the earlier schedule set for "A schools" would allow AADA students to arrive home 30 minutes earlier than the current schedule. Additionally, this was mentioned as a potential area of improvement that could benefit both students and staff during meetings with the director of curriculum and collegiate services for AADA, director of operations and student services for AADA at Seatack Elementary, and principal of Seatack Elementary. According to the principal of Seatack, with the current schedule, instructional staff have difficulty attending divisionwide professional learning and other events.[25] Adjusting the school schedule would allow instructional staff to attend divisionwide professional learning opportunities.

When surveyed about whether resources were provided that helped students improve in the areas of reading and math, 75 percent of instructional staff who responded to the survey agreed that resources were provided for math and 78 percent agreed that resources were provided for reading. Parents and students were asked about their perceptions of students' growth in these areas. As can be seen in Table 4, almost all parents who responded to the survey (96%) agreed that AADA helped improve skills in reading and math. High percentages of third- through fifth-grade students (89% or above) agreed that they are becoming a stronger reader and math student since being in AADA. Parent and student perceptions improved from last year, but staff perceptions declined.

Table 4: Respondents' Perceptions of Students' Growth in Academics

Area of Academic Growth	Staff		Parent		Student	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
Reading	96.6%	78.1%	92.9%	96.4%	88.2%[a] 80.6%[b]	91.8%[c]
Mathematics	86.7%	75.0%	94.5%	96.4%	84.3%	89.4%

Note: Same items were provided unless indicated. [a]I can read better. [b]I understand my reading assignments better. [c]I am becoming a stronger reader.

Field Trips

Another aspect of AADA is providing opportunities for students to attend field trips to locations throughout the community. The goal of these experiences was to help students understand their academics and make good decisions. Over the 2017-2018 school year, there was a total of 66 field trips taken across all grades K through 5.[26] This was similar to the 2016-2017 school year when there were 67 field trips for grades K through 5.[27] Instructional staff and parents were questioned about whether students were provided with these

opportunities to learn outside of school. Most instructional staff (94%) and parents (98%) who responded to the survey agreed that this opportunity was provided. Most third- through fifth-grade students who responded to the survey (85%) perceived these field trip opportunities to be beneficial in helping them understand their academics and in making good decisions.

Banners and Morning Program

Another opportunity for the students at AADA includes a daily morning routine. Each morning, students recited

the "Banners," which are "positive affirmations that remind them of the school's beliefs and expectations." Portions of the sayings recited included "Decisions are up to me. Success in school – helps me be successful in life. I can go to college if I work hard. Being a success means doing my best. An Achievable Dream loves me. I am someone special. Believe in Yourself."[28] The goal of reciting the Banners each morning was to reinforce AADA's values and standards for proper behavior as well as encourage self-confidence. Physical banners with the affirmations were also placed in the building and served as an additional reminder for the students.

Community Partnerships & Mentors

During the 2017-2018 school year, two community partners worked directly with students. Throughout the year, AADA partnered with iFly, which involved allowing 12 fifth graders to meet with staff members from iFly on a weekly basis. This group of students was given lessons in indoor flying and listened to speakers who taught about a variety of topics, including physics; teamwork; and agility, balance, and coordination.[29] This year, AADA also partnered with Rachel Saddler with the Girl Scouts Association. Meetings with a group of six girls were held once per week to work on Girl Scout related work with the goal of building self-relevance.

In addition, AADA had community partnerships that were involved with the AADA program at Seatack Elementary. These partnerships, identified by the Vice President of Academics for An Achievable Dream, Inc., included leadership from Naval Air Station Oceana, Virginia Beach City Police, An Achievable Dream Community Advisory Council, An Achievable Dream Board, and Virginia Beach City Public Schools' School Board.[30]

As AADA continues implementation through grade 12, community sponsors may become a part of the program. To ensure students' future success, the contract with VBCPS states, "AADA may, but shall not be obligated to, develop a merit college scholarship program."[31] As part of the merit scholarship program, every class of AADA students would receive a community sponsor that provides merit college scholarships to fund students' college careers. Students would receive a scholarship contract that outlines the expectations to receive the scholarships.

Several community members served as mentors and role models to help ensure AADA students envisioned their own achievable dream. During the 2017-2018 school year, the mentorship program was restructured.

Previously only third graders were involved, but in 2017-2018, students from any grade were matched with a mentor based on student need.[32] Currently there are approximately 30 mentors from a variety of fields. Mentors meet with their matched student individually for one hour every week throughout the whole school year. In addition to being mentors, sailors from Naval Air Station Oceana and Dam Neck provided other support to students at AADA. Sailors regularly visited AADA in the mornings to help welcome students and shake their hands while ensuring to look them in the eye. Sailors also had the opportunity to provide support in classrooms and on field trips.

Community partners and mentors were surveyed about their role as a partner. Partners and mentors who completed surveys indicated that their role as a partner was to be an ambassador/promoter for AADA, volunteer in classrooms, and assist/mentor students. All community partners viewed the progress of program implementation positively. The social-emotional impacts of the program on students' sense of belonging, stability, security, self-esteem, self-worth, and responsibility were noted as the program's primary strength. However, some community partners indicated the biggest challenge has been communication or coordination between the school staff and administration. Some additional ideas for areas of improvement included providing additional opportunities, such as counseling services, extracurricular opportunities over the summer, and academic help during mentoring. Additionally, a few partners mentioned the potential benefit of an orientation for mentors.

Technology Focus

As identified in the contract, AADA is to be used as a laboratory for technology; therefore, all technology used at the school is up to date. The instructional staff were expected to incorporate technology into their academic lessons with students. Two computer-based programs were used for reading and math instruction for second-through fifth-grade students. The reading program, Velocity, allowed for differentiated instruction based on a student's reading level, and the math program, Reflex Math, addressed math facts for operations using games and quizzes. Two technology-related clubs were available to fourth and fifth graders, 3-D printing club and Google CS First club, which involved computer coding. Technology purchased in 2017-2018 for these clubs included six Sphero 2.0s, robotic balls that support coding; two micro printers; and a drone. The Sphero 2.0s were also used during the school day. Other

technology purchased included Bee-Bots for students in grades K and 1 and Go Guardian, which allowed parents to monitor student internet use. The computer lab at Seatack is also being transformed into a makerspace lab that will be used for coding in 2018-2019.

Clubs and Extracurricular Activities

Students had access to 26 different clubs and numerous extracurricular activities while at AADA during 2017-2018.[33] Examples of clubs included athletics (e.g., golf, dance, fitness), science- and math-related clubs (e.g., MakerSpace, STEM Robotics, Lego, Coding), arts-related clubs (e.g., Little Theater, photography, drama, arts and crafts), and various other club opportunities (e.g., Go Green club and book club).[34]

As stated in the contract, a tennis program may have been implemented depending on the funding. Alternatively, a tennis club was offered as an option to students in first through fifth grades. Tennis has been viewed by AADA as a means of building students' level of self-esteem and encouraging social interactions. The tools that are needed for success in tennis extend to life, including "discipline, perseverance, confidence, sportsmanship, and teamwork."

There were several other extracurricular activities that AADA offered, including various field trips; opportunities for lessons or activities in athletics, such as lacrosse, swimming, tennis, and golf; and outreach experiences through local museums.

Dream Merit Program

To encourage positive behavior, students are also provided the opportunity to be rewarded with "dream merits."[35] Dream merits are reward points that students can earn to purchase items at the school shop, such as school supplies or small toys or gifts. These merits can be earned during any AADA activity when students engaged in appropriate school behavior. Staff members or sailor volunteers could have rewarded students for appropriate behavior or appropriate dress specifically during programming on character development or throughout the school day.

To educate third- through fifth-grade students about budgeting and finances, students managed their merits and could write checks to use merits to purchase items. Students in the younger grades had others who managed their merits, but were allowed to use them for designated opportunities.

Specialized Curricula

The Social, Academic, and Moral Education (SAME) Curriculum was adopted by AADA. Within this specialized curriculum, there was an emphasis on "ethics, etiquette, peaceful conflict resolution, and Speaking Green®."[36] The Speaking Green® aspect of SAME involved encouraging students to use Standard English, which could assist children in their efforts to succeed in business and college.[37] In addition, during 2017-2018, STEM components as well as mindfulness and meditation (for grades 3 to 5) were part of the curriculum.[38] Beyond the daily academic curriculum, AADA students had a rotation of classes that focused on each of these areas of social and moral education that lasted two weeks at a time. Grade levels took turns being assigned to each of these areas. The AADA values and standards for behavior were reinforced throughout these classes. In response to an open-ended survey item regarding benefits of the AADA program, many parents mentioned aspects of the SAME curriculum, including growth in their child's behavior, attitude, and social skills.

Most parents (94%) indicated that AADA provided instruction on manners and etiquette, and 84 percent of students indicated they are more polite and well-mannered with others since being in AADA (see Table 5). However, 66 percent of staff indicated that AADA provided effective instruction in manners and etiquette. Most parents (95%) also indicated that AADA improved their child's ability to collaborate and work with others, and the majority of students (76%) indicated that they worked better with others since being in AADA. However, a lower percentage of instructional staff who responded to the survey agreed that AADA improved their students' ability to collaborate and work with others (61%). In comparison to perceptions from last year, student agreement increased, parent agreement remained high, and staff agreement declined.

Table 5: Perceptions Regarding Manners, Etiquette, and Collaboration

	Manners and Etiquette		Collaborate and Work With Others	
	2016-2017	2017-2018	2016-2017	2017-2018
Staff	75.0%	65.5%	78.1%	61.3%
Parent	91.6%	94.0%	92.9%	94.5%
Student	74.0%	84.4%	72.7%	75.8%

Parent and Student Educational Contracts

To ensure that parents and students were aware of the program expectations, all students and parents signed an educational contract with AADA. This contract was an agreement that students and parents would adhere to the responsibilities as outlined by the program. For example, parents were requested to support their child's education through discussions with him/her about school and ensure their child attends school, dresses appropriately, follows school behavior and drug-free policies, and communicates with teachers. Students were asked to pledge to not use drugs or engage in criminal behavior, to be respectful, attend school on time, have good manners, and to try their best.

If students or parents do not adhere to the contract, there is a possibility that the student may be removed from the program.[39] For the 2017-2018 year, there were no students who were asked to leave the program for this reason, which was consistent with the 2016-2017 school year.

An important component of the program that was reflected in the contract was that students would adhere to a dress code to provide structure and set a tone for the school environment. Students were required to wear a shirt/sweatshirt with the AADA logo that is a specific color by grade level, dark navy pants or shorts, and all black shoes. There were also requirements to have well-groomed hair, limited jewelry, a black or brown belt, and dark or white socks.

Most parents (94%) and 68 percent of staff indicated that AADA has developed a sense of structure through school uniforms. However, only 43 percent of students indicated that wearing their school uniform helped them feel like they belong. Consistent with this level of agreement, several students indicated that the uniform policy was an area needing improvement. Parents also indicated that aspects of the uniform policy needed improvement, including providing more clothing items and adjusting the policy to be less strict. However, staff indicated that there was a lack of consistency in enforcing the uniform policy.

Instructional Staff Selection Process and Staff Characteristics

The process by which AADA selects their instructional staff was also examined. For these analyses, instructional staff members were included based on the Department of Human Resources classification of "Instructional," which does not include administrators or classroom assistants. According to the contract with VBCPS, AADA would select instructional staff who had the necessary talents, experiences, and commitments for the target population and SAME enhancement. When AADA was first implemented in 2014-2015, all Seatack Elementary School staff members (including kindergarten through fifth-grade teachers) had the opportunity to transfer to another school if they did not want to be a part of the AADA program. Instructional staff members who stayed went through the interview process.

The selection processes for new instructional staff each year involved joint interviews with the principal and an AADA representative.[40] In selecting teachers, the AADA prioritized those with experience in Title I schools and being receptive to the social and moral program components. The instructional staff members were also required to sign a contract with AADA. Similar to contracts signed by parents and students, instructional staff members were provided with the mission of the program and asked to commit to specific aspects of the program, such as focusing students' attention on the Banners, integrating the SAME curriculum throughout the day, and wearing professional dress.[41]

The characteristics of AADA's instructional staff members as of October 3, 2017 in kindergarten through grade five were examined. As can be seen from Table 6, the instructional staff members were predominately female (81%) and identified as Caucasian (65%). In comparison to elementary school instructional staff members (K-5) across the division, there were higher percentages of male staff members (18%) and those who identified as African American (33%) at AADA. The average number of years teaching was 16, which was slightly higher than the division's elementary school average. AADA instructional staff had an average of 11 years teaching in VBCPS. However, 12 percent were new to VBCPS starting in the 2017-2018 school year, which was higher than at the elementary level across the division. The majority of AADA staff (63%) had a graduate-level education with a master's or doctorate degree, which was higher than instructional staff across elementary schools. Overall, staff characteristics in 2017-2018 were consistent with the 2016-2017 school year.

Table 6: AADA's Instructional Staff Characteristics for the 2017-2018 School Year

Characteristic	AADA Staff (N = 43)	ES Division (N = 2,329)
Male	18.6%	7.4%
Female	81.4%	92.6%
African American	32.6%	10.6%
Caucasian	65.1%	85.1%
Multiracial	3.6%	0.6%
Average Years Teaching	16.3	14.4
Master's or Doctorate	62.8%	56.0%
New to VBCPS	11.6%	7.9%

Professional Learning Opportunities and Communication

During 2017-2018, all staff members were provided with professional learning related to working with the targeted population for the program. In particular, a building-wide professional learning opportunity was provided to staff on equity. Additionally, trainings for all staff included learning about respect, relevancy, and relationships; ways to motivate students, with a particular emphasis on instilling intrinsic motivation; and incorporating behavioral expectations of the program and setting a culture of change. Select teachers at each grade level attended a training through Kagan, after which they provided professional learning to the remaining staff. Additional professional learning opportunities were provided to individual staff that focused on curriculum and technology. Classroom teachers for grades 2 through 5 were trained on the computer-based reading program that differentiates instruction based on reading levels. Select teachers attended the Virginia Society for Technology in Education conference and the instructional technology specialist attended the Future of Education Technology conference. Select teachers also attended a training on cage-free voices held by Bathsheba, which was to help teachers with classroom management.

In 2017-2018, AADA and Seatack administration also took steps toward creating a systematic method of communication between staff, AADA, and administration. In February 2018, the principal of Seatack Elementary formed a Communication Committee, which consisted of the administration and five teachers who self-selected.[42] In February, the committee met, discussed concerns, and a staff survey was created and implemented. The committee met once per month thereafter to discuss any issues, after which information was emailed to all staff members to highlight what was discussed and any adjustments that were needed.[43] Issues discussed at committee meetings included communication expectations; communication forms for the following year, such as Schoology, email, and memos in boxes; potential trainings; and calendar protocol for events.

Instructional staff respondents' perceptions of the professional learning and communication provided from AADA showed that 73 percent agreed that there was sufficient professional learning, which was a decline from 84 percent in 2016-2017. In addition, 55 percent of staff agreed that there was clear and consistent communication with AADA, which was a decline from 61 percent in 2016-2017. Staff members who indicated disagreement that communication was clear and consistent were asked an open-ended follow-up question regarding suggestions for improvement. The primary areas of concern involved the timeliness of communication, such as with general event dates and details, and summer intersession dates; lack of detailed information regarding expectations, especially related to discipline and enforcing the uniform policy; and concerns regarding collaboration between AADA and school staff.

Summary Regarding Operational Components and Adherence to Contract

In summary, the AADA offered several additional opportunities to students beyond the typical school day and utilized the SAME curriculum to enhance students' social and moral education. Parents and students were required to sign contracts with AADA, which included an agreement that students would follow academic, attendance, and behavioral expectations as well as the dress code. Instructional staff were selected based on joint interviews with the principal and an AADA representative with preferences to those with Title I school experience. During 2017-2018, all instructional staff received professional learning on how to work with the targeted population of the program. Regarding adherence to the contract with VBCPS, most AADA program components outlined within the contract were consistent with the actual program. The inconsistencies included shorter time for the extended day and not including kindergarten students and partial inclusion of first-grade students for the extended day, which were joint decisions by VBCPS and AADA.

Student Characteristics

The second evaluation question addressed the student characteristics at AADA at Seatack Elementary School

during the 2017-2018 school year. Within the contract, it was noted that students must meet historical performance criteria to be selected for the program; however, students from the targeted attendance zones were automatically accepted into the AADA program at Seatack Elementary School. Families within the Seatack Elementary School attendance zone may decide to opt out of the program and attend a nearby school. The AADA program also accepted students from nearby attendance zones (i.e., Birdneck and Lynnhaven elementary schools). Students from other attendance zones could also attend if they met criteria based on social factors, such as free and reduced lunch status, single parent households, and public/subsidized housing.[44] Table 7 shows the demographic characteristics of students enrolled at AADA as of October 1 for the 2017-2018 school year (N=385) in comparison to the division's kindergarten through grade five enrollment. In addition, characteristics of students used for outcome analyses who were enrolled at AADA for more than one-half of the school year (N=389) are included.

Table 7: Demographic Characteristics of K-5 Students

Characteristic	AADA K-5 at Oct 1 N = 385	Division K-5 at Oct 1 N = 30,408	AADA K-5 At Least Half of Year N = 389
Male	54.8%	51.6%	56.0%
Female	45.2%	48.4%	44.0%
African American	52.5%	22.5%	50.6%
American Indian	0.3%	0.2%	0.3%
Asian	0.5%	5.8%	0.8%
Caucasian	18.4%	48.2%	18.8%
Hispanic	20.0%	12.3%	21.3%
Native Hawaiian	0.3%	0.5%	0.3%
Multiracial	8.1%	10.5%	8.0%
Economically Disadvantaged	72.5%	40.6%	73.8%
Gifted	9.6%	15.3%	9.3%
Special Education	11.7%	10.1%	11.3%
English Learner	3.6%	2.5%	4.6%

Note: Based on October 1, 2017 enrollment data. Free/reduced lunch data based on identification at any point in the year.

The overall demographic distribution of students at AADA as of October 1 was similar to the division with respect to gender, special education, English Learner, and students who identified as American Indian, Native Hawaiian, and Multiracial. In comparison to the division, AADA had a higher percentage of students who identified as African American and Hispanic and a lower percentage of students who identified as Asian and Caucasian. There was also a much higher percentage of students at AADA who were economically disadvantaged (73%) in comparison to the division (41%) and a lower percentage of AADA students who were gifted (10%) in comparison to the division (15%). The demographic characteristics of AADA students who were enrolled on October 1 were similar to the demographic characteristics of AADA students who were enrolled for more than one-half of the school year. Overall, student characteristics were consistent with the 2016-2017 school year.

