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, September 11, 2018

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

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

INFORMAL MEETING

1. Convene School Board Workshop *(einstein.lab)* ***..... 4:00 p.m.***

A. School Board Administrative Matters and Reports
   1. Acknowledgement by the American Heart Association
B. Standards of Learning Student Performance 2017-18
C. Employee Survey 2018 Results Summary

2. Closed Meeting (as needed)

3. School Board Recess..... 5:30 p.m.

FORMAL MEETING

4. Call to Order and Roll Call *(School Board Chambers)* ***..... 6:00 p.m.***

5. Moment of Silence followed by the Pledge of Allegiance

6. Student, Employee and Public Awards and Recognition

A. Virginia Association for the Gifted – Outstanding Middle/High School Student of the Year
B. Virginia Association for the Gifted – Parent of the Year
C. Virginia Association for the Gifted – Teacher of the Year for Region II
D. Virginia Association for the Gifted – Leader of the Year

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.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)
Tuesday, September 11, 2018
School Administration Building #6, Municipal Center
2512 George Mason Dr.
P.O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

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9. Approval of Minutes: August 28, 2018 Regular Meeting

10. Adoption of the Agenda

11. Consent Agenda

A. Resolutions:
   1. National Hispanic Heritage Month
   2. Suicide Prevention Week
B. Student Response Teams (SRT): Evaluation Readiness Report
C. LEAD Aspiring Administrators' Program: Evaluation Readiness Report
D. Program Evaluation Schedule for 2018-19
E. Long Range Facilities Master Plan

12. Action

Personnel Report / Administrative Appointments **UPDATED 9/13/2018**

13. Information

A. Budget Calendar FY2019/20
B. Standards of Learning Student Performance 2017-18
C. Policy Review Committee Recommendations
   1. Policy 3-89 General Contract and Execution Policy
   2. Policy 6-33 Special Education
   3. Policy 7-36 Soliciting from School Personnel
   4. Policy 7-43 Fundraising by Students

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: **Standards of Learning Student Performance 2017-18** **Item Number:** **1B**

Section: **Workshop** **Date:** **September 11, 2018**

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

Prepared by: **Tracy A. LaGatta, Director of Student Assessment**
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Presenter(s): **Tracy A. LaGatta**

Recommendation:

That the School Board receive information related to the *2017-2018 Standards of Learning Student Performance, A Closer Look* presentation.

Background Summary:

The Virginia Department of Education has released annual SOL pass rates. The rates are posted as a part of Virginia's School Quality Profiles. This presentation will review these pass rates and compare the rates for our division to the state.

Source:

The Virginia Department of Education Website.

Budget Impact:

None

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Employee Survey 2018 Results Summary **Item Number:** 1C

Section: Workshop **Date:** September 11, 2018

Senior Staff: Marc A. Bergin, Ed.D., Chief of Staff
John A. Mirra, Chief Human Resources Officer

Prepared by: Robert A. Veigel, Research Specialist
Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Office of Planning, Innovation, and Accountability

Edie L. Rogan, Director of Employee Relations
Department of Human Resources

Presenter(s): Robert A. Veigel and Edie L. Rogan

Recommendation:

That the School Board receive information about the 2018 Employee Survey results.

Background Summary:

The presentation will provide the School Board with the results from the 2018 Employee Survey. The Employee Survey is administered as part of the employee input process referenced in School Board Policy 4-8. This survey is administered to all school division employees as a way to gather input on issues that directly affect them, and it provides an opportunity to gain valuable insight to assist in continuous improvement efforts.

Source:

School Board Policy 4-8

Budget Impact:

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Virginia Association for the Gifted – Outstanding Middle /High School Student of the Year **Item Number: 6A**

Section: Student, Employee and Public Awards and Recognition **Date: September 11, 2018**

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

Prepared by: Ms. Rosemary Gladden, Public Relations Coordinator

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

Recommendation:

That the School Board recognize Old Donation School student Cameryn Conger who was named the Outstanding Middle/High School Student of the Year by the Virginia Association for the Gifted.

Background Summary:

The Virginia Association for the Gifted was founded in 1977 to empower parents, students and educators to be active and innovative advocates for appropriate instruction, services, and opportunities for gifted and talented learners. As part of their work, the association annually presents scholarships and awards to recognize excellence. Old Donation School's Cameryn Conger was named the association's 2018 Outstanding Middle/High School Student of the Year.

Source:

Virginia Association for the Gifted

Budget Impact:

None

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Virginia Association for the Gifted – Parent of the Year **Item Number: 6B**

Section: Student, Employee and Public Awards and Recognition **Date: September 11, 2018**

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

Prepared by: Ms. Rosemary Gladden, Public Relations Coordinator

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

Recommendation:

That the School Board recognize Old Donation School parent Anna Feliberti who was named the Parent of the Year by the Virginia Association for the Gifted.

Background Summary:

The Virginia Association for the Gifted was founded in 1977 to empower parents, students and educators to be active and innovative advocates for appropriate instruction, services, and opportunities for gifted and talented learners. As part of their work, the association annually presents scholarships and awards to recognize excellence. Anna Feliberti, parent at Old Donation School, was named the association's 2018 Parent of the Year.

Source:

Virginia Association for the Gifted

Budget Impact:

None

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Virginia Association for the Gifted – Teacher of the Year for Region II Item Number: 6C

Section: Student, Employee and Public Awards and Recognition Date: September 11, 2018

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

Prepared by: Ms. Rosemary Gladden, Public Relations Coordinator

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

Recommendation:

That the School Board recognize Princess Anne High School gifted teacher Jamie LaCava-Owen who was named Teacher of the Year for Region II by the Virginia Association for the Gifted.

Background Summary:

The Virginia Association for the Gifted was founded in 1977 to empower parents, students and educators to be active and innovative advocates for appropriate instruction, services, and opportunities for gifted and talented learners. As part of their work, the association annually presents scholarships and awards to recognize excellence. Princess Anne High School teacher Jamie LaCava-Owen was named the association's 2018 Teacher of the Year for Region II.

Source:

Virginia Association for the Gifted

Budget Impact:

None

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Virginia Association for the Gifted – Leader of the Year **Item Number: 6D**

Section: Student, Employee and Public Awards and Recognition **Date: September 11, 2018**

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

Prepared by: Ms. Rosemary Gladden, Public Relations Coordinator

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

Recommendation:

That the School Board recognize Dr. Veleka Gatling, former executive director of the school division's Office of Programs for Exceptional Children, who was named Leader of the Year by the Virginia Association for the Gifted.

Background Summary:

The Virginia Association for the Gifted was founded in 1977 to empower parents, students and educators to be active and innovative advocates for appropriate instruction, services, and opportunities for gifted and talented learners. As part of their work, the association annually presents scholarships and awards to recognize excellence. Dr. Veleka Gatling, former executive director of the school division's Office of Programs for Exceptional Children, was named the association's 2018 Leader of the Year.

Source:

Virginia Association for the Gifted

Budget Impact:

None

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

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

Section: Approval of Minutes **Date: September 11, 2018**

Senior Staff: N/A

Prepared by: Dianne P. Alexander, School Board Clerk

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

Recommendation:

That the School Board adopt the minutes of their August 28, 2018 regular meeting as presented.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A

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 **MINUTES**
Tuesday, August 28, 2018
School Administration Building #6, Municipal Center
2512 George Mason Dr.
Virginia Beach, VA 23456

INFORMAL MEETING

1. Convene School Board Workshop: The School Board convened in workshop format in the einstein.lab at 4:30 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Ms. Manning who Chairwoman Anderson noted would be absent due to a family obligation. Ms. Holtz arrived late at 4:41 p.m.

A. School Board Administrative Matters and Reports: Chairwoman Anderson reminded the School Board of an opportunity to tour the Thoroughgood Elementary School Learning Village assembled behind Hermitage Elementary School on Thursday, August 30, at 3:30 p.m. She also reported the closed meeting for personnel matters listed on the agenda would not be needed.

School Board members commended the Superintendent's Back to School message and provided highlights from the message with appreciation for the acknowledgement there is still a lot of work to be done. Chairwoman Anderson noted plans for a group picture of the School Board to be taken with a Back to School welcoming message after the workshop for broadcast and transmission to the Virginia School Boards Association (VSBA) in response to their invitation for submission.

Mr. Edwards reported Audit Committee audits had been requested under the Virginia Freedom of Information Act (FOIA) and invited School Board members to review audit reports available on the School Board's SharePoint site.

This portion of the workshop concluded at 4:36 p.m.

B. Every Student Succeeds Act (ESSA): Tracy A. LaGatta, Director of Student Assessment in the Department of Planning, Innovation, and Accountability, presented information related to the *Federal Accountability, Every Student Succeeds Act (ESSA).* Noting schools

will be accountable under two different systems, she shared comparisons of federal accountability to state accreditation and reviewed components in the area of participation, pass rates, chronic absenteeism, English Learner progress, academic growth, support and improvement.

The workshop concluded at 5:14 p.m.

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

3. ***School Board Recess:*** The School Board recessed at 5:14 p.m. to reconvene in School Board Chambers for the formal meeting at 6:00 p.m.

FORMAL MEETING

4. ***Call to Order and Roll Call:*** Chairwoman Anderson called the formal meeting to order at 6:00 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Ms. Manning who Chairwoman Anderson announced was absent due to a family obligation.

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

6. ***Student, Employee and Public Awards and Recognition:***
   2018 Virginia Index of Performance Award Winners: The School Board recognized the division and 22 schools for being named 2018 Virginia Index of Performance (VIP) award winners presented annually by Governor Terry McAuliffe and the state Board of Education (BOE). Specifically, VIP awards are presented to schools and school divisions that exceed state and federal accountability standards and achieve excellence goals.

7. ***Superintendent's Report:*** In his tradition of recognizing the newest member(s) of the *Compass Keepers Club*[1], Superintendent Spence's report featured Janene K. Gorham, Ed.D., Director of Teacher Learning and Leadership in the Department of Planning, Innovation and Accountability, and her work in professional growth and innovation; specifically, TOCLI (Teacher Orientation and Continuous Learning Institute).

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

9. ***Approval of Minutes:*** August 14, 2018 Regular School Board Meeting: Ms. Holtz made a motion, seconded by Ms. Riggs, that the School Board approve the minutes of their August 14, 2018 regular meeting as presented. The motion passed (ayes 9, nays 0; 1 abstention – McDonald who was not present at the August 14 meeting).

[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

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

11. ***Consent Agenda***: After the School Board Chair's review of items presented as part of the Consent Agenda, Ms. Riggs made a motion, seconded by Ms. Melnyk, that the School Board approve the Consent Agenda as presented. The motion passed (ayes 10, nays 0), and the following items were approved as part of the Consent Agenda:

A. Religious Exemption Case Nos. RE-18-01, RE-18-02, RE-18-03, RE-18-04, RE-18-05, RE-18-06, RE-18-07, RE-18-08, RE-18-09, and RE-18-10

B. Policy Review Committee Recommendations as follows:
   1. Policy 4-65 Meetings and Conferences: Section removed due to redundancy in Policy 4-39
   2. Policy 5-17 Absences/Truancy/Parental Notification: Update in language to reflect legal sufficiency
      a. Regulation 5-17.1 Absences/Truancy: Title change and minor scrivener change
   3. Policy 5-21 Student Suspensions and Expulsions: Updated to redefine out of school suspension and expulsions limit per law change
      a. Regulation 5-21.1 Student Suspension and Expulsion: Language updated as it relates to the division's corrective action plan

C. Legal Services Cooperative Agreement FY19 Update to reflect the manner in which an office assistant or equivalent position will be provided

12. ***Action***

A. <u>Personnel Report/Administrative Appointments</u>: Ms. Melnyk made a motion, seconded by Ms. Holtz, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated August 28, 2018 along with one administrative appointment as recommended by the Superintendent. The motion passed (ayes 10, nays 0), and Superintendent Spence introduced Natalie "Dever" King, current Behavior Specialist at Hampton City Schools, as the new Coordinator of Special Education in the Department of Teaching and Learning effective August 29, 2018. Additionally, Superintendent Spence introduced the new Chief Media and Communications Officer, Natalie Allen, approved by the School Board August 14.

B. <u>Recommendation of General Contractor Thoroughgood Elementary School</u>: Ms. McLeod made a motion, seconded by Ms. Riggs, that the School Board authorize the Superintendent to execute a contract with Conrad Brothers, Inc. in the amount of $27,552,000 for the replacement of Thoroughgood Elementary School. The motion

passed (ayes 9, nays 0; 1 abstention – Melnyk to avoid the appearance of a conflict based on her family business).

C. Policy 4-39 Employee Professional Development and Growth in Job Skills: Mr. Edwards made a motion, seconded by Ms. Riggs, that the School Board approve changes to Policy 4-39 Employee Professional Development and Growth in Job Skills as originally proposed after further review by the Policy Review Committee related to sufficient notice provided to employees outlined in Section B – Release Time. The motion passed (ayes 10, nays 0).

13. Information

A. Long Range Facilities Plan: Tracy Richter, President of Cooperative Strategies, along with Tony L. Arnold, Executive Director of Facilities Services, presented an executive summary on the process that began in the fall of 2017 to update the 2007 Long Range Facility Master Plan outlining the timeline for school modernization and replacement as introduced and affirmed at the School Board's July 2018 Retreat. Status of the $60 million funding scenario with six percent yearly escalation included in the 2007 plan was provided along with a review of completed projects. An overview of the process that guided the plan's development was reviewed; and areas of study were explained to include student demographics; current and projected enrollment; facility capacity, utilization and condition; with the educational framework used as the focus as it relates to teaching and learning and the graduate profile. As a result, the next fifteen school replacement candidates were identified as listed in the table below with the actual order of projects subject to change influenced by factors such as building utilization, educational programming, funding, and swing space availability.

Next 15 School Replacement Candidates	Original Construction Date
Princess Anne High	1954
Princess Anne Elementary	1956
BF Williams* (4-5) + Old Aragona Elementary (Bayside 6)	1963/1957
Bayside High	1964
First Colonial High	1966
Kempsville High	1966
Holland Elementary	1967
Kempsville Middle	1969
Bayside Middle	1969
Independence Middle	1974
Lynnhaven Middle	1974
North Landing Elementary	1975
Green Run Elementary	1976
Fairfield Elementary	1976
White Oaks Elementary	1977

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

Four funding scenarios were presented along with the number and type of facilities that could be constructed under each scenario based on a 5% yearly escalation of construction costs and a 3% yearly escalation in funding for all scenarios:

Capital Renewal[1]	CIP[2]	Number and type of facilities that could be constructed within the 15 year program
$20 million	$20 million (approx. current level of funding)	2 high schools
$20 million	$40 million (doubles CIP allocation)	- 2 high schools - 1 middle school - 4 elementary schools
$20 million	$60 million (triples CIP allocation)	- 3 high schools - 2 middle schools - 5 elementary schools
$20 million	$80 million (quadruples CIP allocation)	- 4 high schools - 4 middle schools - 7 elementary schools

[1] Capital Renewal funding is for annual expenditures for school condition and minor space improvement to include replacement of HVAC systems, roofing systems, windows, flooring systems, minor renovations to educational space, and other identified facility condition improvement needs

[2] Capital Improvement Program (CIP) funding is allocated for new construction and/or modernization

B. Student Response Teams (SRT): Evaluation Readiness Report: Allison M. Bock, Ph.D., Program Evaluation Specialist in the Department of Planning, Innovation, and Accountability, presented an evaluation readiness report for Student Response Teams. Background information was reviewed and an overview of the evaluation readiness process was provided. As a result, a two-year evaluation was recommended with year one of the evaluation plan during 2018-19 focusing on implementation, and year two focused on student outcomes. Operational components, student characteristics, progress toward goals and objectives, perceptions of building administrators, teachers, SRT members, students, parents and cost are to be addressed each year.

C. LEAD Aspiring Administrators' Program: Evaluation Readiness Report: Stephen C. Court, Program Evaluation Specialist in the Department of Planning, Innovation, and Accountability, presented an evaluation readiness report for the LEAD Aspiring Administrators' Program. An overview of the purpose, background, and evaluation readiness process which included a review of national, state, and division documentation and similar programs elsewhere was provided. Refined program goals and defined measurable objections were reviewed. As a result, a comprehensive evaluation of the program was recommended on the most recent cohort of aspiring administrators since there are no plans for a new cohort in 2018-19 due to the division's current staffing needs.

The plan calls for the evaluation to capture not only participants' reflections of their experience in the program, but also their professional activity during the year or two following their exit from the program. Evaluation focus areas were identified to address the program's operational components, participants' characteristics, progress made toward meeting goals and objectives, stakeholders' perceptions, and the additional cost.

D. Program Evaluation Schedule for 2018-19: Heidi L. Janicki, Ph.D., Director of Research and Evaluation in the Department of Planning, Innovation, and Accountability, presented the proposed schedule of program evaluations that will be conducted during the 2018-19 school year in accordance with School Board Policy 6-26. She first provided a review of evaluations conducted in 2017-18 listed below to be presented in upcoming months:

Evaluations conducted in 2017-18

- Student Response Teams (SRT): Evaluation Readiness
- LEAD Aspiring Administrators Program: Evaluation Readiness
- English as a Second Language Program (K-12): Evaluation Readiness
- An Achievable Dream Academy: Final Comprehensive Evaluation
- School Counseling Program (K-12): Year 2 Evaluation
- Entrepreneurship and Business Academy (EBA): Year 2 Evaluation
- Green Run Collegiate: Evaluation Update
- Academy and Advanced Academic Programs: Final Longitudinal Study Update

A review of School Board Policy 6-26 which outlines the evaluation requirements for new and existing programs was provided, and the recommended schedule for program evaluations in 2018-19 was presented as follows:

Program Evaluation Schedule Proposed for 2018-19

- Student Response Teams (SRT): Implementation Evaluation
- LEAD Aspiring Administrators Program: Comprehensive Evaluation
- School Counseling Program (K-12): Year 3 Evaluation
- English as a Second Language (ESL) Program (K-12): Year 1 Evaluation
- Schoology: Implementation Evaluation
- Positive Behavioral Interventions and Supports (PBIS): Evaluation Readiness Report

14. ***Standing Committee Reports:*** Ms. Riggs reported she had been selected to serve as treasurer of Sister Cities.

15. ***Conclusion of Formal Meeting:*** The formal meeting concluded at 7:00 p.m.

16. ***Hearing of Citizens and Delegations on Non-Agenda Items:*** The School Board heard comments from Richard Lebel regarding class size disparities.

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 7:04 p.m.

Respectfully submitted:

_____

Dianne P. Alexander, Clerk of the School Board

Approved:

_____

Beverly M. Anderson, School Board Chair

DRAFT

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Resolution: National Hispanic Heritage Month **Item Number: 11A1**

Section: Consent **Date: September 11, 2018**

Senior Staff: Lesley L. Hughes, Ed.D., Interim Academic Officer, Department of Teaching and Learning

Prepared by: LaQuiche R. Parrott, Ed.D., Director, Opportunity and Achievement

Presenter(s): LaQuiche R. Parrott, Ed.D., Director, Opportunity and Achievement

Recommendation:

That the School Board approve a resolution recognizing National Hispanic Heritage Month.

Background Summary:

Hispanic Heritage Month actually began as Hispanic Heritage Week under President Lyndon Johnson back in 1968. Two decades later, the celebration was expanded by President Ronald Reagan to span a 30-day period beginning Sept. 15 each year. This date is significant because it marks the anniversary of independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Additionally, Mexico, Chile and Belize also celebrate their independence days during the 30-day period.

During National Hispanic Heritage Month, we recognize the contributions made by and the important presence of Hispanic and Latino Americans to the United States while also honoring the Hispanic and Latino heritage and cultures.

The theme of the 2018 Hispanic Heritage Month, "Hispanics: One Endless Voice to Enhance Our Traditions," aligns with the school division's core values by supporting a culture where we value differences and foster an environment where diversity of thought and contributions are prized.

In our desire to encourage unity in the Virginia Beach City Public Schools, we hereby recognize this important event which will take place Sept. 15 – Oct. 15, 2018.

Source:

Public Law 100-402

Budget Impact:

N/A

RESOLUTION FOR NATIONAL HISPANIC HERITAGE MONTH
September 15-October 15, 2018

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

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

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

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

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

NOW, THEREFORE, BE IT

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

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

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

Adopted by the School Board of the City of Virginia Beach this 11th day of September 2018.

_____
Beverly M. Anderson, School Board Chair

SEAL

_____
Aaron C. Spence, Superintendent

Attest:

_____
Dianne P. Alexander, Clerk of the Board

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Resolution: Suicide Prevention Week **Item Number: 11A2**

Section: Consent **Date: September 11, 2018**

Senior Staff: Lesley L. Hughes, Ed.D., Interim Academic Officer, Department of Teaching and Learning

Prepared by: Dr. Alveta Green, Executive Director, Office of Student Support Services

Presenter(s): Dr. Alveta Green, Executive Director, Office of Student Support Services

Recommendation:
That the School Board approve a resolution recognizing September 9-15, 2018 as Suicide Prevention Week.

Background Summary:

Virginia Beach City Public Schools values the importance of positive mental health to being a key component for optimal learning. In an effort to promote awareness that suicide is a major preventable cause of premature death, the American Association of Suicidology, in collaboration with the World Health Organization (WHO) and the World Federation for Mental Health, has set aside the week of September 9-15, 2018, as Suicide Prevention Week. This year's theme is "Preventing Suicide: Reaching Out and Saving Lives" and will focus on raising awareness that suicide is a major preventable cause of premature death on a global level.

Suicide is the 10th leading cause of death in the United States with one suicide occurring on average every 12.8 minutes. Suicide is the 2nd leading cause of death among 15 to 24 year-olds nationally and in Virginia. When suicidal behaviors are detected early, lives can be saved. Virginia Beach Public Schools collaborates with many partners in the community such as state and local health departments, nonprofit organizations, academic institutions and law enforcement agencies for strategies and activities to address suicide prevention and suicidal behaviors. School board members, superintendents, teachers and parents working together can change the legacy of suicide and reduce the number of lives shaken by a needless and tragic death in our community.

Source:

American Association of Suicidology
Virginia Department of Health

Budget Impact:

N/A

Resolution for Suicide Prevention Week
September 9 - 15, 2018

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

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

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

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

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

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

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

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the week of September 9 -15, 2018, as Suicide Prevention Awareness Week in the Virginia Beach City Public Schools, and be it

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

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

Adopted by the School Board of the City of Virginia Beach this 11th day of September, 2018

_____
Beverly M. Anderson, School Board Chair

S E A L

_____
Aaron C. Spence, Superintendent

Attest:

_____
Dianne P. Alexander, Clerk of the Board

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Student Response Teams (SRT): Evaluation Readiness Report **Item Number:** 11B

Section: Consent **Date:** September 11, 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 and Evaluation
Office of Planning, Innovation, and Accountability

Presenter(s): Allison M. Bock, Ph.D.

Recommendation:

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

Background Summary:

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

Source:

School Board Policy 6-26

School Board Minutes September 6, 2017

Budget Impact:

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

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

August 2018

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

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Executive Summary

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

Results of the Evaluation Readiness Process

- The purpose of the SRT initiative is to assist students in being successful in the general education classroom through developing and monitoring interventions for students in need in the areas of academics, attendance, and behavior.

- Measurable goals and objectives focused on SRT implementation and student outcomes were developed based on a review of the Virginia Beach City Public Schools (VBCPS) SRT school guide and input from the SRT Evaluation Readiness Committee.

- The first implementation goal is that multidisciplinary SRTs, led by an SRT administrator, will collaborate during the SRT process to meet students' needs. Specific objectives related to the first implementation goal include the following:

    - Staff are able to identify the SRT administrator.
    - Staff collaborate prior to referring a student to the SRT.
    - SRT members vary based on the needs of the students.
    - All SRT members provide input to develop interventions.
    - Students are considered and included throughout the SRT process.
    - Parents of students involved with SRT understand the purpose of the SRT, are encouraged to attend meetings, and know where to find resources.

- The second implementation goal is that data will be monitored and reviewed throughout the SRT process. Specific objectives related to the second implementation goal include the following:

    - Teachers collect and analyze data prior to referring a student to the SRT.
    - Students are referred to the SRT when data show that concerns have not been resolved.
    - Measurable goals and outcomes are monitored using data that are individualized for each student and aligned with the intervention.
    - Data are collected at least weekly when monitoring students' progress.
    - SRTs use referral information and pre- and postreferral monitoring data to make decisions regarding appropriate interventions.
    - Each school consistently uses established indicators for when to refer students to the SRT and a method for monitoring progress of interventions.

- The third implementation goal is that specific strategies and interventions related to the area of concern (e.g., academic, behavioral, attendance) will be implemented as part of the SRT process. Specific objectives related to the third implementation goal include the following:

    - Teachers implement a strategy or intervention prior to referring a student to the SRT.

- The SRT develops individualized, research-based intervention plans for each student during the initial SRT meeting.
- Interventions are classified as Tier 2 or Tier 3 levels of support.

- The fourth implementation goal is that professional learning opportunities will provide administrators and teachers with effective support and information to successfully implement the SRT initiative. Specific objectives related to the fourth implementation goal include the following:

  - School staff understand the purpose of the SRT and when and how to refer students.
  - School staff understand potential interventions and strategies that could be implemented.
  - Teachers involved with SRT understand how to implement appropriate strategies or interventions and monitor data.

- The student outcome goal is that students served through the SRT process will demonstrate improvement within the referred area of concern (i.e., academics, behavior, and/or attendance). Specific objectives related to the student outcomes goal include the following:

  - Students referred to the SRT for academics demonstrate an improvement in academic performance.
  - Students referred to the SRT for behavior demonstrate a decrease in behavior problems.
  - Students referred to the SRT for attendance demonstrate an increase in attendance.
  - All students referred to the SRT develop learning strategies to be successful in the classroom.

- Given the scope of the evaluation, the current stage of implementation across the division, and input from the committee, the Office of Research and Evaluation recommends that the evaluation be completed over a period of two years with the first year focused on implementation and the second year focused on student outcomes.