In addition to the demographic characteristics shown above for students who were enrolled on October 1, Table 8 provides the enrollment by grade level at any time during the 2017-2018 school year and the three previous years. As a reminder, AADA began with grades K through 2 in 2014-2015, grade 3 in 2015-2016, and grade 4 in 2016-2017. These data do not include the summer intersession. Overall, there were 436 students who were enrolled at any time during the 2017-2018 school year.

Table 8: Student Enrollment by Grade Level Each Year Since 2014-2015

Grade	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	94	81	62	66
Grade 1	62	93	87	65
Grade 2	80	52	82	79
Grade 3	--	68	55	83
Grade 4	--	--	90	53
Grade 5	--	--	--	90
Total	236	294	376	436

According to the contract with VBCPS, no student may begin participating after grade 4 without the mutual approval of the representatives of VBCPS and AADA.[45] Of the 90 fifth-grade students enrolled at any point throughout the 2017-2018 school year, 15 fifth-grade students were new to the AADA program. All students who entered in fifth grade were discussed with building administration.[46]

There was also an examination of how many students from 2017-2018 have remained in the program from previous years. To answer this question, the percentages of 2017-2018 students who were also enrolled in 2016-2017, 2015-2016, and 2014-2015 were calculated based on students enrolled for at least half of the year during each school year. As can be seen from Table 9 for each grade level, between 69 and 84 percent of those enrolled in grades 1 through 5 during 2017-2018 were

also enrolled in the program the previous year. Between 50 and 62 percent of third through fifth graders enrolled at least one-half of the school year during 2017-2018 have been in the program since the first year of implementation (2014-2015 school year).

Table 9: Percent of 2017-2018 Students Enrolled At Least Half the Year Also Enrolled Previous Years

Grade	Number of Enrolled Students	Percent Also Enrolled in 2016-2017	Percent Also Enrolled in 2015-2016	Percent Also Enrolled in 2014-2015
Kindergarten	55	n/a	n/a	n/a
Grade 1	58	69.0%	^	n/a
Grade 2	67	83.6%	70.1%	^
Grade 3	74	82.4%	73.0%	62.2%
Grade 4	49	77.6%	55.1%	51.0%
Grade 5	86	81.4%	54.7%	50.0%

Note: ^ Students may have been retained from the previous year(s). These numbers are less than 10.

Opt-In and Opt-Out Data

Another aspect of the second evaluation question focused on how many students opted in or opted out of the program. Data were obtained for students enrolled at any point through the school year. Any other potential elementary school within the division was included, but special schools (e.g., Old Donation) or other programs (e.g., Southeastern Cooperative Educational Programs, [SECEP]) were excluded.

To examine the number of students who opted out of the program, the enrolled school and the designated attendance zone school based on home location were compared. There were 100 kindergarten through fifth-grade students who lived in the designated Seatack Elementary School zone but who were enrolled at a different school in 2017-2018. Therefore, these students may have opted out of AADA. Five possible reasons were provided for attending a school that was different from what was designated (see Table 10). The most common reason for not attending Seatack Elementary School was listed as "other" in the VBCPS data warehouse. Of the 76 students whose reason was "other," 68 students (89%) attended a nearby school, Birdneck Elementary School. This was similar to the 2016-2017 school year when there were 67 students who were zoned for Seatack and had a reason as "other" for attending another elementary school. Of these 67 students, 56 attended Birdneck Elementary (84%).

To examine the number of students who opted into the program, data for students who attended Seatack Elementary School from other designated attendance zones were explored. As a reminder, the AADA program accepts students from nearby attendance zones (i.e., Birdneck and Lynnhaven elementary schools) and students from other attendance zones throughout the division. These students are generally selected based on social factors, such as free and reduced lunch status, single parent households, and public/subsidized housing.[47] For the 2017-2018 school year, there were 65 kindergarten through fifth-grade students who attended Seatack Elementary School, but lived in another attendance zone. Of those 65 students, 62 students (95%) had an opt-in reason for "Academy," which was consistent with the reason code that AADA enters when students opt in to the program.[48] Of these students, 44 percent were zoned for schools nearby (i.e., 21 students zoned for Birdneck, 6 students zoned for Lynnhaven). The remaining 35 students were from 20 other attendance zones. Four students came from each of the following elementary school attendance zones: Fairfield, Ocean Lakes, and Windsor Oaks. Three or fewer students came from 17 other elementary school zones. More kindergarten students opted-in to the program for academy reasons (24%) than students in grades 1 through 5, which varied between 11 and 18 percent of opt-in students.

Table 10: Number of Students Who Opted-In or Opted-Out of AADA With Reasons

Reason Provided for Opt-In or Opt-Out	2016-2017 (K-4)	2017-2018 (K-5)
Opt-Out Total	**103**	**100**
Childcare hardships	21	15
In area (i.e., Lynnhaven)	1	-
Moving within school year	8	4
Other reasons	67	76
Required courses or Programs	6	3
No reason provided	-	2
Opt-In Total	**20**	**65**
Academy	14	62
Childcare hardships	-	2
In area (i.e., Birdneck)	5	-
Other reasons	1	-
Required courses or Programs	-	1
AADA Students From Seatack Attendance Zone	**356**	**371**

Note: Table includes students enrolled at any point throughout the year.

Progress Toward Meeting Goals and Objectives

The fourth evaluation question focused on progress made toward meeting the program's goals. Six goal areas focused on reading achievement, mathematics achievement, science and social studies achievement, discipline, attendance, and teacher retention. Data for each goal area are provided in this section. To be included in the outcome analyses, students must have been enrolled in the program during the 2017-2018 year for at least one-half of the school year (389 students were enrolled at least 88 of the 176 days) and have data for the outcome variable being analyzed. There were 47 students excluded for not attending at least one-half of the school year. As previously noted, analyses with SOL data were conducted according to accreditation rules and provided by the Office of Student Assessment. For these analyses, there was no requirement that students be enrolled for one-half of the school year. For achievement and attendance data by grade, results for the year prior to implementation of the grade level are provided for reference. As a note, grades K through 2 were implemented in 2014-2015, grade 3 was implemented in 2015-2016, grade 4 was implemented in 2016-2017, and grade 5 was implemented in 2017-2018. Data for other areas are based on the two evaluation periods in 2016-2017 and 2017-2018. Data analyses for the overall school do not include data from prior years due to differences in grade levels that were part of AADA each year.

Progress Toward Meeting Goals

Goal 1: Reading Achievement

The first goal focused on improvement in reading achievement scores for students in grades K through 5 from 2016-2017 to 2017-2018. For grades K through 2, DRA scores were analyzed, and for grades 3 through 5, SOL scores were analyzed. In comparison to 2016-2017, there were improvements in the percentages of students in grades 1 and 2 who met or exceeded grade level benchmarks on the DRA, with 83 and 91 percent of students reading on or above grade level in 2017-2018, respectively (see Figure 1). However, there was a decline in the percentage of kindergarten students who met or exceeded grade level benchmarks, with 84 percent of students reading on or above grade level in 2017-2018.

Similar results were seen when comparing the percentages of students who met or exceeded grade level benchmarks in 2017-2018 and 2013-2014, the year prior to implementing AADA in grades K through 2. There were improvements in the percentages of students in grades 1 and 2 reading on or above grade level, but a decline in the percentage in kindergarten.

Figure 1: Percent of Students Meeting or Exceeding DRA Grade Level Benchmarks

	Kindergarten	Grade 1	Grade 2
2013-2014*	90.2%	77.6%	76.8%
2014-2015	92.1%	84.7%	70.8%
2015-2016	94.6%	75.0%	86.9%
2016-2017	95.7%	68.5%	71.1%
2017-2018	83.7%	83.3%	91.0%
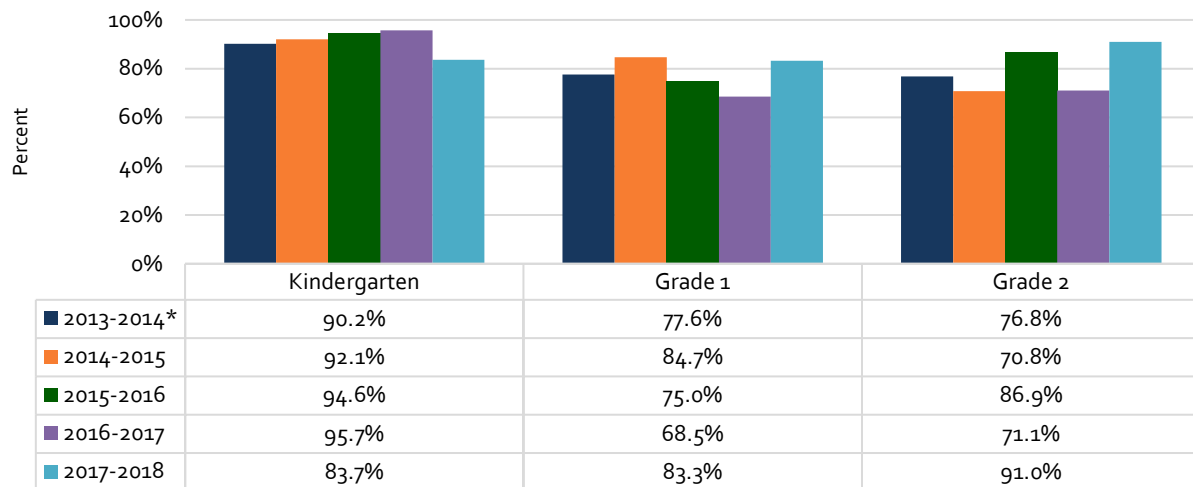
*2013-2014 was the year prior to implementation in grades K through 2.

As shown in Figure 2, there was improvement in grade 3 reading from 2016-2017 to 2017-2018, which was seen in the overall percentage of students passing the reading SOL test (66% to 74%) and in the percentage of students with an advanced passing score (6% to 22%). Similar patterns of results were seen when comparing the percentages of students passing the reading SOL test in 2017-2018 and 2014-2015, the year prior to the implementation of AADA

in grade 3. There were improvements in the percentage of students who passed the grade 3 SOL test and in the percentage who earned an advanced passing score. However, the overall percentage of students who passed the grade 3 SOL test in 2017-2018 (74%) was lower than in 2015-2016 (80%), which was the first year the program was implemented in grade 3.

Figure 2: Grade 3 Reading SOL Proficient and Advanced Passing Scores
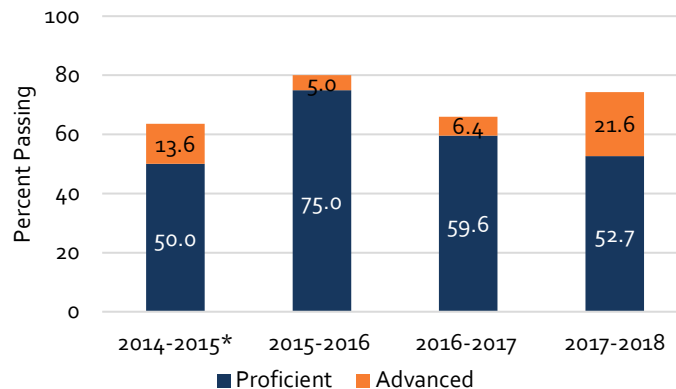
*2014-2015 was the year prior to implementation in grade 3.

As shown in Figure 3, there was a slight improvement in the percentage of students in grade 4 with an advanced passing score on the reading SOL test in 2017-2018 compared to 2016-2017 (14% to 15%). The overall percentage of students with a passing score remained consistent (79%) in comparison to 2016-2017. Similar patterns of results are seen when comparing performance on the reading SOL test in 2017-2018 and 2015-2016, the year prior to the implementation of AADA for grade 4. There was improvement in the percentage of students who earned an advanced passing score (12% to 15%); however, there was a slight decline in the percentage of students with a passing score (80% to 79%).

Figure 3: Grade 4 Reading SOL Proficient and Advanced Passing Scores

*2015-2016 was the year prior to implementation in grade 4.

As shown in Figure 4, in comparison to 2016-2017, there was a slight improvement in the overall percentage of students with a passing score on the reading SOL test in 2017-2018 (78% to 80%). The percentage of students with an advanced score remained consistent (20%) in comparison to 2016-2017.

Figure 4: Grade 5 Reading SOL Proficient and Advanced Passing Scores

Grade 5 Reading SOL stacked bar chart showing Percent Passing:
- 2016-2017*: Proficient 57.8, Advanced 20.3
- 2017-2018: Proficient 59.6, Advanced 20.2

*2016-2017 was the year prior to implementation in grade 5.

Goal 2: Math Achievement

The second goal focused on improvement in math achievement for students in grades 3 through 5 from 2016-2017 to 2017-2018. Math SOL test scores were analyzed for each grade level. In comparison to 2016-2017, there was an improvement in the overall percentage of students in grade 3 with a passing score on the math SOL test in 2017-2018 (68% to 72%). The percentage of students with an advanced passing score remained consistent (see Figure 5). In 2017-2018, the percentages of students passing the math SOL test (59% to 72%) and those with an advanced passing score (7% to 15%) improved from 2014-2015, the year prior to the implementation of AADA for grade 3. However, the percentage of students passing the math SOL test was lower in 2017-2018 than in 2015-2016 (86%), which was the first year the program was implemented in grade 3.

Figure 5: Grade 3 Math SOL Proficient and Advanced Passing Scores

Grade 3 Math SOL stacked bar chart showing Percent Passing:
- 2014-2015*: Proficient 51.4, Advanced 7.4
- 2015-2016: Proficient 73.8, Advanced 12.3
- 2016-2017: Proficient 53.2, Advanced 14.9
- 2017-2018: Proficient 57.3, Advanced 14.7
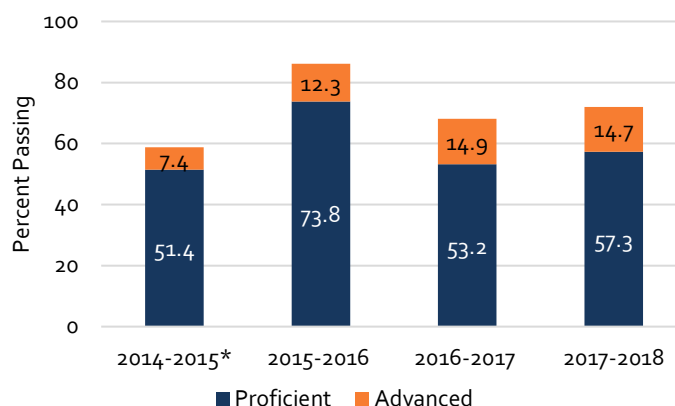
*2014-2015 was the year prior to implementation in grade 3.

As shown in Figure 6, for the grade 4 math SOL test, the percentage of students with an advanced passing score improved slightly from 2016-2017 to 2017-2018 (16% to 18%); however, the overall percentage of students in grade 4 with a passing score on the math SOL test declined (83% to 71%). In comparison to 2015-2016, the year prior to the implementation of AADA for grade 3, there were declines in both the overall percentages of students passing (82% to 71%) and those with an advanced passing score (21% to 18%) in 2017-2018.
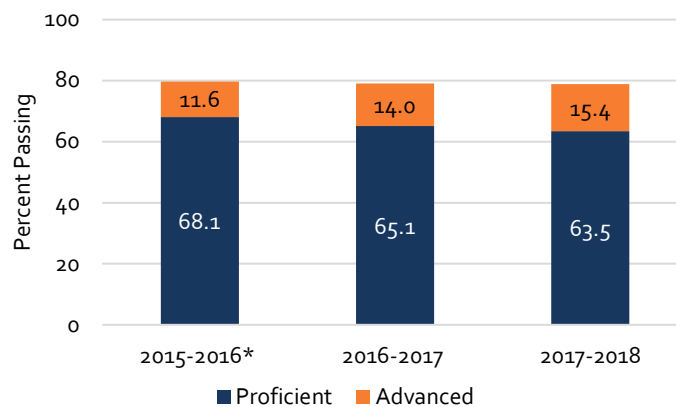
Figure 6: Grade 4 Math SOL Proficient and Advanced Passing Scores

*2015-2016 was the year prior to implementation in grade 4.

As shown in Figure 7, there were notable improvements in the overall percentage of students passing the grade 5 math SOL test in 2017-2018 (77%) compared to 2016-2017 (62%) and in the percentage of students with an advanced passing score (6% in 2016-2017 to 20% in 2017-2018).

Figure 7: Grade 5 Math SOL Proficient and Advanced Passing Scores
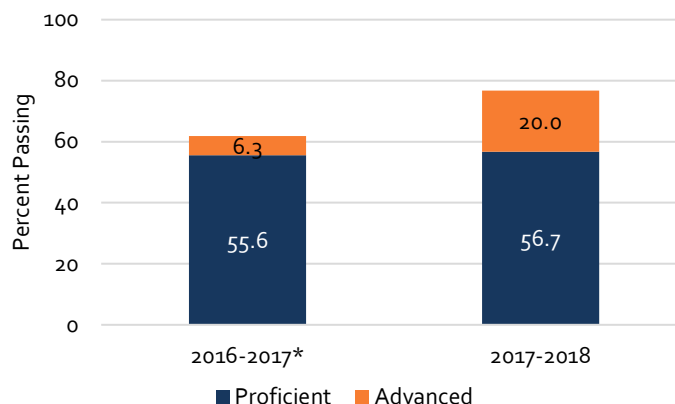
*2016-2017 was the year prior to implementation in grade 5.