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

Recommendations and Rationale

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

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

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

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

Background

Program Description and Purpose

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

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

Student Identification for Referral

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

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

SRT Composition and Collaboration

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

advised that the SRT administrator be an assistant principal.

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

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

Intervention Selection

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

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

It is expected that strategies and interventions planned by the SRT are based on research. Through professional learning from the Office of Student Support Services, resources have been provided to SRT administrators to inform the process of selecting interventions and ensuring they are appropriate and research-based. These resources have primarily included 1) Intervention Central, an online resource for academic and behavioral interventions and 2) RTI Success: Proven Tools and Strategies for Schools and Classrooms, a book on the RTI framework.[5] The SRTs are also encouraged to work with specialists who have expertise in particular content areas (e.g., math specialist, reading specialist, gifted resource teacher, etc.)[6] to determine appropriate interventions.

Data Monitoring

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

Staff Professional Learning

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

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

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

Selection and Approval of Program for Evaluation

The Student Response Team initiative was selected and approved for the 2017-2018 Program Evaluation Schedule based on criteria specified in School Board Policy 6-26, adopted by the School Board on September 5, 2007. The following excerpt is from School Board Policy 6-26:

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

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

On July 13, 2017, members of the Program Evaluation Committee reviewed and ranked a list of programs based on the criteria above. Rankings were compiled and shared with the committee at the meeting, and programs recommended for evaluation were determined. The Student Response Team was selected as the top program for evaluation due to the program operating at all schools and all levels, alignment with the division's strategic plan, no information on the program's effectiveness, and the lack of a formal evaluation by the Office of Research and Evaluation. The final list of programs recommended for evaluation was presented to the School Board on August 15, 2017 and approved on September 6, 2017. The Student Response Team was approved to undergo an evaluation readiness review during the 2017-2018 school year in order to define its goals and identify measurable objectives.

Overview of Current Goals and Objectives

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

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

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

Process for Developing Revised Goals and Objectives

According to School Board Policy 6-26, for programs selected for an Evaluation Readiness Report, PIA will

"assist program staff in defining measurable goals and objectives, as well as linkages with activities and outcomes. An Evaluation Readiness Report focusing on the outcomes of this process and baseline data (if available) will be presented to the Superintendent and School Board …." The process to complete the Evaluation Readiness Report began during the 2017-2018 school year with a review of existing documentation for SRT (history, purpose, available goals, 2016-2017 data logs) by program evaluators from the Office of Research and Evaluation.

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

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

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

Discussion during the initial meeting also focused on reviewing the available information regarding SRT's background and purpose and identifying additional components that would provide useful information regarding implementation and student outcomes. Following the initial meeting and review of documents, goals and specific measurable objectives were developed, which focused on implementation and student outcomes. In addition, wording for each objective states explicitly the manner in which the objective will be measured and evaluated during the evaluation process. In May 2018, committee members received an email asking them to review the drafted goals and measurable objectives and to forward any feedback regarding any needed changes.

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

Revised Goals and Objectives

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

Implementation Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Outcome Goal and Objectives

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

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

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

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

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

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

Baseline Data

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

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

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

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

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

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

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

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

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

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

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

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

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

Characteristic	ES N = 831	MS N = 317	HS N = 738
Gender			
Female	36.3%	36.3%	46.6%
Male	63.7%	63.7%	53.4%
Ethnicity			
African American	32.0%	31.2%	37.5%
American Indian	0.4%	0.3%	0.1%
Caucasian	43.2%	37.5%	35.6%
Hispanic	11.8%	16.4%	13.3%
Asian	2.0%	7.3%	3.8%
Native Hawaiian/Pacific Islander	0.1%	0.0%	0.7%
Multiracial	10.5%	7.3%	8.9%
Economically Disadvantaged	57.3%	61.2%	56.6%
Identified Special Education	14.2%	8.8%	13.4%
Identified English Learner	2.5%	12.3%	1.6%
Identified Gifted	4.7%	12.0%	7.9%
Military Connected	13.7%	10.7%	8.2%

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

Evaluation Plan and Recommendation

According to School Board Policy 6-26, an Evaluation Readiness Report will focus on the outcomes of the evaluation readiness process and "will be presented to the Superintendent and School Board with a recommendation regarding future evaluation plans for the program. If appropriate based on the evaluation readiness process, the program will be scheduled for a comprehensive evaluation." In accordance with this policy, a proposed plan of action for the evaluation of SRT is described below.

Scope and Rationale of Proposed Evaluation

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

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

Conducting an evaluation that focuses first on the fidelity of implementation across the division follows the recommendation cited by Hanover Research[11] and advocated by several evaluations of programs with multitiered systems of support (e.g., RTI, PBIS, MTSS). Two recent studies assessed the effectiveness of divisionwide implementations of an RTI framework. A study assessing a reading RTI framework with elementary school students in a rural district showed no impact of RTI, but that implementation fidelity across the division and within schools reported by administrators was an area for concern.[12] This study stressed the importance of first considering fidelity when evaluating effectiveness. A study of RTI implementation across Milwaukee Public elementary schools involved ratings of fidelity and showed that schools varied greatly in their implementation fidelity rated by an observer.[13] Approximately half of schools were rated as implementing RTI with adequate fidelity. Further, the implementation fidelity was related to student outcomes. Schools with higher student academic proficiency rates and lower suspension rates showed stronger implementation, which further supports the importance of ensuring fidelity of implementation prior to evaluating a program's effectiveness in meeting outcome goals.

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

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

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

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

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

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

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

Proposed Evaluation Method

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

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

Evaluation Design and Questions

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

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

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

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

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

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

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

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

Table 4: Data Collection Process for Implementation Objectives

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

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

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

Table 5: Data Collection Process for Student Outcome Objectives

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

Results of the Evaluation Readiness Process

- The purpose of the SRT initiative is to assist students in being successful in the general education classroom through developing and monitoring interventions for students in need in the areas of academics, attendance, and behavior.

- Measurable goals and objectives focused on SRT implementation and student outcomes were developed based on a review of the VBCPS SRT school guide and input from the SRT Evaluation Readiness Committee.

- The first implementation goal is that multidisciplinary SRTs, led by an SRT administrator, will collaborate during the SRT process to meet students' needs. Specific objectives related to the first implementation goal include the following:

  - Staff are able to identify the SRT administrator.
  - Staff collaborate prior to referring a student to the SRT.
  - SRT members vary based on the needs of the students.
  - All SRT members provide input to develop interventions.
  - Students are considered and included throughout the SRT process.
  - Parents of students involved with SRT understand the purpose of the SRT, are encouraged to attend meetings, and know where to find resources.

- The second implementation goal is that data will be monitored and reviewed throughout the SRT process. Specific objectives related to the second implementation goal include the following:

  - Teachers collect and analyze data prior to referring a student to the SRT.
  - Students are referred to the SRT when data show that concerns have not been resolved.
  - Measurable goals and outcomes are monitored using data that are individualized for each student and aligned with the intervention.
  - Data are collected at least weekly when monitoring students' progress.
  - SRTs use referral information and pre- and postreferral monitoring data to make decisions regarding appropriate interventions.
  - Each school consistently uses established indicators for when to refer students to the SRT and a method for monitoring progress of interventions.

- The third implementation goal is that specific strategies and interventions related to the area of concern (e.g., academic, behavioral, attendance) will be implemented as part of the SRT process. Specific objectives related to the third implementation goal include the following:

  - Teachers implement a strategy or intervention prior to referring a student to the SRT.
  - The SRT develops individualized, research-based intervention plans for each student during the initial SRT meeting.
  - Interventions are classified as Tier 2 or Tier 3 levels of support.

- The fourth implementation goal is that professional learning opportunities will provide administrators and teachers with effective support and information to successfully implement the SRT initiative. Specific objectives related to the fourth implementation goal include the following:

  - School staff understand the purpose of the SRT and when and how to refer students.
  - School staff understand potential interventions and strategies that could be implemented.
  - Teachers involved with SRT understand how to implement appropriate strategies or interventions and monitor data.

- The student outcome goal is that students served through the SRT process will demonstrate improvement within the referred area of concern (i.e., academics, behavior, and/or attendance). Specific objectives related to the student outcomes goal include the following:

  - Students referred to the SRT for academics demonstrate an improvement in academic performance.
  - Students referred to the SRT for behavior demonstrate a decrease in behavior problems.
  - Students referred to the SRT for attendance demonstrate an increase in attendance.

- All students referred to the SRT develop learning strategies to be successful in the classroom.

- Given the scope of the evaluation, the current stage of implementation across the division, and input from the committee, the Office of Research and Evaluation recommends that the evaluation be completed over a period of two years with the first year focused on implementation and the second year focused on student outcomes.

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

Recommendations and Rationale

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

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

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

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

Appendices

Appendix A: Student Response Team Composition Guide

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

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

Note: Adapted from Responding to Student Needs Manual 2017 Update

Endnotes

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

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August 2018

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: **LEAD Aspiring Administrators Program: Evaluation Readiness Report** **Item Number:** **11C**

Section: **Consent** **Date:** **September 11, 2018**

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

Prepared by: **Mr. Stephen C. Court, Program Evaluation Specialist**
Heidi L. Janicki, Ph.D., Director of Research Evaluation
Office of Planning, Innovation, and Accountability

Presenter(s): **Mr. Stephen C. Court**

Recommendation:

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

Background Summary:

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

Source:

School Board Policy 6-26

School Board Minutes September 6, 2017

Budget Impact:

LEAD Aspiring Administrators Program: *Evaluation Readiness Report*

August 2018

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

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

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Executive Summary

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

Results of the Evaluation Readiness Process

- The Aspiring Administrators Program (AAP), which is the first tier of the comprehensive LEAD Virginia Beach plan of succession, is intended to identify, select, and prepare instructional personnel to become effective assistant principals.

- The AAP evaluation readiness committee and staff from PIA's Office of Research and Evaluation met to discuss the evaluation process. Measurable goals and objectives were developed, along with a proposed evaluation plan for the AAP during the 2018-2019 school year.

- The first goal is that the AAP will add qualified applicants to the candidate pool from which Virginia Beach City Public Schools selects assistant principals. Specific objectives include:

    - Having the program attract a qualified pool of aspiring administrators.
    - Having the program successfully prepare them for administrative leadership.
    - Having the program and its effectiveness be favorably perceived.

- The second goal is that the participants who complete the program will manifest dispositions that exemplify transformational leadership. Specific objectives include producing program completers who:

    - Build leadership capacity in others,
    - Actively promote a shared vision for improving teaching and learning,
    - Promote continuous improvement,
    - Inspire critical reflection, and
    - Promote professional learning as a life-long process.

- The third goal is that the participants who complete the program will exhibit management skills that facilitate the effective operation of the school. Specific objectives include producing program completers who feel comfortable with and adept at:

    - Communicating with students, staff, parents, and community stakeholders;
    - Addressing student discipline issues;
    - Developing effective operational plans and schedules; and
    - Understanding school division policies and regulations, organizational/school culture, facility and building management, and budget development and management.

- The fourth goal is that participants who complete the program will exhibit instructional leadership skills that lead to student academic progress and continuous school improvement. Specific objectives include producing program completers who feel comfortable with and adept at:

    - Instructional coaching;
    - Interpreting and effectively explaining curriculum goals and instructional objectives;
    - Assisting teachers to develop effective learning plans for individual students;
    - Using varied methods to monitor student progress; and
    - Implementing a systematic instructional supervision program.

- The evaluation plan includes evaluation questions focused on the operation of the AAP, including the participant selection criteria, conceptual frameworks that influenced course content, content delivery processes, and exit criteria. Other evaluation questions address the characteristics of the participants, progress toward meeting goals and objectives, stakeholder perceptions, and cost.

Recommendation and Rationale

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

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

Background

Program Description and Purpose

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

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

The AAP was designed to operate on a two-year cycle. Cohorts are selected and the program is implemented according to anticipated need for assistant principal candidates in upcoming school years. During its two-year span, the most recent cohort of approximately 25 program participants engaged in five sessions of course work per year. Each AAP session convened for two hours either from 4 to 6 p.m. or from 4:30 to 6:30 p.m., depending on the day, to avoid job-related scheduling conflicts. Facilitators from various departments and schools led these sessions, which focused on topics such as school climate and culture, teaching and learning, continuous improvement, and organizational leadership and management. Table 1 provides an overview of the topics covered during the 2016-2017 and 2017-2018 school years for the most recent AAP cohort.

Table 1: AAP Session Topics

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

The sessions included lectures or presentations, whole group discussions, and small group work involving role-playing activities or a book talk. Further, program participants were to engage in significant amounts of presession reading and other preparatory activity. After each session, the participants were also to engage in significant amounts of written reflection or discourse-driven follow-up.

Individual session content and emphases were not differentiated on the basis of school level – elementary school, middle school, or high school. This was because VBCPS fills assistant principal vacancies on the basis of need rather than a candidate's interest. Accordingly, the program strives to maximize participants' prospects for promotion by preparing aspiring administrators to succeed at any school level.

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

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

In addition, each program participant designed and conducted a job-embedded, school-based action research project intended to address a specific need. The need was identified by the participant in consultation with the school's principal. School-based AAP participants typically conducted their project at their own school. In contrast, an AAP participant who worked, for instance, as a specialist in the Department of Teaching and Learning would need to identify a need and a school and make arrangements with the principal for conducting the project. During the completion of the project, the consulting principal provided encouragement and timely critical feedback.