Goal 3: Science & Social Studies Achievement

The third goal focused on improvement in science and social studies achievement for students in grade 5 in comparison to 2016-2017. There was a slight decline in the percentage of students passing the science SOL test in 2017-2018 (74%) compared to 2016-2017 (75%) and in the percentage of students with advanced passing scores (14% to 13%).
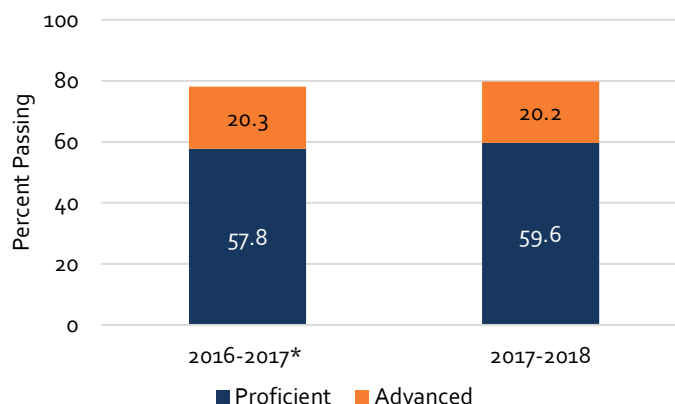
Figure 8: Grade 5 Science SOL Proficient and Advanced Passing Scores
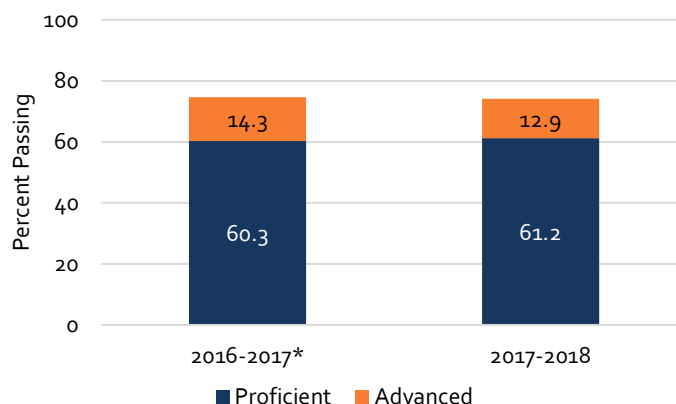
*2016-2017 was the year prior to implementation in grade 5.

As shown in Figure 9, although there was improvement from 2016-2017 to 2017-2018 in the percentage of students with an advanced passing score on the social studies SOL test, from 21 to 29 percent, there was a notable decline in the overall percentage of students passing the social studies SOL test (84% to 76%).

Figure 9: Grade 5 Social Studies SOL Proficient and Advanced Passing Scores
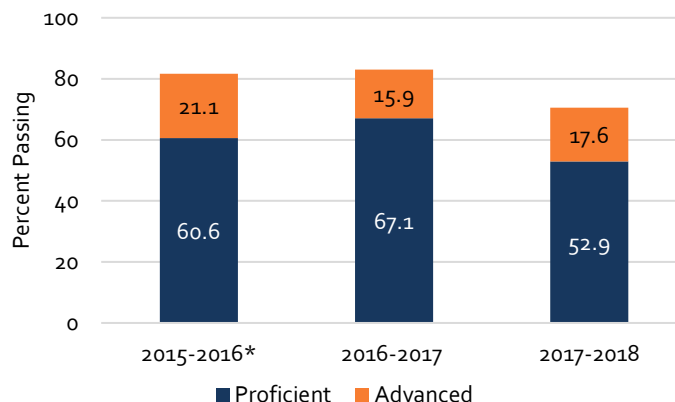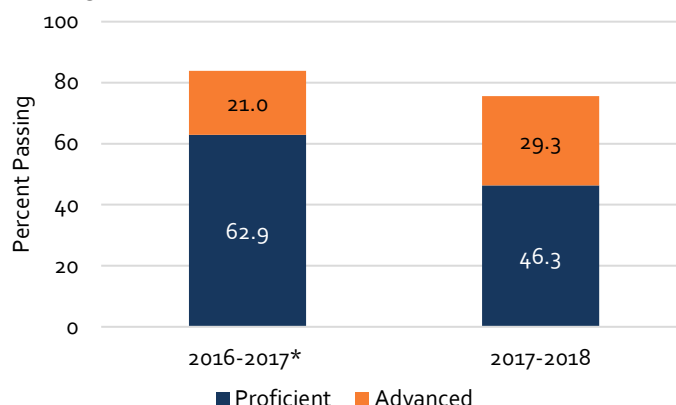

*2016-2017 was the year prior to implementation in grade 5.

Goal 4: Discipline

The fourth goal focused on improving student discipline based on the number of students with a single suspension, the number of students with multiple suspensions, and students with suspension(s) resulting from a major offense in comparison to 2016-2017. Suspensions were defined as either in-school suspensions or out-of-school suspensions. Single suspension offenders were operationally defined as students who had only one incidence of a suspension throughout the year, whereas multiple suspension offenders were defined as students who had more than one incidence of a suspension. A major offense suspension included the following offense types: possession, use, or sale of alcohol, drugs, drug paraphernalia, or imitation drugs; firearms; weapons, explosives, or fireworks; or more than one incidence of a suspension for fighting or aggression. With the addition of the final grade level to the AADA program in 2017-2018, there was an increase from 2016-2017 in the number of students with a single suspension and in the number of suspension(s) resulting from a major offense (see Table 11). The number of students with multiple suspensions decreased by one. In comparison to 2013-2014, the year prior to AADA implementation in any grade, there were large declines in the numbers of students with a single suspension, multiple suspensions, and suspension(s) resulting from a major offense across grades K through 5 in 2017-2018. In 2013-2014, there were 26

students with a single suspension, 28 students with multiple suspensions, and 23 students with major offense suspensions across grades K through 5.

Table 11: Number of Students by Suspensions

Number of Students	2016-2017 (K-4)	2017-2018 (K-4)	2017-2018 (K-5)
Single suspension	7	7	14
Multiple suspensions	5	2	4
Major offense suspension(s)	1	1	2

When looking exclusively at grades K through 4 in 2017-2018, the number of students with a single suspension and suspension(s) resulting from a major offense remained consistent from 2016-2017 (see Table 11). The number of students with multiple suspensions decreased from 5 to 2.

A total of 21 students were referred throughout the year with a total of 32 referrals. A total of 18 students were suspended with a total of 24 suspensions. Eight of the 32 referrals (25%) occurred on the bus, 4 of which resulted in suspensions (3 in-school suspensions and 1 out-of-school suspension). This was an increase in bus referrals from 2016-2017 when there were only 2 bus referrals and no bus suspensions. The overall referral rate, calculated by the number of students referred out of the total number of students who attended at least half the year, declined from 7 percent in 2016-2017 to 5 percent in 2017-2018, even with the addition of the final grade level. However, the in-school suspension (3.1%) and out-of-school suspension rates (2.3%) were higher in 2017-2018 than in 2016-2017 (2.4% and 1.5%, respectively). With just grades K through 4, the referral rate was 4 percent, which remained lower than the rate in 2016-2017 when it was 7 percent. For grades K-4, the in-school suspension (2.3%) and out-of-school suspension rates (1.0%) were lower in 2017-2018 than in 2016-2017 (2.4% and 1.5%, respectively). In comparison to 2013-2014, the year prior to AADA implementation in any grade, there were declines in the referral, in-school suspension, and out-of-school suspension rates (16.7% to 5.4%, 13.1% to 3.1%, and 4.4% to 2.3%, respectively).

Due to staff concerns regarding discipline for AADA students not in the Seatack attendance zone, suspension and referral rates were compared for students who opted in to the program and for students who were zoned for Seatack. A higher percentage of students who opted in to the program for academy reasons were suspended or referred compared to students who were zoned for Seatack (see Table 12). Approximately 11 percent of students who opted-in to Seatack were referred and 9 percent were suspended, whereas nearly 5 percent of students zoned for Seatack were referred and 4 percent were suspended.

Table 12: Percentage of Students Suspended and Referred by Attendance Zone

	% of Opt In Students (N = 53)	% of In Zone Students (N = 333)	% of All Students (N = 386)
Referred	11.3%	4.5%	5.4%
Suspended	9.4%	3.9%	4.7%

Note: Three students opted in to the program, but had reasons other than academy; therefore, they were not included in the opt-in group nor the in zone group. Nine students opted in to the program, but were not included due to not being enrolled in the program at least half of the year.

In addition, staff and parent surveys included questions regarding whether AADA helped to improve students' behavior at school, self-control, and conflict management skills. Approximately 85 to 90 percent of parents agreed that AADA helped improve their child's behavior in these areas (see Table 13). However, only 34 percent of staff agreed that AADA helped improve students' behavior at school, 31 percent agreed AADA helped improve student self-control, and 36 percent agreed AADA helped improve students' ability to manage conflict. Further, between 42 and 53 percent of staff indicated that strategies and resources were provided for improvement in each of these areas (see Table 14). The majority of students indicated that since being in AADA, they behaved better at school (80%), controlled their behavior better (78%), and could resolve conflicts with other people (73%). The perceptions of parents and students remained relatively consistent from 2016-2017 to 2017-2018; however, the percentage of staff agreement declined notably.

Table 13: Participants' Agreement Regarding Students' Behavioral Improvement

	Staff		Parent		Student	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
Behavior at school	78.8%	34.4%	88.3%	90.4%	78.2%	80.3%
Ability to demonstrate self-control	68.8%	31.3%	85.6%	85.6%	80.0%	77.7%
Ability to manage conflict	75.0%a	36.4%	86.1%a	84.7%a	65.0%	73.3%

Table 14: Staff Agreement Regarding Providing Strategies for Students' Behavioral Improvement in 2017-2018

	Staff Agreement
Provided strategies and consistency to improve my students' behavior at school.	41.9%
Provided strategies and resources to improve my students' ability to demonstrate self-control.	46.7%
Provided strategies and resources to improve my students' ability to ability to manage conflict.	53.1%

Goal 5: Attendance

The fifth goal focused on improvement in the average daily attendance rate and on reducing the percentage of students with more than five absences. The daily attendance rate was 95 percent and the unexcused absence rate was 2 percent in 2017-2018. The unexcused absence rate declined slightly from the previous year, when it was 3 percent, whereas the daily attendance rate remained the same. The daily attendance and unexcused absence rates improved in 2017-2018 in comparison to the 2013-2014 school year, prior to any AADA implementation (94% and 4%, respectively).

The percentage of students with more than five absences was also examined by grade level. The percentages of students with more than five absences declined at all grade levels compared with results from 2016-2017, with the largest decline (68% to 56%) in kindergarten (see Table 15). Comparisons to the years prior to implementation at each grade also showed declines in 2017-2018 at all grades except grade 4 (55% in 2015-2016 to 61% in 2017-2018).

Table 15: Percent of Students With More Than Five Absences

Grade	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	76.2%	56.6%	72.2%	68.0%	56.4%
Grade 1	77.6%	56.4%	63.7%	73.3%	63.8%
Grade 2	76.8%	58.6%	68.1%	56.4%	53.7%
Grade 3	--	55.1%	61.7%	57.4%	54.1%
Grade 4	--	--	54.8%	61.5%	61.2%
Grade 5	--	--	--	65.6%	57.0%

Note: Shaded cells include data from the year prior to implementation for each grade.

Of the students in grades 3 through 5 who responded to the survey, 81 percent indicated that they enjoyed coming to school more since being in AADA, which was a slight increase from the 78 percent who agreed last year. Similarly, consistent with last year, 87 percent of parents indicated that AADA increased their child's desire to attend school. However, a lower percentage of staff (64%) agreed that the program increased their students' desire to attend school, and the percentage declined from 2016-2017 (88%).

Goal 6: Teacher Retention

The last goal focused on teacher retention. The retention of classroom teachers from 2017-2018 to 2018-2019 was 88 percent, which was a decline from the previous year when 95 percent of classroom teachers were retained from the 2016-2017 to 2017-2018 school years (see Table 16). Focusing more broadly on all instructional staff, 81 percent of staff were retained from 2017-2018 to 2018-2019. This was also lower than the previous year when 84 percent of instructional staff were retained. Similar patterns of results were seen for retention after 2017-2018 when exclusively focusing on classroom teachers and all instructional staff for grades K through 4.

Table 16: Retention of AADA Instructional Staff

	Retention Following 2016-2017 (K-4)	Retention Following 2017-2018 (K-4)	Retention Following 2017-2018 (K-5)
Classroom teachers	95.0%	85.7%	88.0%
Instructional staff	83.7%	79.5%	81.4%

Matched Group Comparisons

Another set of analyses compared performance of AADA students and matched groups of students from three similar or nearby schools (i.e., Comparison Groups A, B, and C) during the 2017-2018 school year. Based on the program's goal areas, these analyses focused on comparisons of students' reading, mathematics, science, and social studies achievement; discipline; and attendance. The demographic variables used to match students across comparison groups included students' gender, race/ethnicity, free/reduced lunch status, gifted status, English Learner (EL) status, and special education status. As a reminder, only students who attended at least half of the school year were included. Comparison groups were constructed separately for each comparable school using propensity score matching. Therefore, the final number of students in each comparison is different for Comparison Groups A, B, and C. There were 368 students from AADA who were compared with students in Comparison Group A, 381 students from AADA who were compared with students in Comparison Group B, and 377 students from AADA who were compared with students in Comparison Group C. Table 17 describes the demographic characteristics of AADA students and each comparison group. As can be seen from the table, differences remained between the AADA groups and two comparison groups in the percentages of African American and Hispanic students. In comparison to Comparison Group A, there was a lower percentage of African American students in the AADA group, whereas the opposite was true in comparison to Comparison Group C. In comparison to Comparison Groups A and B, AADA had a higher percentage of Hispanic students. Additionally, compared to Comparison Group C, there was a lower percentage of Caucasian students in AADA, and compared to Comparison Group B, there was a higher percentage of English Learners.

Table 17: Comparison of Demographic Characteristics for AADA Groups and Comparison Groups

Characteristics	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Male	56.8%	53.3%	57.0%	53.0%	56.8%	56.5%
Female	43.2%	46.7%	43.0%	47.0%	43.2%	43.5%
African American	51.4%	56.3%	49.6%*	61.9%*	52.3%*	31.6%*
Caucasian	19.8%	17.4%	19.2%	15.2%	17.2%*	29.7%*
Hispanic	22.6%*	8.7%*	21.8%*	11.5%*	21.8%	25.7%
Other	6.3%*	17.7%*	9.4%	11.3%	8.8%	13.0%
Economically Disadvantaged	75.0%	71.5%	74.5%	74.3%	74.3%	70.3%
Gifted	9.8%	7.3%	9.2%	1.5%	9.3%	9.8%
EL	4.9%	2.7%	4.7%*	1.0%*	4.8%	4.0%
Special Education	11.1%	11.4%	10.2%	8.9%	11.1%	10.1%

Note: Asterisks denote significant differences from comparison group.

Table 18 presents a summary of comparisons that were made between AADA students and the matched group of students in Comparison Group A (see Appendix A for tables showing all values in comparisons). In summary, of the 56 measures across grade levels and goal areas, there were patterns to show that AADA students outperformed Comparison Group A students on 29 measures (51%) based on any degree of difference when rounding to whole numbers. Focusing exclusively on the statistically significant differences, there were patterns to show that AADA students outperformed Comparison Group A students on 9 measures (16%). See bolded and starred findings in Table 18 for statistically significant differences favoring AADA students. However, there were 4 measures (7%) for which there were statistically significant differences favoring Comparison Group A students (designated in Table 18 as No*). Compared to Group A students, areas of strength for AADA were DRA scores; fourth-grade reading scores; and discipline referral, out-of-school suspension, and unexcused absence rates.

Table 18: Summary of Patterns of AADA Students Outperforming Comparison Group A Students

Goal Area	Measure	K (N = 55)	1 (N = 58)	2 (N = 62)	3 (N = 70)	4 (N = 49)	5 (N = 74)
Matched Groups	Initial Fall Reading Performance: DRA Scores	AADA: 1.0 Group A: 0.4 Participation Rates AADA: 98% Group A: 98%	AADA: 8.8 Group A: 5.0 Participation Rates AADA: 93% Group A: 100%	AADA: 20.1 Group A: 17.1 Participation Rates AADA: 82% Group A: 100%	AADA: 25.3 Group A: 25.7 Participation Rates AADA: 63% Group A: 99%	AADA: 34.6 Group A: 33.4 Participation Rates AADA: 100% Group A: 100%	AADA: 44.0 Group A: 45.7 Participation Rates AADA: 95% Group A: 100%
Reading	DRA Benchmarks	**AADA: 90%*** **Group A: 71%***	**AADA: 72%*** **Group A: 38%***	AADA: 60% Group A: 57%	AADA: 44% Group A: 39%		
Reading	RI Benchmarks				No	AADA: 67% Group A: 53%	AADA: 73% Group A: 71%
Reading	RI Lexile Scores				No	AADA: 776 Group A: 699	No
Reading	SOL Benchmarks				No	AADA: 78% Group A: 68%	No
Reading	SOL Scores				No	AADA: 443 Group A: 423	No
Math	SOL Benchmarks				No	No	No
Math	SOL Scores				No	AADA: 435 Group A: 432	No
Science	SOL Benchmarks						No*
Science	SOL Scores						No*
Social Studies	SOL Benchmarks						No*
Social Studies	SOL Scores						No*
Discipline	Referral Rates	**AADA: 0%*** **Group A: 11%***	AADA: 7% Group A: 14%	AADA: 3% Group A: 5%	**AADA: 3%*** **Group A: 16%***	**AADA: 6%*** **Group A: 29%***	**AADA: 11%*** **Group A: 27%***
Discipline	ISS Rates	No	No	No	No	AADA: 2% Group A: 10%	No
Discipline	OSS Rates	AADA: 0% Group A: 6%	No	AADA: 2% Group A: 3%	AADA: 0% Group A: 3%	AADA: 2% Group A: 14%	AADA: 7% Group A: 14%
Attendance	Attendance Rates	No	AADA: 94.9% Group A: 94.6%	No	No	No	No
Attendance	Unexcused Absence Rates	**AADA: 1.9%*** **Group A: 3.0%***	AADA: 2.0% Group A: 2.9%	**AADA: 1.4%*** **Group A: 2.6%***	AADA: 1.9% Group A: 2.4%	**AADA: 2.9%*** **Group A: 3.0%***	AADA: 2.1% Group A: 2.4%

Note: Asterisks denote significant differences from comparison group.

Table 19 presents a summary of comparisons that were made between AADA students and the matched group of students in Comparison Group B (see Appendix A for tables showing all values in comparisons). Of the 56 measures across various grade levels and goal areas, there were patterns to show that AADA students outperformed Comparison Group B students on 27 measures (48%) based on any degree of difference when rounding to whole numbers. Focusing exclusively on the statistically significant differences, there were patterns to show that AADA students outperformed Comparison Group B students on 4 measures (7%). See bolded and starred findings in Table 19 for statistically significant differences favoring AADA students. However, there were 2 measures (4%) for which there were statistically significant differences favoring Comparison Group B students (designated in Table 19 as No*). In comparison to Group B students, areas of strength for AADA students were discipline referral, out-of-school suspension, and unexcused absence rates.

Table 19: Summary of Patterns of AADA Students Outperforming Comparison Group B Students

Goal Area	Measure	K (N = 55)	1 (N = 58)	2 (N = 67)	3 (N = 74)	4 (N = 49)	5 (N = 78)
Matched Groups	Initial Fall Reading Performance: DRA Scores	AADA: 1.0 Group B: 0.5 Participation Rates AADA: 98% Group B: 100%	AADA: 8.7 Group B: 9.0 Participation Rates AADA: 95% Group B: 100%	AADA: 19.7 Group B: 19.2 Participation Rates AADA: 81% Group B: 99%	AADA: 25.7 Group B: 30.0 Participation Rates AADA: 62% Group B: 100%	AADA: 34.6 Group B: 35.8 Participation Rates AADA: 100% Group B: 100%	AADA: 43.6 Group B: 55.6 Participation Rates AADA: 96% Group B: 96%
Reading	DRA Benchmarks	No	No	No	No*		
Reading	RI Benchmarks				No	No	**AADA: 77%* Group B: 58%***
Reading	RI Lexile Scores				No	No	AADA: 908 Group B: 883
Reading	SOL Benchmarks				No	No	No
Reading	SOL Scores				AADA: 435 Group B: 433	No	No
Math	SOL Benchmarks				AADA: 71% Group B: 68%	No	No
Math	SOL Scores				AADA: 425 Group B: 422	No	No
Science	SOL Benchmarks						No
Science	SOL Score						No
Social Studies	SOL Benchmarks						No
Social Studies	SOL Scores						No*
Discipline	Referral Rates	AADA: 0% Group B: 6%	AADA: 7% Group B: 9%	AADA: 3% Group B: 8%	AADA: 4% Group B: 10%	AADA: 6% Group B: 12%	AADA: 10% Group B: 17%
Discipline	ISS Rates	AADA: 0% Group B: 2%	No	AADA: 3% Group B: 5%	No	No	AADA: 6% Group B: 8%
Discipline	OSS Rates	AADA: 0% Group B: 6%	AADA: 2% Group B: 9%	AADA: 2% Group B: 3%	AADA: 0% Group B: 3%	AADA: 2% Group B: 4%	AADA: 6% Group B: 14%
Attendance	Attendance Rates	No	No	AADA: 95.4% Group B: 94.7%	No	No	No
Attendance	Unexcused Absence Rates	**AADA: 1.9%* Group B: 3.8%***	AADA: 2.2% Group B: 2.9%	**AADA: 1.4%* Group B: 3.0%***	AADA: 1.9% Group B: 2.7%	AADA: 2.9% Group B: 3.1%	**AADA: 2.0%* Group B: 3.1%***

Note: Asterisks and bolded text denote significant differences from comparison group.

Table 20 presents a summary of comparisons that were made between AADA students and the matched group of students in Comparison Group C (see Appendix A for tables showing all values in comparisons). Of the 56 measures across various grade levels and goal areas, there were patterns to show that AADA students outperformed Comparison Group C students on 33 measures (59%) based on any degree of difference when rounding to whole numbers. Focusing exclusively on the statistically significant differences, there were patterns to show that AADA students outperformed Comparison Group C students on 3 measures (5%). See bolded and starred findings in Table 20 for statistically significant differences favoring AADA students. However, there were 8 measures (14%) for which there were statistically significant differences favoring Comparison Group C students (designated in Table 20 as No*). In comparison to Group C students, areas of strength for AADA students were reading achievement and discipline referral, in-school suspension, and out-of-school suspension rates.

Table 20: Summary of Patterns of AADA Students Outperforming Comparison Group C Students

Goal Area	Measure	K (N = 55)	1 (N = 58)	2 (N = 67)	3 (N = 74)	4 (N = 49)	5 (N = 74)
Matched Groups	Initial Fall Reading Performance: DRA Scores	AADA: 1.0 Group C: 0.5 Participation Rates AADA: 98% Group C: 95%	AADA: 8.7 Group C: 7.5 Participation Rates AADA: 95% Group C: 91%	AADA: 19.7 Group C: 16.7 Participation Rates AADA: 81% Group C: 97%	AADA: 25.7 Group C: 16.7 Participation Rates AADA: 62% Group C: 99%	AADA: 34.6 Group C: 33.0 Participation Rates AADA: 100% Group C: 100%	AADA: 43.9 Group C: 50.9 Participation Rates AADA: 96% Group C: 99%
Reading	DRA Benchmarks	AADA: 90% Group C: 85%	AADA: 73% Group C: 71%	AADA: 57% Group C: 43%	No		
Reading	RI Benchmarks				AADA: 58% Group C: 57%	AADA: 67% Group C: 59%	AADA: 74% Group C: 61%
Reading	RI Lexile Scores				AADA: 562 Group C: 559	AADA: 776 Group C: 740	AADA: 891 Group C: 890
Reading	SOL Benchmarks				AADA: 74% Group C: 65%	AADA: 78% Group C: 63%	No
Reading	SOL Scores				AADA: 435 Group C: 426	AADA: 443 Group C: 423	No
Math	SOL Benchmarks				No	No	No
Math	SOL Scores				No	No	AADA: 434 Group C: 433
Science	SOL Benchmarks						No
Science	SOL Scores						No
Social Studies	SOL Benchmarks						No*
Social Studies	SOL Scores						No*
Discipline	Referral Rates	AADA: 0% Group C: 6%	AADA: 7% Group C: 9%	AADA: 3% Group C: 10%	**AADA: 4%*** **Group C: 22%***	AADA: 6% Group C: 12%	**AADA: 12%*** **Group C: 32%***
Discipline	ISS Rates	AADA: 0% Group C: 2%	AADA: 3% Group C: 5%	AADA: 3% Group C: 5%	**AADA: 3%*** **Group C: 14%***	AADA: 2% Group C: 8%	AADA: 7% Group C: 15%
Discipline	OSS Rates	AADA: 0% Group C: 2%	AADA: 2% Group C: 3%	AADA: 2% Group C: 3%	AADA: 0% Group C: 4%	No	No*
Attendance	Attendance Rates	No	AADA: 94.7% Group C: 94.1%	No	No	AADA: 94.7% Group C: 94.5%	AADA: 94.9% Group C: 94.7%
Attendance	Unexcused Absence Rates	No	No*	No*	No*	No*	No*

Note: Asterisks and bolded text denote significant differences from comparison group.

To summarize, based on the matched comparison group analyses overall, the areas of strength for AADA students were in reading achievement, discipline referral, out-of-school suspension, and unexcused absence rates when general patterns were examined. However, few differences that were observed were statistically significant (5%-16% depending on the comparison group).

Stakeholder Perceptions

The fifth evaluation question focused on stakeholders' perceptions. As noted previously, third- through fifth-grade students, parents, and instructional staff were surveyed regarding their perceptions of AADA. Perceptions related to specific operational components of the program were presented previously where appropriate. Survey results in this section of the report include perceptions of academics and general perceptions of the program as well as satisfaction.

Perceptions of Academics and Skills

Instructional staff were asked about their perceptions regarding resources provided by AADA to improve students' academic skills, including areas specifically targeted by the program (i.e., reading, math) and other areas (i.e., science, social studies). Parents and students were asked about their perceptions of students' growth in academic areas. Between 75 and 81 percent of instructional staff agreed that resources were provided that helped students to improve in the four academic areas (see Table 21). At least 95 percent of parents agreed that AADA helped to improve their child's skills in the four academic areas. Third- through fifth-grade students' perceptions varied with the highest percentages agreeing that they were becoming a stronger reader (92%) and math student (89%). However, lower percentages of students agreed that they were becoming a stronger science student (71%) and social studies student (67%). Overall, staff agreement percentages declined, parent agreement percentages remained high, and student agreement percentages improved from 2016-2017 to 2017-2018.

Table 21: Participants' Percent Agreement Regarding Students' Academic Growth

Area of Academic Growth	Staff		Parent		Student	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
Reading	96.6%	78.1%	92.9%	96.4%	88.2%[a] 80.6%[b]	91.8%[c]
Mathematics	86.7%	75.0%	94.5%	96.4%	84.3%	89.4%
Science	92.9%	80.7%	95.7%	95.8%	62.7%	71.3%
Social Studies	85.2%	76.7%	93.7%	95.2%	56.9%	66.9%

[a] I can read better. [b] I understand my reading assignments better. [c] I am becoming a stronger reader.

Staff were also asked whether AADA provided resources for improvement in students' skills more generally (i.e., study skills and time management skills). There was relatively low staff agreement that AADA provided resources and time to enhance students' study skills (73%) and to manage time (55%). Staff and parents were asked whether AADA provided the needed level of academic support and a daily schedule that met students' needs. At least 60 percent of staff and 97 percent of parents agreed that AADA provided students the level of academic support the students needed and that AADA established a schedule of daily activities which met students' needs (see Table 22).

Additionally, staff and parents were asked whether AADA enhanced students' skills in the areas of studying, time management, and setting and achieving goals, and students were asked about goal setting and achievement. Staff had relatively low agreement that AADA enhanced students' ability to study, manage time, and set goals and seek to achieve them, with 48 to 66 percent agreeing with these statements (see Tables 22 and 23). Between 88 and 95 percent of parents agreed that AADA enhanced their child's ability to study, manage time, and set goals and achieve them. High percentages of third- through fifth-grade students agreed that they worked to achieve their goals (91%) and that they set high goals (87%) since enrolling in AADA. Overall, the staff perceptions declined notably; however, parent perceptions improved or remained consistent from 2016-2017 to 2017-2018 (see Tables 22 and 23). Additionally, overall, student agreement percentages improved (see Table 23).

Table 22: Participants' Percent Agreement Regarding Students' Academic Support and Growth

Area of Academic Growth	Staff		Parent	
	2016-2017	2017-2018	2016-2017	2017-2018
Provided the level of academic support students needed.	83.9%	65.7%	91.2%	97.0%
Established a schedule of daily activities which met students' needs.	73.3%	60.0%	91.6%	97.0%
Study skills	71.0%	51.5%	89.5%	93.4%
Ability to manage time	65.5%	48.4%	-	87.5%

Table 23: Participants' Percent Agreement Regarding Students' Ability to Set Goals and Achieve Them

	2016-2017	2017-2018
Staff	71.0%	65.6%
Parent	91.1%	94.6%
Student	72.8%[a] 87.4%[b]	86.6%[a] 90.9%[b]

[a]I set high goals for myself. [b]I work to achieve my goals.

Third- through fifth-grade students were also asked whether they utilized their teacher as a resource in school. Most students who responded to the survey (86%) agreed that they asked their teacher *questions*, but fewer students agreed that they felt comfortable doing so (79%). The same percentage of students (79%) agreed that they felt comfortable asking their teacher *for help*, but only 65 percent agreed that they asked their teacher for extra help.

General Perceptions

Parents were provided additional questions about perceptions of their involvement with the program and their perceptions of the program's impact. See Table 24 for agreement percentages for statements related to parental involvement. At least 88 percent of parents agreed that the program maintained clear and consistent communication with them; that they felt welcomed; that they had opportunities for involvement in the program; and that AADA encouraged them to be involved in their child's education and provided them with support handling attendance, academic, and/or discipline issues.

Parents were also asked more detailed questions regarding how AADA has impacted their lives at home, including the relationship with their child. Overall, between 81 and 91 percent of parents who responded to the survey agreed they saw a positive impact on their lives at home in these ways (see Table 24). While 81 percent of parents agreed that AADA helped to improve their child's behavior at home, only 69 percent of students agreed that they behaved better at home. Additionally, almost all parents (96%) agreed that they would recommend AADA to other families, which was consistent from 2016-2017. The agreement percentages for these parent perception items remained consistent or increased slightly from the previous year (see Table 24).

Table 24: Parents' Perceptions Regarding Involvement and Impacts of Program

Survey Statement An Achievable Dream Academy has…	2016-2017	2017-2018
Been consistent and clear in its communications with me.	85.8%	88.0%
Made me feel welcomed.	95.4%	95.3%
Provided opportunities for me to be involved in my child's education.	95.0%	95.9%
Encouraged me to participate in the activities at school.	94.0%	95.9%
Provided me with support handling student attendance, academic, and/or discipline issues.	85.5%	91.5%
Had a positive impact on the relationship between me and my child.	86.5%	91.0%
Led to positive outcomes for my child which helped me at home.	-	89.6%
Helped improve my child's behavior at home.	79.6%	80.8%

Survey respondents were also asked their level of satisfaction with AADA at Seatack Elementary School. Almost all parents (96%) and students (90%) indicated they were satisfied or very satisfied with the program, whereas 71 percent of staff survey respondents were satisfied (see Table 25). All community partners who responded to the survey either strongly agreed or agreed that they were satisfied that the program was meeting expectations in serving the community.

**Table 25: Percentage Indicating Satisfaction
With Program in 2017-2018**

	Percent Very Satisfied or Satisfied
Staff	71.0%
Parent	95.8%
Student	90.2%
Community Partner	100%

Program Strengths and Areas for Improvement

Open-ended survey items provided the opportunity for participants to comment about program benefits and areas for improvement. Several themes emerged from responses about the benefits of the program. In particular, third- through fifth-grade students primarily indicated that the staff, especially their teachers, was what they liked best about the program. Students also noted that they liked specific academic content areas best, such as math, art, PE, or learning in general, as well as the clubs that were offered. Several parents indicated that the benefits of AADA involved visible growth in their children's academic achievement, increased time spent on academics, smaller class sizes, and the structure of the program. As previously noted, many parents indicated that the SAME curriculum was a strength of the program. Staff commented on the variety of experiences and opportunities students are provided, including field trips and clubs, as well as the structure provided by uniforms.

When asked about areas for improvement, several parents and students responded that there was nothing to improve. Of the comments mentioning areas for improvement, general themes emerged. As previously noted, most students and some parents indicated that the uniform policy was an area needing improvement, including providing more clothing items and adjusting the policy to be less strict. Alternatively, staff indicated a lack of consistency with the enforcing the uniform policy. Students indicated a need for more discipline, especially in regards to bullying. Some parents and several teachers also indicated that discipline was an area for improvement. In particular, parents and staff noted a lack of consistency when disciplining poor behavior. Parents also commented that communication with teachers could be improved, including more frequent communication and more open house nights. As previously noted, staff also requested more timely and clear communication with administration and AADA. Another area of concern for staff and parents was the length of the extended day, including that it may not be appropriate for the younger students.

Additional Cost

The final evaluation question focused on the additional cost to VBCPS of implementing AADA during 2017-2018. The contract between AAD, Inc. and VBCPS outlined the cost responsibility for each party, and a summary of responsibilities is included in Appendix B. According to the summary of responsibilities in Appendix B, VBCPS was responsible for paying for the following costs to the same level as would be provided to any of its schools: technology, computer maintenance personnel, educational supplies, field trips and related transportation, food (i.e., breakfast and lunch), program staff professional learning, daily and summer intersession transportation, after school and tutors payroll provided through federal funding, and maintenance of school property.

The school division was responsible for funding support staff for the extended day and year if they already were scheduled to work during those times. Additionally, VBCPS was responsible for ensuring staff maintained technology at the school. However, there were no additional costs to VBCPS as computer maintenance personnel were offered to all schools in the division. In addition, VBCPS was responsible for the highest level of appropriate technology and educational supplies that are typically offered in all of its schools. The curriculum design and

specialized support was the responsibility of VBCPS, which included any teams based on math, academic interventionist, coaches, reading specialists, curriculum coach, and oversight of the instructional program. There were no additional costs to VBCPS for technology, educational supplies, or curriculum design as these are offered to all schools in the division. The support, supplies, and services required for administrative or health clinic purposes were also the responsibility of VBCPS. However, there were no additional costs to VBCPS beyond those for any of the division's schools. Costs for transportation to each AADA location, including extracurricular activities, were funded by VBCPS, but were not additional costs because these services are provided for all division schools.

There were several additional operational costs of AADA that were the responsibility of VBCPS. The agreement stated that "VBCPS agrees to fund the additional operational (i.e., utilities, maintenance, supplies, etc.) costs" of the longer day and longer school year. The additional utilities cost totaled $8,250, whereas there were no additional costs for building maintenance or enhancements.[49] In addition, transportation costs for students who opted into the program from Birdneck and Lynnhaven elementary schools attendance zones and daily transportation costs during the summer intersession were the responsibility of VBCPS, which totaled $31,560.[50] These additional costs to VBCPS for AADA implementation are presented in Table 26.

Table 26: Additional Cost of AADA to VBCPS

Category of VBCPS Additional Cost Responsibility	Amount 2016-2017	Amount 2017-2018
Utilities (e.g., for extended-day and/or extended-year)	$7,500	$8,250
Building maintenance/enhancements (e.g., for extended-day and/or extended-year)	No additional cost	No additional cost
Transportation (e.g., opt-in students, summer intersession)	$31,953	$31,560
Total Additional Cost	**$39,453**	**$39,810**

According to the agreement, AAD, Inc. was responsible for paying for additional enhancements (e.g., technology, professional learning), needs for specific programming provided by AAD, Inc. (e.g., field trips, clubs, physical banners, student awards and incentives, uniforms, program-specific personnel), and costs for the extended day, summer intersession (except transportation), Saturday School, administration, and fundraising. In addition, AAD, Inc. was to reimburse VBCPS for certain costs incurred such as field trips beyond typical allocations, any enhancements to technology, and incremental costs to VBCPS for support, supplies, or services. According to the Department of Budget and Finance, following a review of financial records for 2017-2018, AAD, Inc. reimbursed VBCPS for the costs that should have been reimbursed.[51] The transportation costs for the extended day, students who opted out of the program, field trips, and Saturday school were initially paid by VBCPS; however, per the contract, AAD, Inc. reimbursed VBCPS for these costs totaling $60,095.[52] In regards to personnel, according to the contract, AAD, Inc. was to pay a stipend to staff who worked during the extended day and extended year. It was confirmed by the Department of Budget and Finance that the stipends were being paid by AAD, Inc., which totaled $17,887.[53] According to the President and CEO of AAD, Inc., costs paid by AAD, Inc. for the Seatack program for the 2017-2018 school year included $196,399 for administration, $143,288 for fundraising, and $842,673 for the program.[54] The total cost paid by AAD, Inc. for the program during 2017-2018 was $1,182,360.

Recommendations and Rationale

Recommendation #1: Continue An Achievable Dream Academy with modifications noted in recommendations 2 through 5. *(Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School)*

Rationale: The first recommendation is to continue An Achievable Dream Academy with modifications that are reviewed in the recommendations below. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. The term of the contract that was signed in July 2013 was five years and will automatically renew annually unless action is taken to cancel by either entity. The recommendation to continue the program with modifications is made to enhance efforts regarding academic achievement in specific areas; student behavior and consistency in applying discipline policies; communication and collaboration between staff, administrators, and AADA; and the school schedule.