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

Participants who completed the program ultimately had to demonstrate and provide documentation of their leadership competencies and proficiency. To accomplish this, the aspiring administrators individually presented their projects and portfolios to a 4-6 person panel of the AAP program manager, division leadership, and other experienced administrators. To standardize the process, each participant's presentation was rated according to evaluative criteria contained in a scoring rubric designed by the AAP manager and program staff. The panel members asked clarifying questions about the project during or immediately after a participant's presentation. However, panelists did not ask participants about either their overall experience in the program or self-perceptions of their readiness for promotion to an assistant principal position.

Completing the program and receiving a favorable presentation rating does not guarantee that a participant will be promoted to an assistant principal position. Promotion depends on multiple factors, including the number of assistant principal vacancies, which varies from year to year. Rather, AAP participants who completed the program join a pool of candidates that consists not only of AAP participants but also of aspiring assistant principals who did not participate in the program.

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

Literature Review

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

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

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

Selection and Approval of Programs for Evaluation

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

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

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

On July 13, 2017, members of the Program Evaluation Committee reviewed and ranked a list of existing educational programs based on the criteria above. Rankings were compiled and shared with the committee at the meeting, and programs to be recommended for evaluation were determined. The AAP was recommended for inclusion on the Program Evaluation Schedule due primarily to its potential to have a large, positive impact on VBCPS reaching its goals, as well as the lack of formal evaluation by the Department of Planning, Innovation, and Accountability (PIA) Office of Research and Evaluation (ORE). It was determined that the AAP would be scheduled for an Evaluation Readiness Report in order to define measurable goals and objectives and to develop an evaluation plan. The proposed Program Evaluation Schedule was presented to the School Board on August 15, 2017. The School Board approved the 2017-2018 Program Evaluation Schedule on September 6, 2017.

Overview of Current Goals and

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

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

Process for Developing Revised

According to School Board Policy 6-26, for programs selected for an Evaluation Readiness Report, PIA evaluators will "assist program staff in defining measurable goals and objectives, as well as linkages with activities and outcomes. An Evaluation Readiness Report focusing on the outcomes of this process and baseline data (if available) will be presented to the Superintendent and School Board…." The process to complete an Evaluation Readiness Report began during the 2017-2018 school year with a review of existing documentation about the AAP (history, purpose, and available goals) by program evaluators from the Office of Research and Evaluation. In addition, the best practices literature and other evaluations of aspiring administrator programs were reviewed.

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

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

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

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

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

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

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

Revised Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

Objective 1: The aspiring administrator feels comfortable with and is adept at communicating with students, staff, parents, and community stakeholders, as indicated by self-assessment and survey responses from supervisors and/or project consultants.

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

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

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

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

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

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

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

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

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

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

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

When it initially was formed at the start of the 2016-2017 school year, the cohort consisted of 25 aspiring administrators. At the end of the cohort's first year, the program manager and the Department of School Leadership (DOSL) decided to remove nine of the participants from the program because the participants were already receiving excellent on-the-job preparatory training for becoming assistant principals in their role as administrative assistants at schools.[9] In fact, a total of 12 AAP participants – including 7 of the 9 administrative assistants – were promoted into assistant principal positions for the 2017-2018 school year despite not completing the program. In addition, two additional participants left the program for personal reasons. Thus, at the end of the cohort's first year, only 11 of the original 25 participants remained in the program. Consequently, in a closed process, the AAP manager and DOSL selected 17 new aspiring administrators to join the cohort for its second year, raising the total number of AAP participants in 2017-2018 to 28. Because they had missed the first year's AAP sessions, the replacements were provided with special make-up classes to expose them to the same content and materials. It was decided in August 2018 that the program would offer the replacements an opportunity during the 2018-2019 school year to attend additional program sessions, as well as to have additional time to work on their action research projects and portfolios.

Table 2 presents the background characteristics of the 42 aspiring administrators who participated in the program during its first and/or second year, as well as the divisionwide instructional staff characteristics, which are provided for reference. Of the 42 program participants, 33 (79%) were school-based instructional staff. The other nine participants were former teachers serving currently as central office staff. Table 2 shows that the average years of teaching experience across the entire cohort was 13 years. Of the 42 program participants, 27 (64%) had ten years or more of teaching experience; 12 participants (29%) had between six and nine years of teaching experience; and 3 participants (7%) had between three and five years of teaching experience.

Table 2: Characteristics of Program Participants

Staff Characteristics and Qualifications	AAP (n=42)	Division Instructional (n= 5,176)
Male	26%	18%
Female	74%	82%
Caucasian	81%	83%
African American	17%	11%
Hispanic	2%	3%
Other Ethnicity	0%	3%
Percentage With Advanced Degrees	95%	55%
Percentage With National Board Certification	10%	4%*
Average Years of Teaching Experience	13 years	15 years

* Estimate based on 130 division teachers.

All but 2 of the 42 participants (95%) held an advanced degree, with 15 (36%) having earned either an Ed.D. or Ed.S. degree. Four universities accounted for two-thirds (67%) of the advanced degrees: Old Dominion University (33%), George Washington University (14%), Regent University (10%), and Virginia Tech (10%). Further, 38 of the 42 AAP participants (90%) had earned an endorsement in Administration and Supervision, PK-12. Four participants (10%) were National Board Certified teachers.

Evaluation Plan and Recommendation

According to School Board Policy 6-26, an Evaluation Readiness Report will focus on the outcomes of the evaluation readiness process and "will be presented to the Superintendent and School Board with a recommendation regarding future evaluation plans for

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

Scope and Rationale of Proposed Evaluation

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

1. **Implementation/Operation**

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

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

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

3. **Meeting Goals and Objectives**

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

4. **Stakeholder Perceptions**

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

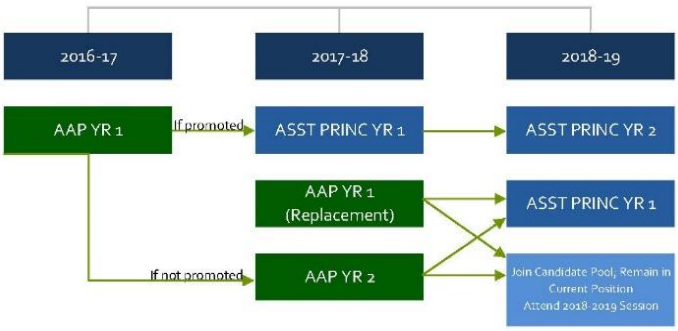
5. **Cost**

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

Proposed Evaluation Method

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

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



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

Table 3: Aspiring Administrators Participant Groups

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

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

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

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

Evaluation Design and Questions

To the greatest extent possible, the proposed evaluation methods align with information in the literature about best practices in the evaluation of aspiring administrators programs. The purpose, as stated previously, is to provide information about program processes, participants, and perceptions to the program manager and other decision makers about the AAP's operation and effects. In addition, to help measure the program's effectiveness, the proposed evaluation will compare the program participants with the nonprogram participants who were newly appointed assistant principals during the 2017-2018 and 2018-2019 school years.

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

1. **What were the operational components of the AAP implementation?**
   a. What were the criteria for identifying, recruiting, and selecting aspiring administrators to participate in the AAP?
   b. What were the processes for selecting and preparing the experienced administrators who facilitated the AAP course work?
   c. What were the processes for selecting and preparing the supervisors and/or project consultants who guided the participants' portfolio and project?
   d. How did the conceptual components (e.g., the Dispositions of Leadership and the Leadership Domains) influence the AAP's implementation and selection of course content, as well as future program development?
   e. What were the instructional methods and processes for delivering program content to the participants?
   f. What were the processes for formatively monitoring the participants' progress over the course of the program?
   g. What were the exit criteria for determining that program participants had successfully completed the program?

2. **What were the characteristics of the program participants enrolled in the AAP during the 2016-2017 and 2017-2018 school years?**
   a. What were the demographic characteristics (e.g., age, gender, race/ethnicity) of the AAP participants?
   b. What were the background characteristics (e.g., years and nature of teaching and leadership experience, certification types, institutions attended and degrees) of the AAP participants?
   c. What were the aspiring administrators' motivations for participating in the AAP?

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

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

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

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

Table 4: Data Collection Process for Program Objectives

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

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

Results of the Evaluation

- The AAP, which is the first tier of the comprehensive LEAD Virginia Beach plan of succession, is intended to identify, select, and prepare instructional personnel to become effective assistant principals.

- The AAP evaluation readiness committee and staff from PIA's Office of Research and Evaluation met to discuss the evaluation process. Measurable goals and objectives were developed, along with a proposed evaluation plan for the AAP during the 2018-2019 school year.

- The first goal is that the AAP will add qualified applicants to the candidate pool from which VBCPS selects assistant principals. Specific objectives include:

    - Having the program attract a qualified pool of aspiring administrators.
    - Having the program successfully prepare them for administrative leadership.
    - Having the program and its effectiveness be favorably perceived.

- The second goal is that the participants who complete the program will manifest dispositions that exemplify transformational leadership. Specific objectives include producing program completers who:

    - Build leadership capacity in others,
    - Actively promote a shared vision for improving teaching and learning,
    - Promote continuous improvement,
    - Inspire critical reflection, and
    - Promote professional learning as a life-long process.

- The third goal is that the participants who complete the program will exhibit management skills that facilitate the effective operation of the school. Specific objectives include producing program completers who feel comfortable with and adept at:

    - Communicating with students, staff, parents, and community stakeholders;
    - Addressing student discipline issues;
    - Developing effective operational plans and schedules; and
    - Understanding school division policies and regulations, organizational/school culture, facility and building management, and budget development and management.

- The fourth goal is that participants who complete the program will exhibit instructional leadership skills that lead to student academic progress and continuous school improvement. Specific objectives include producing program completers who feel comfortable with and adept at:

    - Instructional coaching;
    - Interpreting and effectively explaining curriculum goals and instructional objectives;
    - Assisting teachers to develop effective learning plans for individual students;
    - Using varied methods to monitor student progress; and
    - Implementing a systematic instructional supervision program.

- The evaluation plan includes evaluation questions focused on the operation of the AAP, including the participant selection criteria, conceptual frameworks that influenced course content, content delivery processes, and exit criteria. Other evaluation questions address the characteristics of the participants, progress toward meeting goals and objectives, stakeholder perceptions, and cost.

Recommendation and Rationale

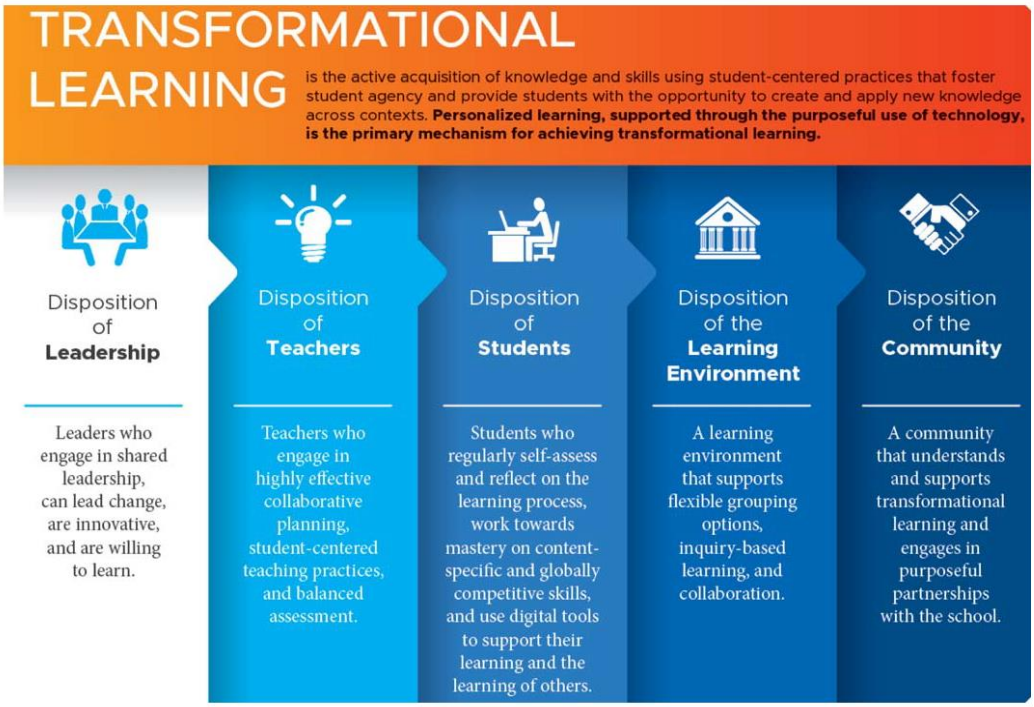
Recommendation: Conduct a comprehensive evaluation of the LEAD Aspiring Administrators Program in 2018-2019 with a report provided to the School Board during fall 2019. *(Responsible Group: Department of Planning, Innovation, and Accountability)*

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

Appendices

Appendix A: Transformational Learning - Leadership Disposition

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



Disposition of Leadership

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

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

Appendix B: Dispositions of Leadership/Leadership Domains Crosswalk

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

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

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

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

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

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

Endnotes

[1] Hanover Research (2015): *Principal and Superintendent Preparation Programs: Criticisms of the Status Quo and Innovations in the Field,* p.3: Arlington, VA.