The program appears to have been effective in terms of parent perceptions in all areas and student perceptions of their growth in reading and math achievement as well as the extended day and field trip opportunities. Consistent with 2016-2017, parent agreement percentages in 2017-2018 remained at least 90 percent on survey items related to AADA's impact across various areas, including general impacts of the program and improvement in student achievement and behavior. Additionally, student agreement percentages improved on almost all survey items from 2016-2017 to 2017-2018. Further, 96 percent of parents and 90 percent of students were satisfied with the program. In comparison to the year prior to AADA implementation in each grade, students in grades 1 through 3 and 5 showed improvements in reading achievement, and students in grades 3 and 5 showed improvement in math achievement in 2017-2018. Additionally, the overall attendance rate and percentages of students with five or more absences at each grade level improved from 2016-2017 to 2017-2018. Similarly, in comparison to the matched groups, areas of strength for AADA students included reading achievement and unexcused absence rates.

Recommendation #2: Review academic performance in grade 4 math and grade 5 science and social studies and develop plans to improve achievement in these areas. *(Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School)*

Rationale: The second recommendation is to review academic performance in grade 4 math and grade 5 science and social studies and develop plans to improve achievement in these areas. Although there were general patterns of improvement in academic achievement in grades 1 through 3 and 5 reading and grades 3 and 5 math, there were achievement declines seen in grade 4 math and grade 5 science and social studies from 2016-2017 to 2017-2018. The AADA student performance in these areas in 2017-2018 was also lower in comparison to matched comparison groups. For the grade 4 math SOL, there was an 11 percent decline in the percentage of fourth-grade students passing the SOL test from 2015-2016, the year prior to grade 4 implementation, to 2017-2018. In 2017-2018, 71 percent of fourth-grade students passed and 82 percent of fourth-grade students passed in 2015-2016. The three fourth-grade matched comparison groups also outperformed AADA fourth-grade students in math achievement when comparing the percentage of students passing the math SOL. Two of the three matched comparison groups outperformed AADA fourth-grade students in math achievement when comparing average math SOL scores. For the grade 5 science SOL, there was a slight decline in the percentage of fifth-grade students passing from 2016-2017 to 2017-2018 (75% in 2016-2017 to 74% in 2017-2018). Further, the three fifth-grade matched comparison groups performed the same as or outperformed AADA fifth-grade students in science achievement when comparing the percentage of students passing the science SOL test and average science SOL scores. For the grade 5 social studies SOL test, although the percentage of fifth-grade students with an advanced passing score increased from 21 to 29 percent, the overall percentage of students passing the social studies SOL test declined from 84 to 76 percent from 2016-2017 to 2017-2018. Additionally, the three fifth-grade matched comparison groups outperformed AADA fifth-grade students in social studies achievement when comparing the percentage of students passing the social studies SOL test and average social studies SOL scores. Further, differences between the groups on five of the six measures were statistically significant and favored the comparison groups. Although the fourth and fifth grades were

just implemented over the past two years, approximately half of fourth- and fifth-grade students have participated in AADA since the first implementation year (2014-2015).

Recommendation #3: Ensure consistency in communicating and applying discipline policies. *(Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School)*

Rationale: The third recommendation is to ensure consistency in communicating and applying discipline policies. Overall, referral rates have declined from 2016-2017 to 2017-2018 and, when considering only students from grades K through 4, the number of students with single and multiple suspensions either remained the same or declined from the previous year. Additionally, the referral rates and out-of-school suspension rates were generally an area of strength for AADA students relative to the matched comparison groups. However, staff survey responses indicated major concerns about student behavior and the consistency of implementing discipline policies and holding students accountable. In particular, between 31 and 36 percent of staff agreed that AADA improved students' behavior at school, self-control, and conflict management skills. This was a substantial decline from agreement percentages in 2016-2017, which ranged between 69 and 79 percent. When responding to an open-ended question about areas for improvement, several staff noted that there was a lack of consistency when disciplining poor behavior. This lack of alignment between referral and suspension rates and staff perceptions may be related to communication with staff regarding discipline policies within the AADA. Additionally, parents mentioned concerns regarding the lack of enforcement of discipline policies, and students mentioned the need to address bullying.

Recommendation #4: Implement new strategies to provide timely and informative communication to staff and to improve collaboration between instructional staff, administrators, and AADA. *(Responsible Groups: Department of School Leadership, An Achievable Dream Academy, Inc., Seatack Elementary School)*

Rationale: The fourth recommendation is to implement new strategies to provide timely and informative communication to staff and to improve collaboration between instructional staff, administrators, and AADA. A recommendation from the previous evaluation included increasing opportunities for clearer and more consistent communication between staff. In response, a communication committee was established, which included five teachers and the administrators. The committee was formed in February 2018 and met once per month through the end of the school year. However, staff agreement regarding AADA being consistent and clear in communication with staff declined from 61 percent in 2016-2017 to 55 percent in 2017-2018. In response to open-ended questions regarding suggestions for communication and areas of improvement, several staff indicated concerns about the timeliness of communication, such as with general event dates and details and summer intersession dates; lack of detailed information regarding expectations, especially related to discipline and enforcing the uniform policy; and concerns regarding collaboration between AADA and school staff. There was also a decline in the percentage of teachers who returned to Seatack following the 2017-2018 school year. In particular, following the 2017-2018 school year, 88 percent of classroom teachers and 81 percent of instructional staff returned, which was lower than after the 2016-2017 school year when 95 percent of classroom teachers and 84 percent of instructional staff returned. Additionally, in response to an open-ended question regarding suggestions for improvement, a few community partners indicated that communication and collaboration between teachers, staff, and AADA, as well as teacher retention, were areas of concern.

Recommendation #5: Investigate the feasibility of changing the school from a "B" schedule school to an "A" schedule school. *(Responsible Groups: Department of School Leadership, An Achievable Dream Academy, Inc., Seatack Elementary School)*

Rationale: The fifth recommendation is to investigate the feasibility of changing the school from a "B" schedule school to an "A" schedule school. In response to the open-ended item regarding areas for improvement, both parents and staff noted concerns about the length of the extended day, including that students return home from

school late in the afternoon, especially during day light savings time. In addition, with the current schedule, instructional staff have difficulty attending divisionwide professional learning and other events. Currently, AADA has the schedule for a "B" school, which has the daily hours of 8:40 a.m. – 3:10 p.m. With the extended time, AADA students attend school from 8:40 a.m. – 4:30 p.m. In response to areas for improvement, a few staff members suggested switching to the earlier schedule set for "A" schools, which begins at 8:10 a.m. This would allow students to arrive home 30 minutes earlier than the current schedule and staff to attend divisionwide professional learning opportunities. This suggestion was also mentioned as a step that would be beneficial for students and staff during meetings with the director of curriculum and collegiate services for AADA, director of operations and student services for AADA at Seatack Elementary, and principal of Seatack Elementary.

Recommendation #6: Conduct an evaluation update during 2018-2019 focused on staff perceptions, matched group analyses for elementary students, and an update on the AADA students who continued into the middle school program.
(Responsible Group: Planning, Innovation, and Accountability – Office of Research and Evaluation)

Rationale: A final recommendation is to conduct an evaluation update during 2018-2019 focused on staff perceptions, matched group analyses for elementary students, and an update on the AADA students who continued into the middle school program. Staff agreement levels on various survey items declined notably from 2016-2017 to 2017-2018; therefore, it is recommended to monitor the staff perceptions through the 2018-2019 school year. Additionally, approximately half of the measures showed patterns that AADA students outperformed matched comparison groups with few statistically significant differences; therefore, additional matched group comparison analyses for the 2018-2019 school year should be performed to examine whether AADA students demonstrate any additional areas of strengths. Because sixth-grade students began participating in AADA in 2018-2019, it is recommended that the evaluation update include data for the AADA students who continued into the middle school program.

Appendices

Appendix A: Tables for Matched Group Comparison Analyses

Comparisons of Average Fall DRA Scores by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	**1.0**	**0.4**	**1.0**	0.5	**1.0**	0.5
Grade 1	**8.8***	**5.0***	8.7	9.0	**8.7**	7.5
Grade 2	**20.1***	**17.1***	**19.7**	19.2	**19.7***	16.7*
Grade 3	25.3	25.7	25.7*	30.0*	**25.7**	23.6
Grade 4	**34.6**	**33.4**	34.6	35.8	**34.6**	33.0
Grade 5	44.0	45.7	43.6*	55.6*	43.9*	50.9*
Total	23.1	22.3	23.2*	26.4*	23.1	23.5

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Goal 1: Reading Achievement

Percentage of Students Who Performed At or Above Grade Level on Spring DRA by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	**89.8%***	**70.9%***	89.8%	90.6%	**89.8%**	85.2%
Grade 1	**72.4%***	**37.9%***	73.3%	77.6%	**73.3%**	71.4%
Grade 2	**59.7%**	**56.5%**	56.7%	62.1%	**56.7%**	43.3%
Grade 3	**43.6%**	**39.1%**	45.6%*	68.4%*	45.6%	47.3%
Total	**64.6%***	**50.4%***	64.0%*	73.9%*	**64.0%**	59.8%

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Percentage of Students Who Performed At or Above Grade Level on RI by Grade

Grade	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 3	55.1%	68.2%	57.5%	61.1%	**57.5%**	**56.9%**
Grade 4	**66.7%**	**53.2%**	66.7%	73.5%	**66.7%**	**59.2%**
Grade 5	**73.2%**	**71.2%**	77.3%*	57.9%*	**73.6%**	**60.9%**
Total	64.5%	65.6%	**67.0%**	**62.9%**	**65.4%**	**59.2%**

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Average Lexile Scores on RI by Grade

Grade	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 3	553.4	632.4	562.1	585.7	**562.1**	**559.3**
Grade 4	**776.2**	**699.0**	776.2	833.5	**776.2**	**739.6**
Grade 5	894.8	945.5	**908.3**	**882.9**	**891.3**	**890.0**
Total	734.6	772.1	742.7	762.0	**733.7**	**725.5**

Note: No significant differences were found. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Percentage of Students With Advanced or Proficient Scores on English SOL

Grade	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 3	73.5%	79.7%	73.6%	75.0%	**73.6%**	**65.3%**
Grade 4	**77.8%**	**68.1%**	77.8%	85.7%	**77.8%**	**62.5%**

Grade	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 5	80.6%	86.3%	82.9%	83.1%	76.4%	78.6%
Total	77.3%	79.4%	78.2%	80.8%	**75.7%**	**69.5%**

Note: No significant differences were found. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Average Scores on English SOL by Grade

Grade	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 3	432.1	437.5	**434.5**	**432.6**	**434.5**	**425.5**
Grade 4	**442.5**	**422.8**	442.5	447.8	**442.5**	**423.1**
Grade 5	440.6	463.4	442.1	447.4	434.3	441.6
Total	437.9	443.8	439.3	442.1	**436.3**	**430.8**

Note: No significant differences were found. Bolded numbers indicate evidence of AADA student outperforming comparison group..

Goal 2: Math Achievement

Percentage of Students With Advanced or Proficient Scores on Math SOL

Grade	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 3	69.6%	75.4%	**71.2%**	**68.1%**	**71.2%**	**70.8%**
Grade 4	71.1%	72.3%	71.1%	81.6%	71.1%	72.3%
Grade 5	75.0%	86.3%	77.6%	80.5%	75.0%	75.7%
Total	72.0%	78.8%	73.7%	76.3%	72.6%	73.0%

Note: No significant differences were found. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Average Scores on Math SOL by Grade

Grade	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 3	423.3	423.5	**424.9**	**422.2**	424.9	431.5
Grade 4	**434.6**	**432.4**	434.6	455.7	434.6	443.5
Grade 5	439.4	455.0	442.7	451.8	**434.0**	**433.3**
Total	432.3	437.9	434.2	442.0	430.7	435.2

Note: No significant differences were found. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Goal 3: Science and Social Studies Achievement

Percentage of Students With Advanced or Proficient Scores on Grade 5 Science and Social Studies SOL

Test	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Science	72.2%*	90.4%*	78.9%	81.8%	73.6%	75.7%
Social Studies	73.9%*	87.7%*	79.5%	86.8%	73.9%*	91.3%*

Note: Asterisks denote significant differences from comparison group.

Average Scores on Grade 5 Science and Social Studies SOLs

Test	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Science	428.6*	467.0*	436.6	456.0	**426.4**	**425.6**
Social Studies	448.4*	478.9*	452.8*	490.4*	444.1*	481.3*

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Goal 4: Discipline

Behavioral Referral Rate by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	**0.0%***	**10.9%***	**0.0%**	5.5%	**0.0%**	5.5%
Grade 1	**7.0%**	**13.8%**	**6.9%**	8.6%	**6.9%**	8.6%
Grade 2	**3.2%**	**4.8%**	**3.0%**	7.5%	**3.0%**	10.4%
Grade 3	**2.9%***	**15.7%***	**4.1%**	9.5%	**4.1%***	**21.6%***
Grade 4	**6.1%***	**28.6%***	**6.1%**	12.2%	**6.1%**	12.2%
Grade 5	**10.8%***	**27.0%***	**10.3%**	16.7%	**12.2%***	**32.4%***
Total	**5.2%***	**16.8%***	**5.2%***	**10.2%***	**5.6%***	**16.2%***

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

In-School Suspension Rate by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	0.0%	0.0%	**0.0%**	1.8%	**0.0%**	1.8%
Grade 1	3.5%	1.7%	3.4%	0.0%	**3.4%**	5.2%
Grade 2	3.2%	0.0%	**3.0%**	**4.5%**	**3.0%**	4.5%
Grade 3	1.4%	1.4%	2.7%	1.4%	**2.7%***	**13.5%***
Grade 4	**2.0%**	**10.2%**	2.0%	2.0%	**2.0%**	8.2%
Grade 5	**6.8%**	**5.4%**	**6.4%**	**7.7%**	**6.8%**	14.9%
Total	3.0%	3.0%	3.1%	3.1%	**3.2%***	**8.5%***

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Out-of-School Suspension Rate by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	**0.0%**	**5.5%**	**0.0%**	5.5%	**0.0%**	1.8%
Grade 1	1.7%	1.7%	**1.7%**	8.6%	**1.7%**	3.4%
Grade 2	**1.6%**	**3.2%**	**1.5%**	3.0%	**1.5%**	3.0%
Grade 3	0.0%	2.9%	0.0%	2.7%	0.0%	4.1%
Grade 4	**2.0%***	**14.3%***	2.0%	4.1%	2.0%	2.0%
Grade 5	**6.8%**	**13.5%**	**6.4%**	14.1%	8.1%*	0.0%*
Total	**2.2%***	**6.8%***	**2.1%***	**6.6%***	2.4%	2.4%

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Goal 5: Attendance

Attendance Rate by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	93.3%	93.5%	93.3%	93.9%	93.3%	93.3%
Grade 1	**94.9%**	**94.6%**	94.7%	94.9%	**94.7%**	**94.1%**
Grade 2	95.4%	95.7%	**95.4%**	**94.7%**	95.4%	95.8%
Grade 3	95.5%	95.9%	95.3%	95.7%	95.3%	95.3%
Grade 4	94.7%	95.3%	94.7%	95.3%	**94.7%**	**94.5%**
Grade 5	94.6%	95.9%	94.8%	95.5%	**94.9%**	**94.7%**
Total	94.8%	95.2%	94.8%	95.1%	**94.8%**	**94.7%**

Note: No significant differences were found. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Unexcused Absence Rate by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	**1.9%***	**3.0%***	**1.9%***	**3.8%***	1.9%	1.0%
Grade 1	**2.0%**	**2.9%**	**2.2%**	**2.9%**	2.2%*	0.5%*
Grade 2	**1.4%***	**2.6%***	**1.4%***	**3.0%***	1.4%*	0.8%*
Grade 3	**1.9%**	**2.4%**	**1.9%**	**2.7%**	1.9%*	0.8%*
Grade 4	**2.9%**	**3.0%**	**2.9%**	**3.1%**	2.9%*	1.2%*
Grade 5	**2.1%**	**2.4%**	**2.0%***	**3.1%***	2.0%*	0.8%*
Total	**2.0%***	**2.7%***	**2.0%***	**3.0%***	2.0%*	0.8%*

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Appendix B: Matrix of AADA Cost Responsibility

	AAD	VBCPS
PROGRAMS		
Awards & Incentives for Students	X	
Book Store	X	
Clubs	X	
Computers/Printers/Software-Highest level of technology as would be offered in any of its schools.		X
Computers/Printers/Software-Any enhancements to technology in the school.	X	
Computer Maintenance Personnel		X
Educational supplies as would be provided by schools		X
Educational supplies needed for additional programming provided by AAD.	X	
Field Trips and transportation as would normally be provided by schools.		X
Field Trips and transportation needed as a result of additional programming provided by AAD.	X	
Snacks	X	
Food - Breakfast & Lunch		X
Program Administration Costs	X	
Program Staff Professional Development as would normally be provided by schools.		X
Program Staff Professional Development needed as a result of programming provided by AAD.	X	
Daily Transportation		X
Program Payroll & Benefits	X	
Rotation Teachers Payroll	X	
Messages/Banners Throughout the School	X	
Extended Day Program		
After School and Tutors Payroll	X	
After School and Tutors Payroll that would be provided through Federal funding.		X
Teacher Stipends for Extended Day	X	
Educational supplies for Extended Day program	X	
Snacks	X	
Intersession		
Intersession Payroll for Supervision by AAD	X	
Stipends for Intersession Teachers Payroll	X	
Curriculum Development	X	
Educational Supplies	X	
Field Trips/Enrichment	X	
Snacks	X	
Transportation		X
Saturday School		
Saturday School - Payroll	X	
Saturday School - Snacks	X	
Saturday School - Supplies	X	
Saturday School - Transportation	X	
Uniforms	X	
Tennis Program	X	***
Maintenance of School Property		X
ADMINISTRATION		
Admin & General Payroll	X	****
Admin & General Operational Costs	X	
Insurance	X	

	AAD	VBCPS
Accounting/Auditors	X	
Legal	X	
FUNDRAISING		
Development & Donor Relations	X	
P/R & Marketing	X	
*** If applicable		
**** These are management positions at AAD		

Endnotes

[1] Source: VBCPS and An Achievable Dream Academy Partnership contract.