[2] Hanover Research (2014): *Best Practices for Developing Campus Leaders,* p. 6: Arlington, VA.

[3] Ibid., p. 8.

[4] Davis, S. H., & Darling-Hammond, L. (2012). "Innovative principal preparation programs: What works and how we know." *Planning and Changing, 43(1/2),* pp. 25–45.

[5] Source: http://jbsq.org/wp-content/uploads/2014/06/June_2014_9.pdf

[6] Source: https://www.sreb.org/publication/good-principals-arent-born-theyre-mentored

[7] Source: https://www.vbcps.com/depts/OL/Pages/LEADVirginiaBeach.aspx

[8] Source: https://www.vbschools.com/cms/one.aspx?portalId=78094&pageId=236631#A

[9] T. Ferrell, Personal Communication, March 8, 2018.

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

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VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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August 2018

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: **Program Evaluation Schedule for 2018-2019** **Item Number:** **11D**

Section: **Consent** **Date:** **September 11, 2018**

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

Prepared by: **Heidi L. Janicki, Ph.D., Director of Research and Evaluation**
Office of Planning, Innovation, and Accountability

Presenter(s): **Heidi L. Janicki, Ph.D.**

Recommendation:

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

Background Summary:

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

Source:

School Board Policy 6-26

Budget Impact:

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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

2018-2019 Program Evaluation Schedule

2017-2018 Program Evaluation Schedule*	
Program	**Proposed Reporting Schedule**
Student Response Teams (SRT)	Fall 2018
LEAD Aspiring Administrators Program	Fall 2018
English as a Second Language Program (K-12)	Fall 2018
An Achievable Dream Academy**	Fall 2018
School Counseling Program (K-12)	Fall 2018
Entrepreneurship and Business Academy**	Fall 2018
Green Run Collegiate***	Winter 2018/2019
Academy and Advanced Academic Programs Longitudinal Study	Spring 2019

2018-2019 Program Evaluation Schedule (Submitted for School Board approval in accordance with School Board Policy 6-26)	
Program	**Proposed Reporting Schedule**
Student Response Teams (SRT)	Fall 2019
LEAD Aspiring Administrators Program	Fall 2019
School Counseling Program (K-12)	Fall 2019
English as a Second Language Program (K-12)	Fall 2019
Schoology**	Fall 2019
Positive Behavioral Interventions and Supports (PBIS)****	Fall 2019

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

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

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

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Long Range Facilities Master Plan **Item Number:** 11E

Section: Consent **Date:** September 11, 2018

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

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

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

Recommendation:

That the School Board adopt a motion formally accepting the recommendations attached and outlined in the 2018 Long Range Facilities Master Plan, as recommended by the Facilities Steering Committee.

Background Summary:

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

Source:

Budget Impact:

CIP 1-095

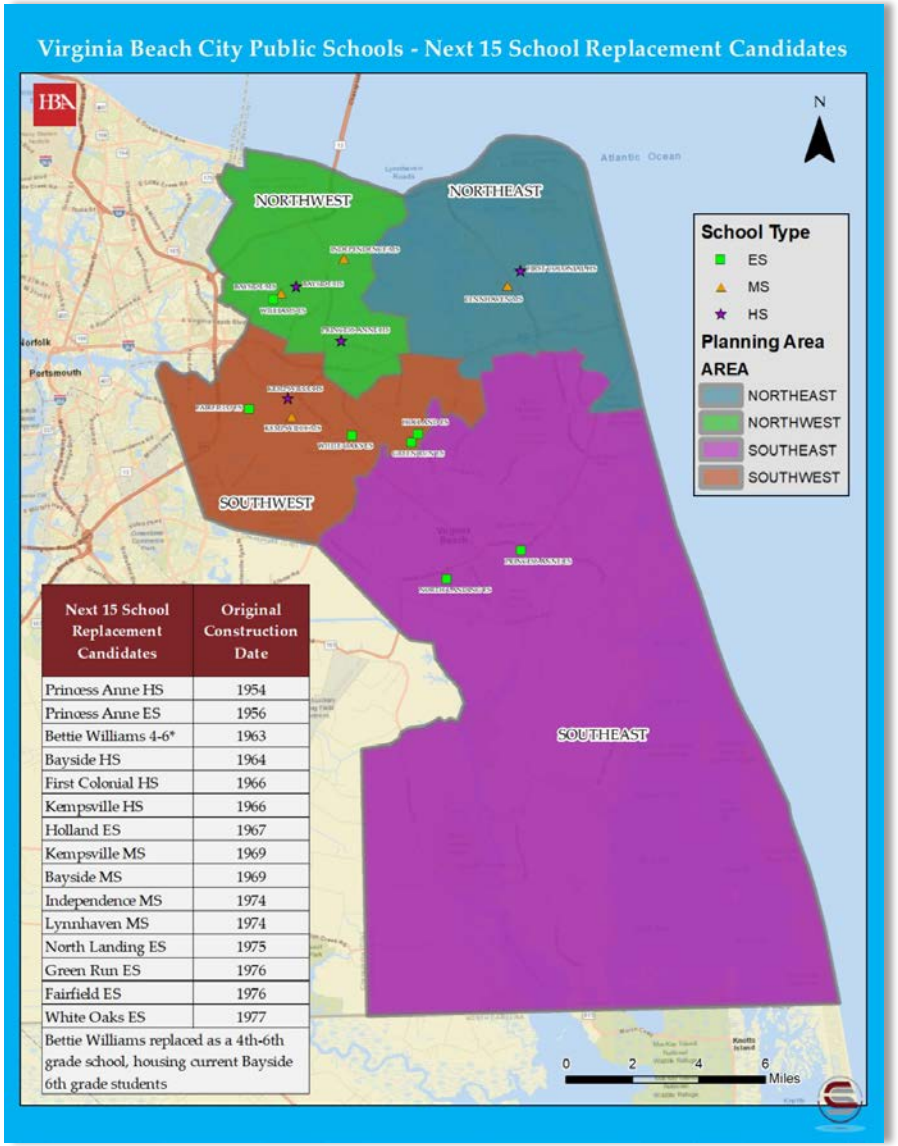
LONG RANGE FACILITIES MASTER PLAN VOL. 1

RECOMMENDATIONS

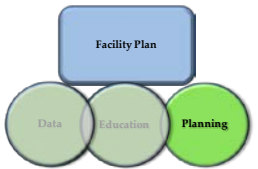
VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

RECOMMENDATIONS

REPLACEMENT CANDIDATES – SCHOOL LOCATIONS



Next 15 School Replacement Candidates	Original Construction Date
Princess Anne HS	1954
Princess Anne ES	1956
Bettie Williams 4-6*	1963
Bayside HS	1964
First Colonial HS	1966
Kempsville HS	1966
Holland ES	1967
Kempsville MS	1969
Bayside MS	1969
Independence MS	1974
Lynnhaven MS	1974
North Landing ES	1975
Green Run ES	1976
Fairfield ES	1976
White Oaks ES	1977
Bettie Williams replaced as a 4th-6th grade school, housing current Bayside 6th grade students	



RECOMMENDATIONS

FUNDING SCENARIOS

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

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

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

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

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

RECOMMENDATIONS

Funding Scenarios

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

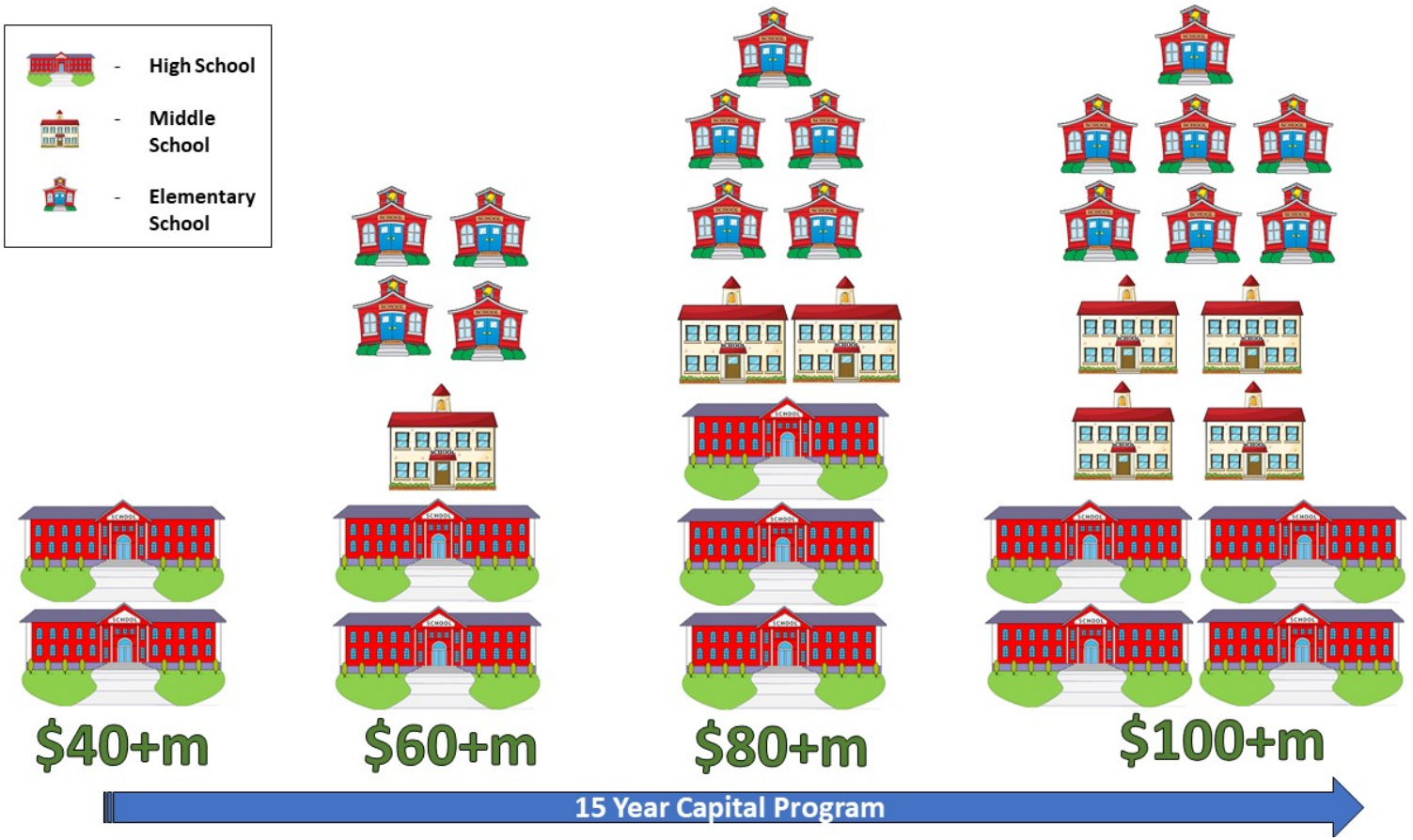
Next 15 School Replacement Candidates	Original Construction Date	Scenario 1 40 M/Year Completion Date	Scenario 1 40 M/Year Age at Replacement	Scenario 2 60 M/Year Completion Date	Scenario 2 60 M/Year Age at Replacement	Scenario 3 80 M/Year Completion Date	Scenario 3 80 M/Year Age at Replacement	Scenario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