[2] Brief obtained on the VBCPS website: https://www.vbschools.com/common/pages/DisplayFile.aspx?itemId=284809

[3] Source: VBCPS and An Achievable Dream Academy Partnership contract.

[4] Source: http://achievabledream.org

[5] Source: C. Middleton, personal communication, September 6, 2018.

[6] Source: C. Middleton, personal communication, September 18, 2018.

[7] Source: L. Vreeland, personal communication, May 9, 2018.

[8] Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.

[9] Source: Actions toward recommendations document provided in electronic format from Chris Middleton, August 24, 2018.

[10] Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.

[11] Source: Actions toward recommendations document provided in electronic format from Chris Middleton, August 24, 2018.

[12] Source: C. Middleton, personal communication, September 6, 2018.

[13] Source: Actions toward recommendations document provided in electronic format from Chris Middleton, August 24, 2018.

[14] Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.

[15] Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.

[16] Source: C. Middleton, personal communication, September 18, 2018.

[17] Source: Actions toward recommendations document provided in electronic format from Chris Middleton, August 24, 2018.

[18] Source: C. Middleton, personal communication, September 6, 2018.

[19] Source: Actions toward recommendations document provided in electronic format from Chris Middleton, August 24, 2018.

[20] Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.

[21] Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.

[22] Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.

[23] Source: L. Vreeland, interview, September 13, 2017.

[24] Source: C. Middleton, personal communication, September 18, 2018.

[25] Source: V. Darby, personal communication, October 3, 2018.

[26] Source: C. Middleton, personal communication, September 6, 2018.

[27] Source: L. Vreeland, interview, September 13, 2017.

[28] Source: Academy Banners provided in electronic format from Lee Vreeland, September 13, 2017.

[29] Source: Seatack students learn their 'ABCs' and more at iFLY, The Core. Retrieved from: http://www.vbcpsblogs.com/core/seatack-students-learn-their-abcs-and-more-at-ifly/

[30] Source: L. Vreeland, personal communication, May 7, 2018.

[31] Source: Exhibit A (AAD Rules) found within the VBCPS and An Achievable Dream Academy Partnership contract.

[32] Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.

[33] Source: Seatack An Achievable Dream Academy 2017-2018 Club List provided by Chris Middleton, April 20, 2018.

[34] Source: Seatack An Achievable Dream Academy 2017-2018 Club List provided by Chris Middleton, April 20, 2018.

[35] Source: C. Middleton, personal communication, May 3, 2018.

[36] Source: http://anachievabledream.org

[37] Source: A regional solution in education, The Virginian-Pilot, Retrieved from: https://pilotonline.com/opinion/columnist/guest/a-regional-solution-in-education/article_fce7969e-c079-59c3-9465-0273fe12b6b8.html

[38] Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.

[39] Source: Exhibit 8(c) (Selection Criteria) found within the VBCPS and An Achievable Dream Academy Partnership contract.

[40] Source: L. Vreeland, interview, September 13, 2017.

[41] Source: VBCPS and An Achievable Dream Academy Partnership contract.

[42] Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.
[43] Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.
[44] Source: L. Vreeland, interview, September 13, 2017.
[45] Source: VBCPS and An Achievable Dream Academy Partnership contract.
[46] Source: C. Middleton, personal communication, September 6, 2018.
[47] Source: L. Vreeland, interview, September 13, 2017.
[48] Source: C. Middleton, personal communication, September 21, 2017.
[49] Source: E. Woodhouse, personal communication, September 20, 2018.
[50] Source: D. Pace, personal communication, September 12, 2018.
[51] Source: R. Bourn-Delgado, personal communication, September 24, 2018.
[52] Source: R. Bourn-Delgado, personal communication, September 24, 2018.
[53] Source: R. Bourn-Delgado, personal communication, September 24, 2018.
[54] Source: L. Vreeland, personal communication, October 8, 2018.

Notice of Non-Discrimination Policy

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

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

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VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

November 2018

PLANNING, INNOVATION, AND ACCOUNTABILITY

An Achievable Dream Academy at Seatack Elementary School: Comprehensive Evaluation Recommendations

The table below indicates the proposed recommendations resulting from the **An Achievable Dream Academy at Seatack Elementary School: Comprehensive Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendation From the Fall 2018 Program Evaluation	Administration's Recommendations
Information November 13, 2018 Consent November 27, 2018	An Achievable Dream Academy at Seatack Elementary School: Comprehensive Evaluation	1. Recommendation #1: Continue An Achievable Dream Academy with modifications noted in recommendations 2 through 5. *(Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School)* 2. Recommendation #2: Review academic performance in grade 4 math and grade 5 science and social studies and develop plans to improve achievement in these areas. *(Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)* 3. Recommendation #3: Ensure consistency in communicating and applying discipline policies. *(Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)* 4. Recommendation #4: Implement new strategies to provide timely and informative communication to staff and to improve collaboration between instructional staff, administrators, and AADA. *(Responsible Groups: Department of School Leadership, An Achievable Dream Academy, Inc., Seatack Elementary School)* 5. Recommendation #5: Investigate the feasibility of changing the school from a "B" schedule school to an "A" schedule school. *(Responsible Groups: Department of School Leadership, An Achievable Dream, Inc., Seatack Elementary School)*	The administration concurs with the recommendations from the program evaluation.

School Board Meeting Date	Evaluation	Recommendation From the Fall 2018 Program Evaluation	Administration's Recommendations
<u>Information</u> November 13, 2018 <u>Consent</u> November 27, 2018	An Achievable Dream Academy at Seatack Elementary School: Comprehensive Evaluation	6. Recommendation #6: Conduct an evaluation update during 2018-2019 focused on staff perceptions, matched group analyses for elementary students, and an update on the AADA students who continued into the middle school program. *(Responsible Group: Planning, Innovation, and Accountability – Office of Research and Evaluation)*	The administration concurs with the recommendations from the program evaluation.

An Achievable Dream Organization Response

Evaluation
Presented by Virginia Beach City Public Schools
2017-2018

The evaluation serves two over-arching purposes for An Achievable Dream (AAD):

1. For program staff to make continuous improvements to program design and delivery to enhance probability of success;

2. For external stakeholders, including participants, school leaders, and donors to increase their confidence in the value of the project in terms of its strategic and intermediate results.

AAD concurs with the recommendations presented in the evaluation report.

Recommendation #1

AAD continuously seeks to improve the overall program for the benefit of all stakeholders. AAD's holistic approach to education incorporates a consistent focus on the development of each child's social, academic, and moral education. This focus includes daily attention to discipline and attendance. When small statistical declines occur, we develop targeted strategies to address the declines while maintaining the overall mission for student success. Recommendations 2-6 will address the specific targeted modifications.

Recommendation #2

The following points are relevant when reviewing the SOL comparison data:

- The 4th grade math SOL scores improved from the 3rd grade math SOL scores by 2.4%. This is comparing the same group of students from 3rd grade, 2016-2017 to 4th grade, 2017-2018.

- In 5th grade for 2016-2017, there were 63 students who took the science SOL test with 74.6% passing the test. In 2017-2018, there were 85 students who took the science SOL test with 74.1% passing the test.

- In reading, starting in 3rd grade 2015-2016, students scored 80%. The same students scored 79.1% as 4th graders and 79.8% as 5th graders. In reading starting in 3rd grade 2016-2017, students scored 69%. The same students scored 78.9% as 4th graders with growth of 9.9%.

- In math, starting in 3rd grade 2015-2016, students scored 86.1%. The same students scored 83% as 4th graders and 76.7% as 5th graders. In math starting in 3rd grade, 2016-2017, students scored 68.1%. The same students scored 70.5% as 4th graders.

In 2017-2018, the 4th grade teaching team changed drastically. Three teachers started the school year in 4th grade, and by the winter break, two of the three had to be replaced due to pursuing other

opportunities (promotions). The two replacement teachers were long-term subs without the depth of experience in 4th grade. These substitutes did not return for the 2018-2019 school year.

An Achievable Dream continues to work with teachers and staff to develop strategies for students to set academic goals and improve study skills. Students in all grade levels will have individual goal binders with their personal goals and how they are progressing in reaching those goals. Outreach programs and field trips are being scheduled to help address student deficiencies in the areas of science and social studies. In remediation and Saturday school, students are working with teachers based on the strengths of the teachers and the deficiencies of the students.   Students are working with the teachers and coaches in small groups during extended day on identified areas of concern based on SOL results, classroom data, and benchmark data.   Students who did not pass their reading or math SOL assessments are attending Saturday School. Small groups were constructed based on student need, and content coaches have provided activities, games, and assessments based on student need. Students will go on field trips and experience outreach programs that are science and social studies based. Data will be used from Flanigan strand assessments, quarterly data, and bi-quarterly teacher assessments (created using last year's deficiencies shown on SOL results) to ensure student progression and understanding of content.

Recommendation #3

Number of Students	2016-2017 (K-3)	2017-2018 (K-4)	2018-2019 (K-5)
Single Suspension	7	7	14
Multiple Suspensions	5	2	4
Major Offense Suspensions	1	1	2

The decline in AAD's discipline referral and suspension data reflects a consistent response to discipline infractions as well as a culture of high expectations and structure. The teacher and staff survey indicate miscommunication in regards to the response to behaviors. The leadership of Seatack AAD responded to the lack of communication by implementing the following measures:

In May, 2018, the Dreamer Discipline Committee (including administrators, teachers, and specialist) was formed to ensure all teachers, staff, students, and parents have a clear understanding of the culture and expectations established and enforced at Seatack AAD. The committee obligations include:

- Reviewing and enforcing specific and consistent expectations in the classroom, hallways, cafeteria, and library;
- Establishing direct and clear lines of communication between administration and staff in regards to the protocol and feedback on student discipline;
- Ensuring staff members receive follow-up documentation explaining the interventions enforced to address discipline issues;
- Identifying mentors for specific students who need additional support with morning and afternoon check-ins (these check-ins include establishing the student's goal for the day in regards to behavior as well as strategies that will promote success for the student);
- Forming help groups for students who are identified with social and emotional needs hindering them from concentrating on academic expectations (discipline data and teacher recommendations are used to identify these students);

- Providing teachers with strategies and pertinent information when working with the students (to include what outside agencies may be affecting behavior).

To ensure all students successfully integrate into the culture of AAD, all opt-in students (new to the program) attend program orientation sessions during summer intersession. These orientation sessions continue quarterly to set academics, discipline, attendance, and dress code norms and expectations.

Each year, student and parents sign the AAD contract, which outlines all guidelines and expectations of the program. The contracts are also reviewed, as needed, during parent conferences regarding discipline issues to ensure the efficacy of the program.

To combat the issue of school bullying in all schools across the nation, AAD has:

- Integrated anti-bullying lessons into the Conflict Resolution social rotation class.
- Maintained a partnership with Young Audiences to bring their anti-bullying program to Seatack Elementary An Achievable Dream Academy.
- Incorporated statistics, strategies, and steps into the AAD teacher and staff weekly updates to ensure teachers and staff are prepared to address bullying issues.

Recommendation #4
The communication committee was formed in February 2018 and will continue to meet during the 2018-2019 school year. In the spring of 2017- 2018, the committee created and implemented a survey to pinpoint the areas of concern in communication in the school. The top areas of concern were communication on events in the school and follow-up communication on student concerns. To address the concerns pertaining to event notification, additional calendars were posted in the office, and newsletters that were sent out by email were printed and placed in central locations for staff members to review.

For school year 2018-2019, all staff were trained in the use of Schoology and that is the central location to find event information for the school. Staff check-in surveys are being used with the committee meetings. These surveys will be used by the communication committee to enhance the levels and types of communication that are being used throughout the school.

Beginning of the year perceptions by staff members are that positive measures have been put in place for the school year to enhance program success. Staff communication surveys are being administered prior to the communication committee meetings. This will allow for the committee to address concerns and to look at growth that has happened in regards to the communication in the building.

As of 2017-2018, the entire school was part of An Achievable Dream Academies. Some staff members were transferred to other schools due to the additional time contraints. As has been the practice in prior years, new staff hired at Seatack Elementary An Achievable Dream Academy are informed of the additional requirements and compensation of the program. All new staff members also have orientation sessions with leadership staff from An Achievable Dream. These sessions review the expectations as they are outlined in the contract addendum.

Recommendation #5
An Achievable Dream Academy agrees with the recommendation to move to an "A" school and is willing to work with the school division to make this a reality.

Recommendation #6
An Achievable Dream Academy agrees with the recommendation and will continue to provide applicable data to complete the evaluation. An Achievable Dream leadership will continue to incorporate focus groups and surveys throughout the year to collect information from teachers, staff, parents, and students.

Subject: Policy Review Committee Recommendations   **Item Number: 13F1-7**

Section: Information   **Date: November 13, 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 receive for Information the Policy Review Committee recommendations regarding review, amendment and/ repeal of certain policies as reviewed by the committee at their October 17, 2018 meeting.

1. Policy 4-56/Licensed Personnel: Role of Professional Teaching Staff
   With the goal of providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy, Policy updated to give clearer direction to staff related to appropriate student interaction.

2. Policy 4-67/Investigating and Reporting Alcohol and Drug Use
   Policy was updated to reflect current state standards as they relate to the sale, distribution, possession and/or use of illegal drugs in public schools.

3. Policy 5-34/ Student Conduct

   Language added to addressing the supervision of students during the entire period of time that they are in school, during school or school sponsored activities, on the school grounds before and after school, and on the way to and from school, including school bus stops, and while on school buses.

   a. Regulation 5-34.1/Student Conduct on School Buses, School Vehicles or Vehicles used for School Purposes
      New language that addresses disruptive behavior by students while going to or from their bus stop, while waiting for a school bus, while on a school bus, after being discharged from a school bus, or riding to or from a school related event in an authorized vehicle.

   b. Regulation 5-34.2/Cheating and Plagiarizing
      Update related to the responsibility of both teachers and students when confronting cheating and/or plagiarizing and the possible disciplinary action as outlined by the Code of Student Conduct and the Discipline Guidelines.

4. Policy 5-36/Conduct Invoking Punitive Action
   Policy update reflecting the guidelines of applicable state and federal law defining the equitable treatment of all students and the minimum due process procedures to be followed in the detention, suspension and expulsion of students

   a. Regulation 5-36.3/Hazing/Assault and Battery or Fighting/Profane, Obscene or Abusive Language or Conduct/Bullying
      Legal update to outline disciplinary action taken against students, under the provisions set forth in Policy, in response to students who haze or otherwise mistreat another student so as to cause bodily injury.

b. Regulation 5-36.4/Explosives/Fireworks
New language that authorizes the Superintendent or designee to take all actions necessary, to prohibit the presence of explosive fireworks or such items, in the educational and work environment, and at school sponsored events, unless specifically authorized by the Superintendent or designee to be present.

c. Regulation 5-36.5/Trespass Upon School Property, Vehicles or Buildings/Grounds
Legal update related to disciplinary action, as outlined in the Code of Student Conduct and the Discipline Guidelines, taken upon an individuals unlawful entry upon School Board owned or leased property, vehicles, or buildings/grounds is prohibited.

5. Policy 5-37/Reporting Data About School Violence and Crime
Legal update related to Virginia Code § 22.1-279.3:1 which requires that the Virginia Department of Education collect information on crime, violence and substance abuse that takes place on public school property, on school buses or at school-sponsored activities.

6. Regulation 5-42.1/Property Damage/Theft
Legal update related to Virginia Code § 8.01-43, When a student is suspected of theft any school or another person's property, the incident shall be investigated by administration and, as appropriate, reported to law enforcement for appropriate action. Students will be disciplined in accordance with the Code of Student Conduct and the Discipline Guidelines.

7. Policy 7-21/Citizens Advisory Committees
Update to the Ad Hoc Strategic Plan Committee section of Policy 7-21/Citizens Advisory Committees on the appointment of members by the School Board upon recommendation of the Superintendent.

. **Source:**

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of October 17, 2018

Budget Impact:

None

PERSONNEL

Licensed Personnel: Duties and Responsibilities Role of Professional Teaching Staff/Conditions of Employment

Virginia Beach City Public Schools shall employ and seek to retain only the most highly skilled teachers available.

Teachers are charged with effectively delivering the approved curriculum to students. In addition, teachers are responsible for carrying out all tasks ancillary to instruction, as well as performing other non-instructional duties assigned by the principal or the principal's designee, in a quality manner. Among other things, teachers are responsible for implementing a constructive system of classroom management; establishing a positive classroom atmosphere and environment; and acting in the best interests of students.

All teachers shall comply with the policies, regulations, and requirements of federal and state law, the Virginia Department of Education, the School Board; the Superintendent and the Superintendent's designee; and the principal and the principal's designee.

Teachers shall be mindful that they are role models to students and shall conduct themselves accordingly. In addition, as respected professionals, teachers represent not only their school, but also the School Division in their interactions with parents and other members of the community. Therefore, teachers shall present themselves in a professional manner while at school or attending to other official duties, as well as whenever officially representing their school or the division.

A. **Role of Responsibilities Professional Teaching Staff**

The professional teaching staff shall be responsible for providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy, which is conducive to learning and in which all students are expected to achieve the objectives of the Standards of Learning for the appropriate grade level or discipline. A teacher's primary focus shall be students' academic achievement, as well as students' physical and emotional well-being while under the teacher's care. Therefore, tThe staff shall:

1. Serve as leadership models of effective oral and written communication with special attention to the correct use of language and spelling; Regularly consult with and/or keep the principal apprised of matters relating to student achievement as well as other important matters;
2. Strive to improve professional skills on a continual basis through reflection, self-awareness, and self-assessment, and as otherwise recommended;
3. Be well versed and up-to-date on the School Board's approved curriculum, on instructional best practices, on current instructional technologies, and the appropriate and effective use of the same in the classroom; and
4. Use appropriate behavioral management techniques with students.

   1. Strive to strengthen the basic skills of students in all subjects;

   2. Establish teaching objectives to achieve the following:

      a. Identify what students are expected to learn; and

        b. ~~Inform students of the achievement expected and keep them engaged in learning tasks;~~

3. ~~Provide for individual differences of students through the use of differentiated instruction, varied materials, and activities suited to their interests and abilities;~~

4. ~~Assess the progress of students and report promptly and constructively to them and their parents; and~~

5. ~~Teach the School Board approved curriculum.~~[ER1]

In addition to responsibilities set forth above, teachers shall be mindful of students' age, gender, culture, socioeconomic status, religious viewpoint, and other differences, and shall approach controversial and/or sensitive topics in a manner that is consistent with approved curriculum. Teachers shall work in a collegial manner as a member of a team of educational professionals who make students and their needs the central focus, and shall strive at all times to create and maintain an atmosphere of mutual respect and professional courtesy especially but not only while in the presence of students.