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

RECOMMENDATIONS

Funding Scenarios

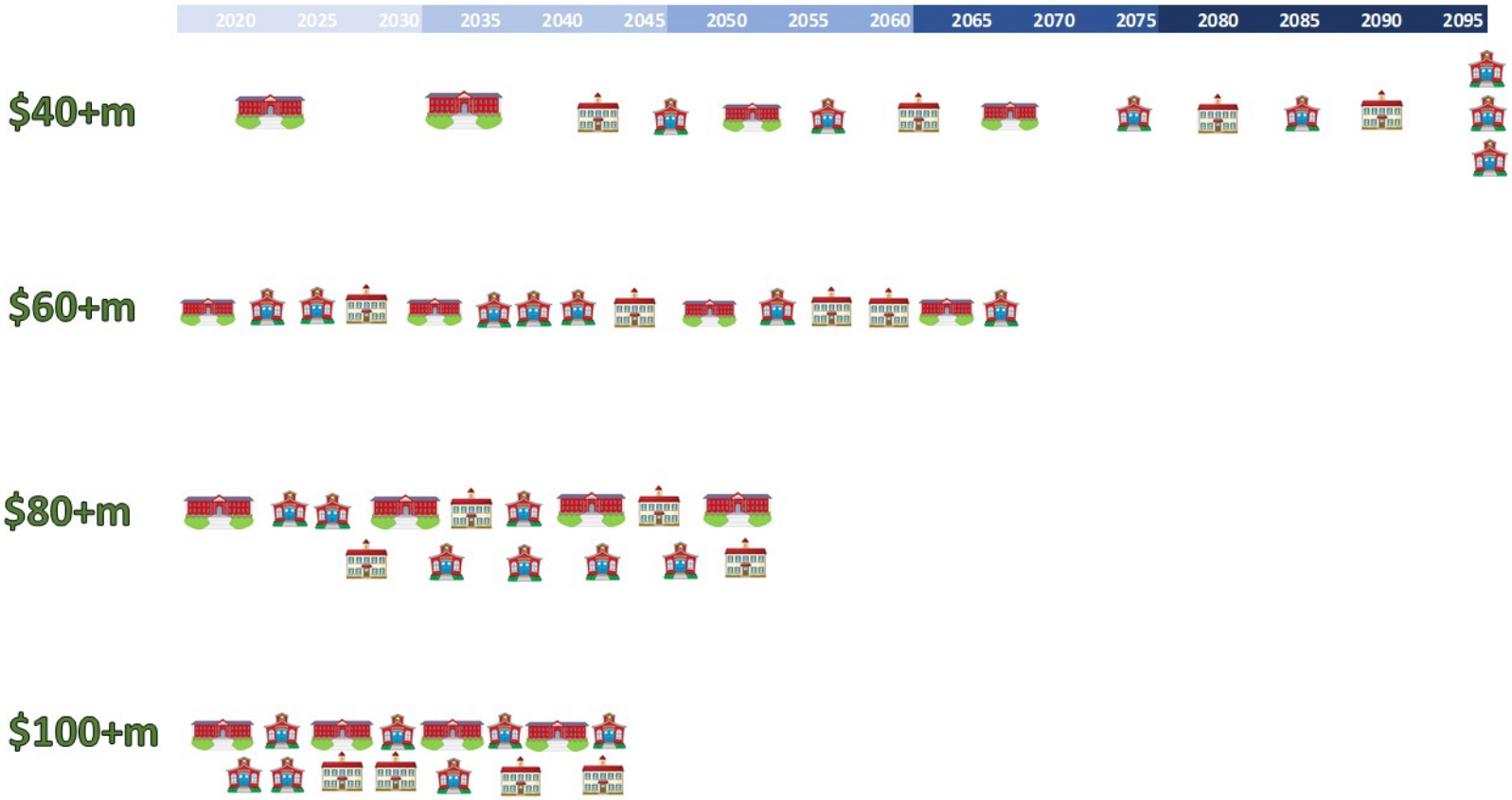
The graphic below displays the number and type of facilities that could be constructed within a 15 year capital program at each of the four funding levels. This analysis includes a 5% yearly escalation of construction costs and a 3% yearly escalation in funding, for all scenarios.



RECOMMENDATIONS

Funding Scenarios

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



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

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

Section: Action **Date:** September 11, 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 September 11, 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 SEPTEMBER 2018
ASSIGNED TO THE UNIFIED SALARY SCALE

2018-2019

APPOINTMENTS - ELEMENTARY SCHOOL

SCHOOL/DEPARTMENT		POSITION
ALANTON		
8/28/2018	Daniella Wornom	General Assistant
8/28/2018	Cara Rizzo	General Assistant
ARROWHEAD		
8/30/2018	Marla Butler	Physical Education Assistant, .5
BAYSIDE		
8/28/2018	Heidi Bailey	Special Education Assistant
8/28/2018	Chloe Lowe	Special Education Assistant
BETTIE F. WILLIAMS		
8/30/2018	Briona K. Harmon	Special Education Assistant
BIRDNECK		
8/21/2018	Chiquita Mercer	Custodian I,10 month, night
8/28/2018	Amberjean Marie Gallagher	Special Education Assistant
8/28/2018	Aubrie Wagaman	Special Education Assistant
8/28/2018	Casey L. Tinsley	Kindergarten Assistant
8/28/2018	Elizabeth R. Williams	Kindergarten Assistant
8/28/2018	Lyanne Firmino	General Assistant
8/28/2018	Rebecca M. Oakley	Special Education Assistant
8/29/2018	Annette Stevenson	Cafeteria Assistant, 4.5 hours
8/30/2018	Diamond K. Griffin	Custodian I, 10 month, night
BROOKWOOD		
8/23/2018	Virginia Eason	School Nurse
8/28/2018	Wendy Miller	Special Education Assistant
CENTERVILLE		
8/28/2018	Tina Arterburn	Security Assistant
CHRISTOPHER FARMS		
8/28/2018	Cheryl L. Holloway	Physical Education Assistant, .5
COLLEGE PARK		
8/28/2018	Antonio Q. McClan	Physical Education Assistant
8/28/2018	Elizabeth Tamarez	Kindergarten Assistant
8/30/2018	Stephanie McNeal	Pre-Kindergarten Assistant
8/31/2018	Jonathan C. Cortes	Custodian I,10 month
8/31/2018	Maria Villafranca	Pre-Kindergarten Assistant
COOKE		
8/28/2018	Julia Smithson	Special Education Assistant
8/30/2018	Valerie M. Simerson	Kindergarten Assistant
8/30/2018	Beatrice Rascon	Physical Education Assistant .5
8/31/2018	DeShawn Gumbs	Physical Education Assistant
CORPORATE LANDING		
8/28/2018	Fiorella Fornazari McLean	Special Education Assistant
CREEDS		
8/28/2018	Jessica Xenakis	Kindergarten Assistant
DIAMOND SPRINGS		
8/28/2018	William Klein	Physical Education Assistant

SCHOOL/DEPARTMENT		POSITION
8/28/2018	Marian P. Struch	Kindergarten Assistant
8/28/2018	Carissa McCardle-Blunk	Pre-Kindergarten Assistant
8/30/2018	Samequeia Taylor	Physical Education Assistant
9/18/2018	Chelsea Harrison	School Nurse
8/31/2018	Sean P. Berry	Security Assistant
FAIRFIELD		
8/23/2018	Donna B. Maleski	Library Media Assistant
GLENWOOD		
8/29/2018	Julia J. Fernandezcueto	Cafeteria Assistant, 5 hours
HERMITAGE		
8/28/2018	Bonnie P. Cotter	Special Education Assistant
HOLLAND		
8/30/2018	Jeffrey J. Robertson	Kindergarten Assistant
8/30/2018	Bobbi Bennett	Title I Assistant
INDIAN LAKES		
8/28/2018	Antonio Erskine	Security Assistant
8/28/2018	Grazia Purley	Special Education Assistant
8/28/2018	Jessica Virgili	Physical Education Assistant, .5
8/29/2018	Evony Edwards	Cafeteria Assistant, 5 hours
JOHN B DEY		
8/28/2018	Amy Ward	General Assistant
KEMPSVILLE		
8/28/2018	Ryan Matalon	Special Education Assistant
8/28/2018	Brooke Patterson	Physical Education Assistant, .5
KEMPSVILLE MEADOWS		
8/28/2018	Brennan Calhoun	Physical Education Assistant
8/28/2018	Brandi Baker	Kindergarten Assistant
8/28/2018	Kelly M. Saunders	Kindergarten Assistant
8/28/2018	Erin N. Chowaniec	Physical Education Assistant
KINGSTON		
8/30/2018	Stephanie J. Haen	Kindergarten Assistant
LANDSTOWN		
8/28/2018	Tyler Peterson	Physical Education Assistant
8/28/2018	Bailey Barrowman	Kindergarten Assistant
8/28/2018	Lindsey Webb	General Assistant, .5
8/28/2018	Kristy L. Wilson	Custodian I, 10 month, night
8/28/2018	Carlyn Troia	Special Education Assistant
LINKHORN PARK		
8/28/2018	Becky Davis	Clinic Assistant, .5
MALIBU		
8/28/2018	Domonique N. Moore	Physical Education Assistant
8/29/2018	Alyssa Lee	Special Education Assistant
8/30/2018	Max H. Bernstein	Physical Education Assistant
NEW CASTLE		
8/30/2018	Melissa Cromwell	Special Education Assistant
NEWTOWN		
8/20/2018	Sharmon Alce-Jones	School Administrative Office Associate I
OCEAN LAKES		
8/28/2018	Heather K. Robinson	Physical Education Assistant, .5
PARKWAY		
8/28/2018	Corey A. Thomas	Physical Education Assistant, .5
PEMBROKE		
8/28/2018	Olivia M. Frierson	General Assistant
PEMBROKE MEADOWS		
8/28/2018	Heather L. Jester	Pre-Kindergarten Assistant

SCHOOL/DEPARTMENT		POSITION
8/28/2018	Sean P. Ehrhard	Special Education Assistant
8/28/2018	Anastasia A. Bryant	Kindergarten Assistant
POINT O' VIEW		
8/28/2018	Daniel E. Asuquo	Special Education Assistant
8/29/2018	Shavonne S. Louissaint	Kindergarten Assistant
8/30/2018	Malini Ramella	Kindergarten Assistant
PRINCESS ANNE		
8/28/2018	Amanda L. Rheaume	General Assistant
PROVIDENCE		
8/28/2018	Karen Roberson	Special Education Assistant
8/28/2018	Suzzette M. Johnson	Special Education Assistant
RED MILL		
8/28/2018	Kim R. Cuthbertson	Physical Education Assistant
ROSEMONT FOREST		
8/28/2018	Catherine C. Seminario	Special Education Assistant
8/28/2018	Shelby A. Dorsett	Physical Education Assistant, .5
8/28/2018	Dawn D. Rochowiak	Kindergarten Assistant, .5
SALEM		
8/28/2018	David J. Parker	Physical Education Assistant
8/28/2018	Nathan P. Wiles	Physical Education Assistant
8/28/2018	Jaci Soliday	Physical Education Assistant, .5
SEATACK		
8/28/2018	Jameka A. Canady	Physical Education Assistant
STRAWBRIDGE		
8/28/2018	Nicole Metaxas	Physical Education Assistant, .5; General Assistant, .5
TALLWOOD		
8/28/2018	Kathleen W. Barnett	Special Education Assistant
8/30/2018	Montario C. Woodhouse	Custodian I, 10 month, night
THALIA		
8/28/2018	Keith A. Bryant	Security Assistant, .4
9/17/2018	Robin R. Gazzanigo	School Nurse
THREE OAKS		
8/29/2018	Brian D. Brennan	Special Education Assistant
TRANTWOOD		
8/28/2018	Sandra A. Long	Physical Education Assistant, .5
WINDSOR OAKS		
8/28/2018	Derald Frazier	Physical Education Assistant
WINDSOR WOODS		
8/28/2018	Cristina Sarabia	Special Education Assistant
8/28/2018	Robin R. Jarratt	Security Assistant
WOODSTOCK		
8/30/2018	Wanda S. Pendleton	Custodian I, 10 month, night
8/30/2018	Dontrell A. Spain	Custodian I, 10 month, night

APPOINTMENTS - MIDDLE SCHOOL

BAYSIDE		
8/27/2018	Teranisha S. Johnson	Custodian III, Head Night
BRANDON		
8/28/2018	Tanai N. English	Security Assistant
CORPORATE LANDING		
8/28/2018	Karen F. Hunt	Special Education Assistant
8/30/2018	Alice M. McCoy	Special Education Assistant
8/31/2018	Frances M. Matute	Special Education Assistant

SCHOOL/DEPARTMENT		POSITION
GREAT NECK		
8/31/2018	Oliver W. Joyner	Custodian IV, Head Day
INDEPENDENCE		
8/27/2018	Mirium Stevenson	Custodian I, 10 month, night
8/28/2018	Shanice L. Williams	Special Education Assistant
LARKSPUR		
8/28/2018	Debra C. Benbrook	Special Education Assistant
LYNNHAVEN		
8/28/2018	Virginia B. McKelvey	Clinic Assistant
OLD DONATION		
8/17/2018	Jaquita A. Griffin	Custodian I, 10 month, night
8/28/2018	Angela M. Zambas	Physical Education Assistant, .5
PLAZA		
8/22/2018	Dominga R. Muhammad	Custodian I, 10 month, night
8/28/2018	LeSha Wrim	Security Assistant
PRINCESS ANNE		
8/17/2018	Cory D. Aurland	Custodian I, 10 month, night
VIRGINIA BEACH		
8/28/2018	Gary Alcon	Security Assistant
8/30/2018	Paula M. Gutierrez	Custodian III, Head Night
9/4/2018	Macarena C. Donoso	Special Education Assistant

APPOINTMENTS - HIGH SCHOOL

BAYSIDE		
8/24/2018	Jeffrey Whittaker	Student Support Specialist
8/30/2018	Henry J. Johnston	Security Assistant
9/4/2018	Kimberly Freeman	Cafeteria Assistant, 5.5 hours
COX		
8/28/2018	Dalton T. Head	In-School Suspension Coordinator
FIRST COLONIAL		
8/31/2018	Christine L. George	Special Education Assistant
9/4/2018	Camile L. Peter	Technology Support Technician
GREEN RUN		
8/28/2018	Justin K. Wilson	Security Assistant
8/28/2018	Mark A. Hall, III	General Assistant
8/28/2018	Taylor L. Wong	Security Assistant
8/29/2018	Chelsie Jackson	Cafeteria Assistant, 4 hours
8/29/2018	Jacqueline A. Wilson	Cafeteria Assistant, 5 hours
8/30/2018	Valerie Palmer	Guidance Department Chair
8/31/2018	Lakena M. Hinnant	General Assistant
KELLAM		
8/28/2018	Winthrop J. Bailey-Canon	Special Education Assistant
8/29/2018	Alexandra J. AsCencio	Special Education Assistant
8/29/2018	Jay D. Seacrist	Security Assistant
KEMPSVILLE		
8/24/2018	Tiffany M. Daniels	School Office Associate II, 10 month
8/28/2018	Leonard J. Scarna	Security Assistant
8/29/2018	Raven L. Fuller	Student Support Specialist
8/30/2018	Thomas L. King	Custodian I, 10 month
LANDSTOWN		
8/24/2018	Julia E. Mitchell	School Office Associate II
8/28/2018	Carlton Ashby	Special Education Assistant
8/28/2018	Gabriella N. Atwood	Clinic Assistant, .5
OCEAN LAKES		
8/28/2018	Kimberly Walden	General Assistant