B.   **Duty to Treat Students with Dignity and Respect**

The professional teaching staff shall promote the health, safety, and well-being of students by establishing and maintaining appropriate verbal, physical, emotional, and social boundaries. This includes:

1. Always interacting with students with transparency and in appropriate settings;
2. Communicating with students in a clear, respectful, and culturally sensitive manner;
3. Engaging in physical contact with students **only** when there is a clearly defined purpose that benefits the student and focuses on the safety and well-being of students;
4. Acknowledging there are no circumstances that allow teachers to engage in friendships or romantic or sexual relationships with students.

C.   **Duty to Enhance Students' Academic Achievement**

Professional teaching staff have the duty to ensure:

1. The School Board-approved curriculum is implemented in an effective manner, which includes teaching the curriculum in a way that is relevant to students and strengthens skills in all subjects;
2. All students have access to a curriculum that is delivered in a manner to address the differentiated needs of students through the use of varied materials and activities suited to their individual interests and abilities;
3. Students are informed of the achievement expected;
4. Students are assessed on the approved curriculum and promptly informed of their progress;
5. Lessons are designed to assist students in acquiring the division's learning objectives;
6. Instructional methods, strategies and programs are implemented effectively;
7. Individual and group student achievement data is monitored on a regular and continual basis to assess learning, needs of students, and equity in access to the curriculum;
8. Student achievement and other relevant data are used to modify a teacher's instructional methods and strategies;
9. Students are disciplined in a way that is equitable and, to the extent possible, helps students improve their ability to monitor and improve their behavior;

10. Instruction is delivered in a way that is cognizant of the division's identified core values;
11. Parents are regularly apprised of their children's academic performance as well as other relevant information;
12. Parents are responded to in a timely manner; and
13. Available professional development and other opportunities are used to improve skills on an ongoing basis.

The performance of each teacher including, but not limited to, the degree to which the teacher has met the expectations set forth in this policy shall be evaluated by the principal or the principal's designee pursuant to the School Division's approved performance evaluation timeline and standards.

D. General Qualifications

1. Skills. The person employed must have sufficient language, mechanical, computational, and organizational skills to perform his/her basic tasks without close supervision. [ER2]

2. Maturity. The person employed must have reasonable emotional balance and self-control.

3. Facility in Dealing with Others. The person employed must enjoy working with other people and must have a natural ease in dealing with students, supervisors, coordinators, directors, staff and members of the public with whom he/she will be in contact.

4. Understanding of Job Function. The person employed must have or be able to develop very readily a clear understanding of the function of his/her job in operating the school division. [ER3]

A. Licensure/Employment Qualifications

All teaching personnel shall meet the licensure requirements of the Virginia Board of Education for the position to which they are assigned. Current employees of the Virginia Beach City Public Schools shall be required to provide proof of baccalaureate degree, major, concentration, or graduate degrees, and field of discipline. Educational transcripts may be required as evidence of eligibility for Virginia Licensure.[ER4]

B. Criminal History Record Information

The Superintendent shall require that all employees, whether full-time or part-time, permanent or temporary, submit to fingerprinting and provide personal descriptive information to obtain criminal history record information for the purpose of screening individuals who accept employment in the School Division. Superintendent shall forward the personal descriptive information through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such employee.

The Superintendent shall forward the personal descriptive information through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such employee.

The Superintendent shall also require that each employee, whether full-time or part-time, permanent or temporary, certify that he or she has not been: (1) convicted of a felony, a crime of moral turpitude, or any offense involving the sexual molestation, physical or sexual abuse or rape; and (2) has not been the subject of a founded case of child abuse and neglect.

Employees may be permitted to work pending the results of the Federal Bureau of Investigation background investigation and Department of Social Services search of the registry of founded complaints if the following conditions are met:

1. The School Division has successfully completed a state and local police background check for the individual; and

2. The School Division has successfully completed a check of the sex offender website and the sex offender and crimes against minors registry for the individual; and

3. The School Division requires the individual to serve in the physical presence of an employee who has successfully completed the Federal Bureau of Investigation background investigation and the Department of Social Services search of the registry of founded complaints. [ER5]

C. **Probationary Period Required/Mentor Teacher**

Although contracts for probationary instructional personnel are issued for one (1) year only, the first three (3) years of a person's employment shall be considered a probationary period for new personnel. The School Board authorizes the Superintendent or designee to extend a probationary period up to five years total for an individual employee. All probationary employees, except those with prior successful teaching experience, shall be provided with a mentor teacher during their first year. Further, probationary employees will be given extra supervision and assistance in adjusting to their new positions, and particular attention will be given to a continuing evaluation of their efficiency. Probationary teachers shall annually be evaluated using the procedures developed by the School Board. The Superintendent shall consider each annual evaluation of a probationary employee in the nonrenewal process. If a teacher's annual performance evaluation during the probationary period is unsatisfactory, the School Board shall not reemploy such teacher.

Teachers who have attained continuing status in another school division in Virginia shall serve a probationary period of no less than one (1) year and not to exceed two (2) years in the School Division before attaining continuing contract status. Such probationary period shall be a part of the initial contract. [ER6]

D. **Externally Funded Programs**

All persons employed on externally funded programs shall be placed on the appropriate salary schedule and step and shall be afforded all benefits according to other employees fulfilling comparable duties. [ER7]

E. ~~**PRAXIS Exam**~~

~~Use of the PRAXIS Exam shall not be resumed for teachers who currently hold a Collegiate Professional License.~~[ER8]

F. ~~**Financial Incentives for Excellence in Teaching**~~

~~The School Board has adopted policies designed to promote the employment and retention of the highest quality instructional personnel and to effectively serve the educational needs of students. The Superintendent shall annually develop and propose financial incentives for excellence in teaching which shall be contained in the budgets presented to the School Board ("Superintendent's Estimate of Needs") or in the School Board Compensation Plan.~~[ER9]

Legal Reference:

Code of Virginia § 22.1-298.1, as amended. Regulations governing licensure.

~~Code of Virginia § 22.1-299, as amended. License required of teachers.~~

~~Code of Virginia § 22.1-253.13:1, as amended. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.~~

~~Code of Virginia § 22.1-296.1, as amended. Data on convictions for certain crimes and child abuse and neglect required; penalty.~~

~~Code of Virginia § 22.1-303, as amended. Probationary terms of service for teachers.~~

~~Code of Virginia § 19.2-389, as amended. Dissemination of criminal history record information.~~

~~Code of Virginia § 22.1-296.2, as amended. Fingerprinting required; reciprocity permitted.~~

~~Code of Virginia §22.1-296.4, as amended. Child abuse and neglect data required.~~

~~Immigration Reform and Control Act of 1986.~~

~~Board of Education Regulation Establishing Standards for Accrediting Public Schools in Virginia, 8VAC20-131 et seq., as amended.~~

~~Code of Virginia § 19.2-390.1, as amended. Sex Offender and Crimes Against Minors Registry, maintenance; access.~~

~~State of Virginia Sex Offender and Crimes Against Minors Registry: http://sex-offender.vsp.virginia.gov/SOR~~

Virginia Standards for Professional Practice of Teachers effective July 1, 2012.

Adopted by School Board: October 21, 1969
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: November 3, 1998
Amended by School Board: March 21, 2000
Amended by School Board: April 1, 2003
Amended by School Board: August 20, 2013
Amended by School Board:

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE
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PERSONNEL

Investigating/Reporting Alcohol or Drug Use

The laws regarding the sale, distribution, possession and/or use of alcohol and illegal drugs are clear, and penalties are provided for violators of these laws. All members of the school community are subject to these laws while on School Board property, vehicles, or attending school sponsored events~~grounds as~~ ~~as well as elsewhere~~ and have the responsibility as citizens to uphold these laws. ~~If an employee's, volunteer's or agent of the School Board's conduct with regard to alcohol or illegal drugs outside of School Board property, vehicles or school sponsored events becomes the matter of public scrutiny or could undermine the public's or the School Division's confidence in such person's ability to perform duties for the School Division, the Superintendent or designee is authorized to investigate and take appropriate actio,I~~ if an employee or agent of the School Board's conduct with regard to alcohol or illegal drugs outside of School Board property, vehicles o r school sponsored events becomes the matter of public scrutiny or could undermine the public's or the School Division's confidence in such person's ability to perform duties for the School Division.

The ~~board~~ School Board will not condone any violation of the law and will fully support any employee, agent or volunteer who, in good faith acts to report, investigate, or cause any investigation to be made into the activities of students, employees, volunteers, agents or other persons as they relate to the use of alcohol or drugs in the public schools, on School Board property, or at school sponsored events.

Legal Reference:

Code of V~~i~~rgini~~a.,~~ § 8.01-47, as amended. Immunity of school personnel investigating or reporting alcohol or drug use.

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: 2018

Student Conduct 5-34

School Board of the City of Virginia Beach
Policy 5-34

STUDENTS

Student Conduct

A. **Generally**

The School Division~~Virginia Beach City Public Schools~~ is committed to providing an educational~~school~~ environment that is safe, conducive to teaching and learning, and free from unnecessary disruption. All students will benefit from an educational experience that fosters their social and emotional development. Accordingly, the School Division will develop a plan to systematically integrate developmentally appropriate social-emotional learning strategies into the curriculum to promote the development of interpersonal skills, responsible decision making and resilience.

It is the policy of the School Board that the discipline and control of students shall be the responsibility of the teachers, staff, and principals of the respective schools. The supervision and control of students should be maintained during the entire period of time that they are in school, during school or school sponsored activities, on the school grounds before and after school, and on the way to and from school, including school bus stops, and while on school buses. Students may be disciplined for conduct outsideof the educational environment when such conduct substantially and materially disrupts or has the potential to disrupt the educational or work enviroment

B. **Code of Student Conduct**

To ensure an optimum learning environment the Superintendent, or designee, will develop a Code of Student Conduct that is consistent with School Board Policies and Regulations that serves as a guideline for parents, families, students, and staff. The Code of Student Conduct will outline major categories of behavior and list disciplinary actions that may occur as a result of student misconduct. Regulations for passengers riding school buses will be included in the Code of Student Conduct. Each student will receive a copy of the Code of Student Conduct during the first week of the school year. Each student and a parent or legal guardian shall date and sign an acknowledgement of receipt of the Code of Student Conduct.

C. **Discipline Guidelines**

The Superintendent, or designee, will develop Discipline Guidelines to be used by teachers and administrators in enforcing the Code of Student Conduct. The Discipline Gguidelines will be based on limits established by Federal and/or

State laws and regulations and consistent with School Board policies, and school division regulations related to student discipline. The Discipline Guidelines will provide school administrators with a comprehensive description of discipline offenses, clear definitions of the criteria for discipline offense categories, specific levels of disciplinary action based on objective criteria, and a range of disciplinary actions for specific offenses.

The levels of disciplinary action will provide teachers and administrators with a range of options that will provide consistency across the Sschool Ddivision in dealing with individual students who exhibit inappropriate behavior. The guidelines will be progressive in nature; that is, the level of disciplinary action increases as the number of similar incidents increases.

Principals may deviate from the established levels of disciplinary action only if there is appropriate justification. The reasons justifying the action must be specified in writing to the Director, Office of Student Leadership.

D. **Conduct on School Buses,School Vehicles or Vehicles used for School Purposes**

Students are under the authority of the bus driver while on the school bus or other school vehicle. Students are under the authority of the school staff member or assigned adults when travelling on other vehicles used for school purposes .The driver is to control student conduct and report behavior problems to the principal or his/her designee. The principal or designee shall be responsible for all disciplinary action.

Failure on the part of any student to follow the rules and regulations dealing with school bus operation may result in termination of privilege to ride the school bus in addition to other appropriate disciplinary measures.

E. **Threat Assessments**

~~The School Board authorizes the Superintendent or designee to develop regulations and procedures regarding the assessment of and intervention with students whose behavior may pose a threat to the safety of school staff or students. The Superintendent or designee is authorized to establish one or more threat assessment teams to develop appropriate regulations and procedures, provide assessment and evaluation of the threat and the student(s) making the threat, and provide referrals to outside services providers for treatment when deemed appropriate.~~

Editor's Notes:

See Also:
School Board Policy 5-35 Discipline and Corporal/Academic/Group Punishment/Detention.
School Board Policy 5-36 Conduct Invoking Punitive Action.
School Board Policy 5-37 Reporting Data About School Violence and Crime.

Legal Reference:

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

Code of Virginia § 22.1-78, as amended. Bylaws and regulations.

Code of Virginia §22.1-79.4, as amended. Threat assessment teams and oversight committees.

Virginia Board of Education Regulations, Establishing Standards for Accrediting Schools in Virginia, 8VAC 20-131-210 B, as amended.

Adopted by School Board: October 21, 1969
Amended by School Board: February 16, 1971
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: June 15, 1993 (Effective August 14, 1993)
Amended by School Board: May 19, 1998
Amended by School Board: July 17, 2001
Amended by School Board: August 5, 2003
Amended by School Board: April 4, 2006
Amended by School Board: August 20, 2013

STUDENTS

Student Conduct on School Buses, School Vehicles or Vehicles used for school purposes

A. **Generally**

Students ~~going to or from school or a school activity~~ shall not behave in a disruptive manner or otherwise violate the Code of Student Conduct while going to or from their bus stop, while waiting for a school bus, while on a school bus, ~~or~~ after being discharged from a school bus, or riding to or from a school related event in an authorized vehicle.~~.~~. Riding a school bus is a privilege. Students who do not behave at the bus stop or on the school bus may have the privilege of riding revoked for a specified time or permanently. For the purposes of the Regulation, the term "bus" shall include school buses, other School Division vehicles, any other vehicle used for school purposes.

B. **Bus Discipline**

The following procedures will be used to deal with bus discipline.

1. The driver of the school bus has the authority to maintain order and the responsibility for providing a safe environment on the bus.

2. If a disciplinary problem occurs before arriving at school, the bus driver will report the incident to the principal of the school served by the driver.

3. If a serious disciplinary incident occurs in the afternoon, the driver will inform the principal or his designee, if the principal or designee is unavailable, the driver's supervisor at the Office of Transportation Services who will inform the principal of the incident.

4. When a student receives in-school suspension (ISS) for a bus incident, ~~he~~the student will also be suspended from riding the bus for the period of the suspension.

5. In disciplinary cases related to disruptive behavior or other violations of the Code of Student Conduct~~which necessitate the removal of a student from the bus~~, the principal may arrange a conference(s) ~~with the driver,~~ with the student, and the ~~the~~ minor student's parent or legal guardian. Recordings of the incident leading to discipline may be used for disciplinary purposes instead of requiring drivers or supervising adults to attend conferences or hearings. Final action is the responsibility of the principal. The principal must send written notification of such action to the adult student or the parent or legal guardian of the minor student, the Office of Transportation, and the Office of Student Leadership. The Director, Office of Student Leadership as set forth in School Division **Regulation 5-6.1**, will handle appeals.

~~Editor's Note~~

Approved by Superintendent: July 16, 1991
Amended by School Board: July 17, 2001
Amended by School Board: August 5, 2003

Amended by School Board:

STUDENTS

Cheating and/ Plagiarizing

A. Generally

Cheating and plagiarizing are unacceptable behaviors which have moral and legal implications. Cheating is violating established rules or codes of ethics. Plagiarizing is falsely claiming authorship. Cheating and plagiarizing are serious offenses. Cheating also includes knowingly giving or offering aid to another student on a test or assigned work unless specifically authorized by the teacher.

B. Guidelines

1. Teachers have the responsibility to:

a. Teach or review the correct use of sources when assigning work;

b. Structure conditions during testing to alleviate the possibility of cheating and plagiarizing,; and

c. Specify the types of collaboration that are discouraged and those that are encouraged.

2. Students have the responsibility to:

a. Avoid situations which might contribute to cheating or plagiarizing,;

b. Avoid unauthorized assistance,;

c. Use sources in the prescribed manner,;

d. Document borrowed materials by citing sources,;

e. Avoid plagiarism by;

f 1). Using quotation marks for statements taken from others,;

g. 2)Acknowledging information and ideas borrowed from any source,; and

h. 3)Consulting faculty about any questionable situations.

C. Penalties and Implications

Students who violate "the spirit or the letter of the law" as regards cheating/plagiarizing must accept the responsibility for their actions, and the accompanying penalties. Penalties may include but are not limited to:

1.   A failure on work presented which includes unauthorized assistance from other students, unauthorized use of sources, or failure to document by citing source;

2.   A failure on a major assignment which is totally or partly plagiarized;

3.   Parent/guardian-student-administrator conference as a result of infractions involving either cheating or plagiarizing; and

4.   Possible disciplinary action as outlined by the Code of Student Conduct and the Discipline Guidelines.

1.

Approved by Superintendent: September 21, 1993 (Effective August 14, 1993)
Revised by Superintendent: March 17, 2006

Amended by School BoardRevised by Superintendent: 2018

STUDENTS

<u>**Conduct Invoking Punitive Action**</u>

A. **Generally**

Regulations governing punitive actions for student conduct must be approved by the School Board prior to implementation.

Students may be suspended or expelled from attendance at school for sufficient cause. Punitive actions resulting in Out-of-School Suspension shall be governed by the procedures set forth in Regulation 5-6.1, Policy 5-21 and Regulation 5-21.1 and Regulation 5-21.3. The assignment of a student to In-School Suspension shall be governed by the procedures set forth in Regulation 5-21.2.

B. **Due Process**

With the requirements of fair and equitable treatment of all students and within the guidelines of ~~the~~ applicable caselaw, and federal and state law and regulation~~federal judiciary, and the Code of Virginia~~, the following shall constitute the minimum due process procedures to be followed in the detention, suspension and expulsion of students.

1. The student, and parent(s)/legal guardian(s) of minor students shall be given written notice of the charges.

2. If the student denies them, the student will be provided with an explanation of the facts as known to school personnel and an opportunity to present his/her version of what occurred.

3. The student and parent(s)/legal guardian(s) of minor students shall be informed of the conditions of the disciplinary action.

4. In the case of a suspension of more than ten (10) school days or in the case of an expulsion, the hearing officer, the discipline committee members, or the School Board members should not be persons with the direct involvement in the incident or the recommended discipline, and should not have a personal or professional relationship with the student, the student's family, or the student's attorney. The hearing officer, discipline committee members, or the School Board members reserve the right to recuse themselves from a student disciplinary hearing for these reasons or other good and just cause.

   If the student and parent(s)/legal guardian(s) of a minor student fail to appear, the hearing may be held in their absence and a decision may be rendered based upon the evidence that is presented.

5. The parent/guardian of a minor student or the adult student~~, if eighteen years or older,~~ may appeal the decision as provided in School Board Policy 5-21 or 5-6 and the associated regulations, as appropriate.

Legal Reference:

Code of Virginia., § 22.1-78, as amended. Bylaws and regulations.

Code of Virginia. § 22.1-277.04, as amended. Short-term suspension; procedures; readmission.

Adopted by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: June 15, 1993 (Effective August 14, 1993)
Amended by School Board: August 2, 2000
Amended by School Board: August 21, 2001
Amended by School Board: April 4, 2006

Amended by School Board: 2018

STUDENTS

Hazing/Assault and Battery or Fighting/Profane, Obscene or Abusive Language or Conduct/Bullying

A.   **Hazing**

Students who haze or otherwise mistreat another student so as to cause bodily injury shall immediately be suspended from school under the provisions set forth in Policy 5-21 and Regulations 5-21.1 and 5-21.3.

B.   **Assault and Battery or Fighting**

Assault and battery or fighting ~~Fighting on school grounds or in school buildings, school buses, on the way to or from school, or at school sponsored extra-curricular or other activities~~ is prohibited. Violators may also be subject to prosecution as provided by state law.

Any student grabbing, striking, hitting, kicking, or otherwise physically abusing a teacher or any other school personnel shall immediately be ~~suspended~~disciplined in accordance with the Code of Student Conduct and the Discipline Guidelines and recommended for appropriate disciplinary action, up to and including expulsion. Criminal action may be taken against such student.

C.   **Profane or Abusive Language or Conduct**

Students who use language, a gesture, or engage in conduct that is vulgar, profane, obscene, or abusive, or which substantially and materially disrupts the educational or work environment shall automatically receive a discipline referral to the principal or assistant principal for appropriate disciplinary action including suspension and/or a recommendation for long-term suspension or expulsion.

D.   **Bullying**

Bullying is defined as: any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. Bullying does not include ordinary teasing, horseplay, argument, or peer conflict. Bullying may include, but is not limited to, verbal or written threats, or physical harm. Bullying will not be tolerated and students shall be referred to the principal or assistant principal for appropriate disciplinary action which may include suspension and/or recommendation for long-term suspension or expulsion. Within five school days of receiving a complaint of alleged bullying, parents/legal guardians

of minor students or the adult student alleged to be involved with the complaint, will be notified of the status of any investigation regarding the complaint.

Legal Reference:

Code of Virginia § 18.2-56, as amended. Hazing unlawful; civil and criminal liability; duty of school, etc., officials.

Code of Virginia § 18.2-57, as amended. Assault and battery.

Code of Virginia §22.1-276.01, as amended. Definitions.

Code of Virginia § 22.1-279.8, as amended. School safety audits and school crisis and emergency management plans required.

Code of Virginia §22.1-279.6, as amended. Board of Education guidelines and model policies for codes of student conduct; school board regulations.

Code of Virginia §22.1-291.4, as amended. Bullying prohibited.

Approved by Superintendent: September 21, 1993 (Effective August 14, 1993)
Adopted by School Board: May 19, 1998
Amended by School Board: August 2, 2000
Amended by School Board: April 4, 2006
Amended by Superintendent: September 5, 2017
Amended by School Board: May 14, 2018

Amended by School Board: 2018

STUDENTS

Weapons/Explosives/Fireworks

Weapons, explosives and fireworks are considered dangerous and substantially and materially disruptive to the educational and work environment and school sponsored events. The Superintendent or designee is authorized to take all actions necessary to prohibit the presence of such items in the educational and work environment and at school sponsored events unless specifically authorized by the Superintendent or designee to be present.

A.   General prohibition

Students are prohibited from possessing, handling, using, or distributing any weapon while under the control and/or supervision of the School Division as set out in policy and regulation. on School Board property (including any school bus), on the way to or from school or while at any school sponsored or related activities.

B.   Fireworks

Students are also prohibited from possessing, distributing, discharging, or participating in the discharge of any fireworks or similar item capable of producing a combustible or explosive reaction by fire, friction, concussion, percussion or detonation, including, but not limited to, firecrackers.

C.   Discipline

Any student in grades 6-12 who is found to be in violation of Subsection A or B shall automatically be recommended for suspension, long-term suspension or expulsion and shall be reported to law enforcementthe police. Any student in grade K-5 who is found to be in violation of subsection A or B may receive a range of discipline in accordance with the Discipline Guidelines and based upon the circumstances of each case. Except that aA student who possesses a firearm or pneumatic weapon on school property, at a school sponsored or related activity or while on the way to or from school shall be recommended for expulsion and shall be expelled absent the imposition of a lesser penalty by a hearing officer, the School Board or a disciplinary committee thereof. Additionally, any weapon, or any fireworks or similar item, involved in such violation shall be confiscated from the student and turned over to law enforcementthe police.

D.   Definition

For purposes of this Rregulation, the term "weapon" shall be defined as any instrument that:

        (1.) is used;

(2.) is capable of being used;

(3.) is designed to be used; or

(4.) appears to be capable of being used or designed to be used, in offensive or defensive combat, and shall include, but not be limited to, the following: (a1) any firearm or pneumatic weapon; (2b) any knife; (3c) any object which is either designed or actually used to inflict bodily injury, or to place a person in fear of bodily injury; (4d) any object which could reasonably be considered to be a weapon; (5e) any object which, by its design or use, looks like a weapon (hereinafter referred to as a "look-alike weapon"); and (6e) any object listed and/or defined in the Code of Virginia, §§ 18.2-308, 18.2-308.1 and 22.1-277.01, or in 18 U.S.C. § 921, all as amended.

E. **Factors in determining if a weaponPrincipal or designee determines if weapon**

Each principal or designee shall be responsible for determining whether an object constitutes a "weapon" as defined in Subsection D, including items (3) - (6) in Subsection D.

F. **Factors in determining if a weapon**

If a principal or designee determines that an object constitutes a "weapon" as defined in Subsection D, he or she shall follow the requirements of Subsection C. In determining whether an object which is not normally designed or intended for use as a weapon (e.g., a toy gun) could reasonably be considered to be a weapon or constitutes a "look-alike weapon", a principal or designee should consider the following:

1. Whether it is reasonable that a person would mistake the object for a weapon;

2. Whether the object was used for the purpose of threatening, intimidating, harassing, or harming another person; and/or

3. Whether it was the intent of the student who possessed, handled, used or distributed the object to cause another person, or other persons, to believe that the object was, in fact, a weapon or to cause fear or intimidation to another person.

G. If a principal determines that an object constitutes a "weapon" as defined in Subsection D, he or she shall follow the requirements of Subsection C.

F.GH. **Discipline for items not meeting definition of weapon**

If a principal or designee determines that an object does not constitute a "weapon" as defined in Subsection D, the principal or designee may nevertheless take such disciplinary action as he or she deems appropriate in accordance with the Code of Student Conduct.

Editor's Note

For children with disabilities see School Board Regulation 5-21.3.

Legal Reference:

Code of Virginia, § 18.2-308, as amended, Personal protection; carrying concealed weapons; when lawful to carry.

Code of Virginia, § 18.2-308.1, as amended, Possession of firearm, stun weapon, or other weapon on school property prohibited; penalty.

Code of Virginia, § 18.2-85, as amended, Manufacture, possession, use, etc., of fire bombs or explosive materials or devices; penalties.

18 U.S.C. §§ 921, 930 (g) (2), as amended.

Individuals with Disabilities in Education Improvement Act - as amended.

Approved by Superintendent: July 16, 1991
Revised by Superintendent: September 21, 1993 (Effective August 14, 1993)
Revised by Superintendent: October 17, 1995
Revised by Superintendent: May 14, 1997
Approved by School Board: September 16, 1997
Amended by School Board: May 19, 1998
Amended by School Board: August 4, 1998
Amended by School Board: December 1, 1998
Amended by School Board: April 4, 2006

Amended by School Board: 2018

STUDENTS

Trespass Upon School Property, Vehicles, or Buildings/Grounds

Unlawful entry upon School Board owned or leased property, vehicles, or buildings/grounds is prohibited. Students will be disciplined as outlined in the Code of Student Conduct and the Discipline Guidelines. Any person who trespasses upon School Board property will be directed to vacate the school building and school grounds by an authorized school official.

Remaining upon School Board property after having been directed to vacate is unlawful.

Each time the trespasser enters or remains on School Board property after such direction to vacate will constitute a separate violation.

Regulatory AuthorityLegal Reference:

Code of Virginia., § 18.2-128,as amended. Trespass upon church or school property.

Approved by Superintendent: July 16, 1991

Amended by School Board: 2018

STUDENTS

Reporting Data About School Violence and Crime

A. **Generally**

Virginia Code § 22.1-279.3:1 requires that the Virginia Department of Education collect information on crime, violence and substance abuse that takes place on public school property, on school buses or at school-sponsored activities.

B. **Purpose**

The purpose of this Ppolicy is to ensure the School Deivision's compliance with Virginia Code § 22.1-279.3:1 by identifying the crime, violence and substance abuse data to be collected and reporting procedures.

1. Incidences of Crime, Violence, and Substance Abuse Required to be Reported by School Staff to School Principals or designee

   a. The assault, assault and battery, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, or stalking of any person as described in §18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;

   b. Any conduct involving tobacco, alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school sponsored activity, including the theft or attempted theft of student prescription medications;

   c. Any threats against school personnel while on a school bus, on school property, or at a school-sponsored activity;

   d. The illegal carrying of a firearm onto school property;

   e. Any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Virginia Code § 18.2-85, or explosive or incendiary devices, as defined in Virginia Code § 18.2-433.1, or chemical bombs, as described in Virginia Code § 18.2-87.1, on a school bus, on school property or at a school-sponsored activity; or

   f. The arrest of any students for an incident occurring on a school bus, on school property, or at a school sponsored activity including the charge therefore

   g. Any threats or false threats to bomb, as described in Virginia Code § 18.2-83, made against school personnel or involving school property or school buses or at school sponsored events.

2. Reports Made by Local Law Enforcement to Schools

    Local law enforcement authorities may report, and the principal or ~~his~~ designee may receive such reports on offenses, wherever committed, by students enrolled at the school, if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act (§ 54.1-3400 et seq.) and occurred on a school bus, on school property, or at a school-sponsored activity, or would be an adult misdemeanor involving any incidents described in clauses (i) through (viii) of subsection A~~.~~ of Virginia Code § 22.1-279.3:1.

3. Reporting Procedures by Principal to Superintendent and Superintendent to Department of Education

    a. The principal of each school shall submit a report of all incidents required or authorized to be reported by Section 1 or Section 2 to the Director of Student Leadership ~~monthly on dates established by the Director of Student Leadership~~. The Superintendent shall annually report all incidents to the Virginia Department of Education and ~~shall make such information~~ such information will be made available to the public.

    ~~a.~~b. The closing date for submission with verification by the Superintendent is due at the end of July as defined by the Virginia Department of Education following the most recently completed school year.

    b. ~~The principal or designee shall also notify the parent of any student involved in an incident required or authorized to be reported regardless of whether any disciplinary action is taken against the student or the nature of the disciplinary action. Such notice shall relate only the relevant student's involvement, and shall not include information concerning other students.~~

    c. ~~Principals shall report immediately to the Virginia Beach City Police Department any incident listed in subsection B.1.~~

    d. ~~For purposes of parental notification, "parent" shall include any parent, legal/guardian or other person having control or charge of a minor child~~

Legal Reference:

Code of Virginia § 18.2-60.3, as amended. Stalking is defined as.

Code of Virginia §18.2-83, as amended. Threats to bomb or damage buildings or means of transportation; false information s to danger to such buildings, etc.; punishment; venue.

Code of Virginia §18.2-85, as amended. Manufacture; possession, use, etc., of fire bombs or explosive materials or devices; penalty.

Code of Virginia §18.2-87.1, as amended. Setting off chemical bombs capable of producing smoke in certain public buildings.

Code of Virginia § 18.2-433.1, as amended. Definitions.

Code of Virginia, § 22.1-279.3:1, as amended. Reports of certain acts to school authorities.

Virginia Board of Education Regulations Governing Reporting Acts of Violence and Substance Abuse in Schools, 8 VAC 20-560-10, as amended.

Code of Virginia § 54.1-3400, *et seq.*, as amended. Drug Control Act.

Adopted by School Board: June 15, 1993 (Effective August 14, 1993)
Amended by School Board: June 20, 2000

Amended by School Board: August 21, 2001
Amended by School Board: April 4, 2006

Amended by School Board: 2018

STUDENTS

Property Damage/Theft

A.   **Property Damage**

When any student hasshall have damagedinjured, destroyed, or defaced any school property, the adult student or his/her parents or guardian of a minor student shall be requested to pay the amount lost thereby in addition to whatever disciplinary action may be deemed necessary and advisable by the principal or his/her designee. The principal shall secure estimates to determine the cost of repairs or replacement, ensure so that property is restored to its previous condition or replaced as needed and so inform the School Administrationcentral office.

B.   **Theft**

When a student is suspected of the theftstealing of any school or another person's property, the incident shall be investigated by administration and, as appropriateif founded, reported to law enforcement police for appropriate action. Students will be disciplined in accordance with the Code of Student Conduct and the Discipline Guidelines. by law enforcement agencies.

Legal ReferenceRegulatory Authority:

Code of Virginia., § 8.01-43, as amended. Action against parent for damage to public property by minor.

Code of Virginia., § 18.2-138, as amended. DamagingInjuries to public buildings etc.; penalty.

Code of Va., § 22.1-276. Liability of pupils for destruction of property.

Approved by Superintendent: September 21, 1993 (Effective August 14, 1993)

Amended by School Board: 2018

COMMUNITY RELATIONS

<u>Citizens' Advisory Committees</u>

A. Generally

Citizens' Advisory Committees will be organized by the School Board when mandated by federal or state law or regulations of the Virginia Board of Education or whenever the School Board determines that such groups may be helpful in advising the School Board.

B. Citizens' Advisory Committees authorized by School Board

The following Citizens' Advisory Committees are authorized by the School Board:

1. <u>Special Education Advisory Committee</u> - established in accordance with 8VAC20-81-230(D), as amended, Virginia Board of Education Regulations;

2. <u>General Advisory Council for Technical and Career Education</u> - established in accordance with 8VAC20-120-50, as amended, Virginia Department of Education Regulations;

3. <u>Community Advisory Committee for Gifted Education</u> - established in accordance with 8VAC20-40-60, as amended, Virginia Department of Education Regulations;

4. <u>Interagency Adult Basic Education Advisory Committee</u> - established in accordance with Virginia Code §22.1-224 and the Workforce Investment Act of 1998, Title II Adult Education and Family Literacy Act (AEFLA);

5. <u>School Health Advisory Committee</u> - established in accordance with Virginia Code §22.1-275.1, as amended;

6. <u>Ad Hoc Strategic Plan Committee</u> (activated no less than one year before the end of the current strategic plan ends); <u>Committee members shall be appointed by the School Board upon recommendation of the Superintendent;</u>

7. Such other committees as the School Board determines are needed.

C. Service of the Citizens' Advisory Committees

Citizens' Advisory Committee activities and discussion shall be confined to the compilation of

data, the analysis of problems, the summary of opinions, the drawing of conclusions and recommendations regarding the purposes for the Citizens' Advisory Committee. Such Committees will not expand the duties and purposes for the creation of the Committee without prior approval of the School Board or amendment to any law or regulation authorizing such expansion. Each Citizens' Advisory Committee will submit an annual report to the School Board regarding the work of the Committee. Committees and their chairpersons shall have no legal authority to act on behalf of the School Board nor shall the committees have authority to direct the activities of School Division staff or students.

D. Support Staff and staff or student committee members

The Superintendent shall appoint staff members to provide administrative support to Citizens' Advisory Committees. The Superintendent or designee will have authority to appoint staff and student committee members and to remove such persons from appointed positions at the Superintendent's or designee's discretion.

E. Citizens' Advisory Committee Tenure

Citizen members appointed to Citizens' Advisory Committees will serve the terms of their appointments unless removed by the School Board or resignation by the citizen member. Committee members shall have no legal rights to their appointed positions and may be removed from membership for failure to perform duties, failure to maintain requirements for appointment to the committee and other good and just cause as determined by the School Board. Membership and responsibilities will be in compliance with School Board policies and regulations, and applicable state and federal law and regulations. With the exception of the Ad Hoc Strategic PlanPlan, Committee, Beginning July 1, 2018 all terms of appointment to Citizens' Advisory Committees will begin on July 1st of the first year of appointment and end on June 30th of the final year of appointment. Citizens' Advisory Committee members who have been appointed prior to July 1, 2018 and have a term of service that will end on a date other than June 30th of the final year of appointment are hereby appointed to a term that will be extended until the June 30th following the original final date of appointment.

F. School Board Liaisons to Citizens' Advisory Committees

The School Board may designate one School Board Member and one School Board Member alternate to serve as the School Board Liaison to a Citizens' Advisory Committee. Such liaison will not have voting rights on the committee (except as may be designated in the Ad Hoc Sstrategic Pplan Ceommittee) and will not have the authority to bind the School Board regarding any matter related to the committee. As required by law, the Citizens' Advisory Committee will report to the School Board through the Superintendent

G. Changes to Regulation 7-21.1

The Superintendent is required to provide notice of intended changes to Regulation 7-21.1 at least thirty (30) calendar days prior to such change taking affect.

Legal Reference:

Code of Virginia §22.1-18.1, as amended. Annual report on gifted education required; local advisory committee on gifted education.

Code of Virginia §22.1-224, as amended. Duties of State Board.

Code of Virginia §22.1-275.1, as amended. School Health Advisory Board.

Virginia Department of Education Regulations 8VAC20-40-60, as amended. Local plan, local advisory committee, and annual report.

Virginia Department of Education Regulations 8VAC20-120-50, as amended. Career and Technical Education Advisory Committee.

Virginia Department of Education Regulations 8VAC20-81-230, as amended. Local educational agency administration and governance.

Workforce Investment Act of 1998, Title II Adult Education and Family Literacy Act, as amended.

Adopted by School Board: July 16, 1991
Amended by School Board: October 20, 1992
Amended by School Board: August 19, 2014
Amended by School Board: February 27, 2018
Amended by School Board: 2018