SCHOOL/DEPARTMENT		POSITION
RENAISSANCE ACADEMY		
8/23/2018	Karen M. Salaam	Library Media Assistant
8/28/2018	Deandra Cooper	Security Assistant
9/4/2018	Lonice M. Kenley	Special Education Assistant
9/4/2018	Yvonne M. Fleming	School Office Associate II, 12 month
9/12/2018	Carol L. Hawkins	School Nurse
SALEM		
8/30/2018	Kevin G. Harris	Special Education Assistant
TALLWOOD		
8/28/2018	Meghan L. Berberich	General Assistant

APPOINTMENTS - MISCELLANEOUS

DEPARTMENT OF TECHNOLOGY		
8/30/2018	Alicia M. Demmer	Administrative Office Associate I
OFFICE OF CONSOLIDATED BENEFITS		
8/20/2018	Wendy M. Bagley	Administrative Office Associate I
OFFICE OF DISTRIBUTION SERVICES		
8/27/2018	Dontre R. Johnson	Distribution Driver
OFFICE OF MAINTENANCE SERVICES		
9/4/2018	David F. Prescott	Building Manager
9/4/2018	Thomas S. Smith	Building Manager
9/4/2018	Travelle DeJarnette	Building Manager
9/5/2018	Samuel R. Johnson	Building Manager
OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN		
8/22/2018	Chante C. Lawrence	Instructional Specialist
8/28/2018	Stacy I. Galvez	Special Education Assistant
OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES		
8/29/2018	Alisha B. Pickett Babonis	Bus Driver, 6 hours
8/29/2018	Danielle M. Shaffer	Bus Driver, 5.5 hours
8/29/2018	Erika M. Bolden	Bus Driver, 5 hours
8/29/2018	Giovanni A. Dew	Bus Driver, 6 hours
8/29/2018	Lorena J. Morgan	Bus Driver, 6 hours
8/29/2018	Marian B. Amigable	Bus Driver, 5 hours
8/29/2018	Mary Bouchard	Bus Assistant, 5.5 hours
8/29/2018	Maryann Husby	Bus Driver, 5.5 hours
8/29/2018	Matthew J. Russell	Bus Driver, 7 hours
8/29/2018	Rachael M. Dodson	Bus Driver, 6 hours
8/29/2018	Raymond Moore	Bus Assistant, 6 hours
8/29/2018	Robin N. Kane	Bus Driver, 5 hours
8/29/2018	Sherwood Bernard	Bus Driver, 5.5 hours
8/29/2018	Wanda P. Steines	Bus Driver, 6 hours
8/29/2018	Yanna A. Bryant	Bus Driver, 5 hours

RESIGNATIONS - ELEMENTARY SCHOOL

BETTIE F. WILLIAMS		
6/18/2018	Bryant Jefferson	Special Education Assistant (career enhancement)
CENTERVILLE		
6/18/2018	Jerry Brown	Physical Education Assistant (continuing education)
CORPORATE LANDING		
6/18/2018	Waleska E. Alicea Hernandez	Special Education Assistant (personal reasons)
9/12/2018	Octavia G. Searles	Assistant Principal (relocation)
HOLLAND		
6/18/2018	Ashley F. Combs	Kindergarten Assistant (moved to another school system, public)

SCHOOL/DEPARTMENT		POSITION
KINGSTON		
9/7/2018	Mary J. Cowen	Library Media Assistant (career enhancement opportunity)
MALIBU		
6/18/2018	Debra G. Merillat	Special Education Assistant (relocation)
NEW CASTLE		
6/21/2018	Tina Milligan	School Office Associate, 10 month (career enhancement opportunity)
PEMBROKE MEADOWS		
6/21/2018	Jane L. Thrasher	Custodian I, 10 month, night (family)
SHELTON PARK		
9/14/2018	Audrey L. Hudson	Custodian I, 10 month, night (personal reasons)
THALIA		
8/31/2018	Denise E. Ricketts	Kindergarten Assistant (personal reasons)
THOROUGHGOOD		
8/29/2018	Caridad Henderson	Custodian I, 10 month, night (personal reasons)
TRANTWOOD		
6/21/2018	Jung K. Yoo	Custodian I, 10 month, night (personal reasons)
WHITE OAKS		
6/18/2018	Toinette J. Thomas	Special Education Assistant (career enhancement opportunity)
WOODSTOCK		
6/15/2018	Janine Begley	Clinic Assistant, .5 (personal reasons)

RESIGNATIONS - MIDDLE SCHOOL

PRINCESS ANNE		
6/18/2018	Gary A. Weaver	Security Assistant (career enhancement opportunity)

RESIGNATIONS - HIGH SCHOOL

BAYSIDE		
8/27/2018	Kevonte K. Jeffrey	Custodian I, 10 month, night (personal reasons)
COX		
6/18/2018	Nova E. Chusan	In School Suspension Coordinator (family)
GREEN RUN		
9/7/2018	Brandon P. Manigo	Security Assistant (career enhancement opportunity)
KEMPSVILLE		
6/18/2018	Pauline Cash	Cafeteria Assistant, 5 hours (personal reasons)
PRINCESS ANNE		
6/18/2018	Taylor Nelson	Special Education Assistant (career enhancement opportunity)
SALEM		
6/18/2018	Regina A. Smith	Special Education Assistant (career enhancement opportunity)
TALLWOOD		
8/27/2018	Dominique M. James	Custodian I, 10 month, night (personal reasons)
TECHNICAL AND CAREER EDUCATION CENTER		
6/21/2018	Kaseem Brightman	Custodian I, 10 month, night (career enhancement opportunity)

RESIGNATIONS - MISCELLANEOUS

DEPARTMENT OF TECHNOLOGY		
8/27/2018	Stacey J. Hall	Network Technician II, (career enhancement opportunity)
OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES		
6/30/2018	Alicia C. Houston	Bus Driver, 7 hours (career enhancement opportunity)
6/30/2018	Dawn R. Everix	Bus Driver, 5 hours (health)
6/30/2018	Evelyn C. Kelly	Bus Driver, 7 hours (career enhancement oppportunity)
6/30/2018	Jamie R. Harney	Bus Driver, 5.5 hours (personal reasons)
6/30/2018	Lylette V. Jackson	Bus Driver, 6 hours (career enhancement opportunity)
6/30/2018	Melinda Howard	Bus Driver, 6.5 hours (career enhancement opportunity)

SCHOOL/DEPARTMENT		POSITION
6/30/2018	Rhonda H. Rowe	Bus Driver, 5 hours (personal reasons)
6/30/2018	Tatjana Poe	Bus Driver, 5 hours (family)
6/30/2018	Victoria E. Mitchell	Bus Driver, 5.5 hours (personal reasons)
6/30/2018	Walter L. Gillespie	Bus Driver, 6.5 hours (continuing education)
8/21/2018	Chynna Everington	Bus Driver, 8 hours (relocation)
8/31/2018	Brittany C. Harrell	Bus Driver, 7 hours (relocation)
8/31/2018	Carmine J. Giammarino	Fleet Technician I (health)

RETIREMENTS - ELEMENTARY SCHOOL

WINDSOR WOODS

6/18/2018	Brenda S. Matejcek	Security Assistant

RETIREMENTS - MIDDLE SCHOOL

LARKSPUR

6/18/2018	MaryBeth Y. Ruger	Special Education Assistant

RETIREMENTS - HIGH SCHOOL

NONE

RETIREMENTS - MISCELLANEOUS

OFFICE OF MAINTENANCE SERVICES

12/14/2018	Jett D. Bell	Assistant Director

OFFICE OF SAFE SCHOOLS

9/30/2018	Richard A. Pearce	Security Officer

OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES

	James Farmer	Bus Assistant, 6 hours

OTHER EMPLOYMENT ACTIONS

NONE

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

SCHOOL/DEPARTMENT		SUBJECT	COLLEGE	PREVIOUS SCHOOL DISTRICT
	APPOINTMENTS - ELEMENTARY SCHOOL			
ALANTON				
8/23/2018	Jennifer M. Carson	Special Education	Old Dominion University	VBCPS
8/28/2018	Iwalani Wilson	Grade 4	Regent University	Portsmouth Public Schools
ARROWHEAD				
8/27/2018	Samantha Blair	Grade 5	Florida Gulf Coast University, FL	
BAYSIDE				
8/23/2018	Mia H. Raynes	Grade 1	Longwood University	Oak Harbor Public Schools, WA
8/23/2018	Kaitlynn Rowland	Grade 3	Regent University	
BETTIE F. WILLIAMS				
8/23/2018	Erin Paton	Grade 5	Virginia Wesleyan University	
CHRISTOPHER FARMS				
8/23/2018	Deborah A. Hall	Grade 2	Liberty University	VBCPS
8/23/2018	Amanda C. Van Wagenen	Music - Instrumental, .4	University of Miami	
COOKE				
8/23/2018	Christine A. Metz	Grade 3	University of Mary Washington	
CREEDS				
8/24/2018	Jeannette Flanagan	Grade 3	Ferrum College, VA	
DIAMOND SPRINGS				
8/27/2018	Brianna R. Dooling	Special Education	Miami Dade College, FL	
GLENWOOD				
8/23/2018	Kathryn L. Craven	Special Education	Columbia College, IL	
8/23/2018	Susan B. Arnold	Art	Regent University	
8/23/2018	Virginia M. Gioia	Reading Specialist	East Carolina University, NC	
HERMITAGE				
8/23/2018	Tiffany Whitney	Kindergarten	Norfolk State University	
8/23/2018	Amanda Ledlow	Grade 3	Old Dominion University	Aurora Public Schools, CO
INDIAN LAKES				
8/23/2018	Christina L. Bazemore	Grade 5	Walden University, MN	Knox County Schools, TN

SCHOOL/DEPARTMENT		SUBJECT	COLLEGE	PREVIOUS SCHOOL DISTRICT
KEMPSVILLE MEADOWS				
8/29/2018	Anne Baron	Reading Specialist	Old Dominion University	
8/30/2018	Olivia Lowman	Grade 4	University of North Carolina at Pembroke	
LANDSTOWN				
8/23/2018	Andrea Zyvith	Grade 5	Pennsylvania State University, PA	
LINKHORN PARK				
8/23/2018	Marguerite C. Alley	Music - Instrumental, .8	The College of William and Mary	VBCPS
LUXFORD				
8/23/2018	Taler B. Greer	Grade 4	Antioch University, Santa Barbara	
LYNNHAVEN				
8/23/2018	Valencia B. Fusilero	Grade 3	Norfolk State University	
8/23/2018	Lynsey M. Barnes	Grade 5	Old Dominion University	
OCEAN LAKES				
8/23/2018	Natasha F. Pick	Grade 4	Virginia Wesleyan University	
PARKWAY				
8/23/2018	Meghan E. Sevier	Grade 4	James Madison University	
PROVIDENCE				
8/23/2018	Donna L. Savoie	Grade 4	Old Dominion University	Sunnybrook Day School, VA
RED MILL				
8/23/2018	Kimberly Benson	Reading Specialist	Old Dominion University	Chesapeake City Public Schools
8/23/2018	Harley A. Swan	Special Education	Old Dominion University	
SEATACK				
8/27/2018	Amy R. Cochran	Grade 5	James Madison University	
STRAWBRIDGE				
8/23/2018	Schylar Harrison	School Counselor	Norfolk State University	
8/23/2018	Rachel Z. Schwarting	Grade 1	William Carey College, MS	
TRANTWOOD				
8/23/2018	Maria J. Rios Delgado	Grade 3	Old Dominion University	
WINDSOR OAKS				
8/23/2018	Justin R. Eley	Music - Vocal, .6	Norfolk State University	
	APPOINTMENTS - MIDDLE SCHOOL			
BAYSIDE				
8/23/2018	Pamela S. Kirkman	Grade 8 English	Old Dominion University	Currituck County Schools, NC

SCHOOL/DEPARTMENT		SUBJECT	COLLEGE	PREVIOUS SCHOOL DISTRICT
BRANDON				
8/23/2018	Robert H. Linsly	Grade 6 Social Studies	Old Dominion University	
8/23/2018	Tanya R. Ramirez	Grade 7 Science, .5	Old Dominion University	
CORPORATE LANDING				
8/28/2018	Amanda M. Hoffmann	Grade 8 Math/Science	Old Dominion University	Norfolk Public Schools
INDEPENDENCE				
8/23/2018	Casandra R. Ward	Special Education	Cambridge College, MA	
LANDSTOWN				
8/23/2018	Catalina Betancur	Spanish	Universidad EAFIT Colombia	
8/23/2018	Neil P. Cuddy	Grade 8 Math/Algebra	Bridgewater State College, MA	
8/28/2018	Natalie Edwards	Grade 8 Math/Algebra	James Madison University	VBCPS
8/30/2018	Tanya R. Barnes	Special Education	Regent University	
LARKSPUR				
8/23/2018	Margaret Glickman	Spanish	Virginia Tech	
8/23/2018	Matthew P. Euler	Grade 8 Earth Science	Mississippi State University	
8/31/2018	Rommel Ocampo	Grade 7 Math	Don Honorio Ventura College, Philippines	
LYNNHAVEN				
8/23/2018	James R. Brooks	Technology Education	Old Dominion University	US Navy
OLD DONATION				
8/23/2018	Katherine E. Sutton	French, .6	University of Nevada Reno, NV	
8/23/2018	Morgan L. Burgess	Grade 7 Science	Portland State University, OR	US Navy
PLAZA				
8/28/2018	Wendy M. Felton	Keyboarding	St. John Fisher College, NY	
PRINCESS ANNE				
8/23/2018	Alfreda R. Bell	Special Education	Norfolk State University	
SALEM				
8/23/2018	Laura E. Todorovic	Grade 7 English	Virginia Commonwealth University	
8/23/2018	Nicki M. Etter	Special Education	San Diego State University	
VIRGINIA BEACH				
8/23/2018	Daniel J. Turner	Technology Education	Bridgewater College, VA	

APPOINTMENTS - HIGH SCHOOL

ADULT LEARNING CENTER				
9/4/2018	Pamela L. Burson	English Second Language	Kent State University, OH	

SCHOOL/DEPARTMENT		SUBJECT	COLLEGE	PREVIOUS SCHOOL DISTRICT
9/4/2018	Sharon McAllister	ALC Teacher 158-day	Norfolk State University	
BAYSIDE				
8/23/2018	William L. Copeland, Jr.	Math	Old Dominion University	Suffolk Public Schools
COX				
8/30/2018	Katherine D. Fly	Social Studies	Radford University	
8/30/2018	Santo J. Ripa	Science	Virginia Military Institute	
FIRST COLONIAL				
8/23/2018	Justin Stanley	Music-Instrumental	Florida State University	Lake Mary Prep School, FL
8/23/2018	Stephen J. Roberts	Science	West Virginia State College	Prince William County Schools
GREEN RUN				
8/23/2018	Jocelyn P. Wells	Art	Clemson University	
8/24/2018	Ashley C. Scott	Special Education	Norfolk State University	Norfolk Public Schools
8/28/2018	Hayva E. Hill	School Counselor	Webster University, MO	Cumberland County Schools, NC
8/28/2018	Sean Jones	Special Education	Virginia State University	
KELLAM				
8/29/2018	Benjamin H. Morrow	Social Studies	Slippery Rock University, PA	
8/29/2018	David M. Neff	Social Studies, .4	Old Dominion University	
KEMPSVILLE				
8/23/2018	Joy E. Eichorst	German, .6	University of Wisconsin, Milwaukee	VBCPS
8/23/2018	Kimberly C. Nurse	Special Education	Norfolk State University	VBCPS
8/31/2018	Waleska E. Alicea Hernandez	Spanish, .6	Universidad Del Este, Puerto Rico	
LANDSTOWN				
8/23/2018	Timothy A. Wright	Marketing Education	Hampton University	VBCPS
PRINCESS ANNE				
8/23/2018	Melinda Gilkey	Special Education	McDaniel College, MD	
8/28/2018	Charlene L. Washington	Special Education	Virginia Wesleyan University	
RENAISSANCE ACADEMY				
8/23/2018	Angie C. White	Special Education	Old Dominion University	
8/23/2018	Julie L. Fox	Health and Physical Education	Norfolk State University	VBCPS
8/23/2018	Kathleen M. Johnson	Literacy	Old Dominion University	
8/28/2018	Shaniya D. Morrison	English	Regent University	

SCHOOL/DEPARTMENT		SUBJECT	COLLEGE	PREVIOUS SCHOOL DISTRICT
SALEM				
8/23/2018	Mary C. Barrett	Math	Walden University, MN	Palm Beach Maritime, FL
8/30/2018	Joseph P. Miller	Drama, .6	Radford University	
TALLWOOD				
8/23/2018	Meredith W. Gober	Spanish	Old Dominion University	
TECHNICAL AND CAREER EDUCATION CENTER				
10/1/2018	Diane E. Uliana	Vocational Evaluator	University of Wisconsin, Stout	VBCPS

APPOINTMENTS - MISCELLANEOUS

OFFICE OF STUDENT SUPPORT SERVICES				
8/28/2018	Christin E. Golich	Behavior Intervention Specialist	Capella University	Chesapeake Public Schools

RESIGNATIONS - ELEMENTARY SCHOOL

ALANTON		
6/18/2018	Apryl M. Chase	Special Education (relocating)
POINT O' VIEW		
6/18/2018	Melanie W. Smith	Special Education (personal reasons)
PROVIDENCE		
6/18/2018	Leigh M. Marquay	Grade 4 (family)
6/18/2018	Nicole D. Phagan	Special Education (moved to another school system, private)

RESIGNATIONS - MIDDLE SCHOOL

LARKSPUR		
6/18/2018	Sarah M. Storm	Grade 7 (personal reasons)

RESIGNATIONS - HIGH SCHOOL

ADULT LEARNING CENTER		
5/25/2018	Kathleen J. Borders	English Second Language (relocation)
GREEN RUN		
6/18/2018	Sharon E. Brown	Special Education (moved to another school system, public)
KELLAM		
6/18/2018	Ann E. Johnson	Social Studies (personal reasons)
TALLWOOD		
6/18/2018	Helene Conaway	Special Education (personal reasons)

RESIGNATIONS - MISCELLANEOUS

OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN		
6/18/2018	Jacqueline A. Rurak	Speech Language Pathologist, .6 (family)

RETIREMENTS - ELEMENTARY SCHOOL

KINGS GRANT		
8/31/2018	Lisa M. McGlone	Grade 1

RETIREMENTS - MIDDLE SCHOOL

CORPORATE LANDING		
6/18/2018	Linda R. Clarke	Grade 6
INDEPENDENCE		
6/18/2018	Marlou H. Jones	Special Education

SCHOOL/DEPARTMENT		SUBJECT	COLLEGE	PREVIOUS SCHOOL DISTRICT
	RETIREMENTS - HIGH SCHOOL			
PRINCESS ANNE				
6/18/2018	Maureen F. Mitchell	Special Education		
	RETIREMENTS - MISCELLANEOUS			
	NONE			
	OTHER EMPLOYMENT ACTIONS			
	NONE			

VIRGINIA BEACH CITY PUBLIC SCHOOLS
PERSONNEL REPORT SEPTEMBER 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		
9/28/2018	David Din	Director of Technology (Infrastructure)
OFFICE OF PROFESSIONAL GROWTH AND INNOVATION		
9/12/2018	Anna H. Surratt	Coordinator of Professional Learning

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Budget Calendar: School Operating Budget FY 2019/20 and Capital Improvement Program (CIP) 2019/20---2024/25 **Item Number: 13A**

Section: Information **Date: September 11, 2018**

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

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

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

Recommendation:

It is recommended that the School Board review and approve the attached Budget Calendar for the FY 2019/20 Operating Budget and the 2019/20 --- 2024/25 Capital Improvement Program.

Background Summary:

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

Source:

School Board Policy 3-6
Code of Virginia §22.1-93

Budget Impact:

Funds are budgeted in the various funds and budget unit codes for FY 2019/20.

Budget Calendar

FY 2019/20 School Operating Budget and FY 2019/20 - FY 2024/25 Capital Improvement Program

2018

September	The Budget Calendar is developed
Sept. 11	The Budget Calendar is presented to the School Board for information
Sept. 25	The Budget Calendar is presented to the School Board for action
Oct. 10	A budget kickoff meeting is conducted to provide senior staff and budget managers with an economic update, revenue outlook and general directions for budget development
Oct. 10 - Dec. 11	Budget requests are submitted by senior staff and budget managers to the Office of Budget Development
Nov. 20	A Five Year Forecast is presented to the School Board and the City Council
Dec. 7	Recommended part-time hourly rates for FY 2019/20 are submitted by the Department of Human Resources to the Office of Budget Development
Dec. 10	A draft of the Capital Improvement Program is prepared for the superintendent's review
Dec. 11	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
December (3rd week)	State revenue estimates are released by the Virginia Department of Education

2019

Jan. 2 - 18	Budget requests are reviewed, refined and summarized by the Office of Budget Development
Jan. 7	The recommended Capital Improvement Program budget is presented to the superintendent and senior staff
Jan. 14	The unbalanced School Operating budget is presented to the superintendent and senior staff
*Feb. 5	The Superintendent's Estimate of Needs for FY 2019/20 is presented to the School Board (Special School Board meeting required)
* Feb. 5	The Superintendent's Proposed FY 2019/20 - FY 2024/25 Capital Improvement Program budget is presented to the School Board (Special School Board meeting required)
Feb. 12	School Board Budget Workshop #1 is held from 2:00 - 5:00 p.m.
Feb. 19	School Board Budget Workshop #2 is held from 5:00 - 8:00 p.m.
Feb. 26	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
Feb. 26	School Board Budget Workshop #3 is held from 2:00 - 5:00 p.m. (if needed)
March 5	School Board Budget Workshop #4 is held from 2:00 - 5:00 p.m. (if needed)
*March 5	The FY 2019/20 School Operating budget and FY 2019/20 - FY 2024/25 Capital Improvement Program budget are adopted by the School Board (Special School Board meeting required)
March 12	The FY 2019/20 School Board Proposed Operating Budget is provided to city staff
April	The FY 2019/20 School Board Proposed Operating Budget and FY 2019/20 - FY 2024/25 Capital Improvement Program budget are presented to the City Council (Sec. 15.1-163)
No Later Than May 15	The FY 2019/20 School Board Proposed Operating Budget and FY 2019/20 - FY 2024/25 Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115)

- Special School Board Meetings will still be required according to the School Board schedule.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Standards of Learning Student Performance 2017-18 **Item Number:** 13B

Section: Information **Date:** September 11, 2018

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

Prepared by: Tracy A. LaGatta, Director of Student Assessment
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Presenter(s): K. Scott Dunn, Testing Specialist
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive information related to the *2017-2018 Standards of Learning Student Performance, A Closer Look* presentation.

Background Summary:

The Virginia Department of Education has released annual SOL pass rates. The rates are posted as a part of Virginia's School Quality Profiles. This presentation will review these pass rates and compare the rates for our division to the state.

Source:

The Virginia Department of Education Website.

Budget Impact:

None

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Policy Review Committee Recommendations **Item Number: 13C1-4**

Section: Information **Date: September 11, 2018**

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

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

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

Recommendation:

That the School Board approve for Information the Policy Review Committee recommendations regarding review, amendment and/ repeal of certain policies as reviewed by the committee at their August 16, 2018 meeting.

Background Summary:

1. Policy 3-89 / General Contract and Execution Policy
   Additional change in language to allow for consistent authorization of small purchases
2. Policy 6-33 / Special Education
   New State mandated language changes and/or updates
3. Policy 7-36 / Soliciting from/by School Personnel
   Minor wording changes to language to include online/social media fundraising
4. Policy 7-43 / Fundraising by Students
   Minor wording changes to language to include online/social media fundraising

Source:

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

Budget Impact:

None

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

General Contract Execution Policy

A. Generally

This Policy establishes a uniform procedure for the review, approval, and execution of School Board contracts by officers and employees of the School Board. As used herein, the phrase "School Board contract" means any contract or agreement to which the School Board, School Administration or an individual school is a named party, or which any School officer or employee enters into on behalf of the School Board, School Administration or an individual school.

B. Applicability

This Policy shall be applicable to all School Board contracts entered into with any person. For purposes of this Policy, "person" shall be deemed to include any individual, or any corporation, partnership, firm, organization, or other group or association of persons acting as a unit. Notwithstanding the above, this policy shall not be applicable to: i) routine contracts of employment budgeted by the School Board and authorized by the Chief Human Resources Officer; ii) contracts for the de sign, construction, or renovation of capital improvements budgeted by the School Board and authorized by the Chief Operations Officer; or iii) contracts entered into by the Superintendent, with the approval of the School Board Chairman, in response to an emergency provided that the contract does not exceed $300,000, and further provided that the Superintendent documents, in writing, that an emergency exists and that delay in executing the contract will be detrimental to the interests of the School Division.

C. Contract Review and Approval

1. Content

   Every contract shall be reviewed by the individual in charge of the department, office, school or other agency (hereinafter "Agency") from which the contract originated, or to which it is related, or by such individual's duly authorized designee. Every contract shall also be signed (or initialed) "approved as to content" by such individual or his or her designee. When an individual signs (or initials) a contract "approved as to content," the individual is representing that he or she: i) has read the contract; ii) agrees with the terms and conditions contained therein; and iii) is satisfied that the terms and conditions of the contract accurately reflect the agreement that was reached between the parties thereto.

2. Fiscal Note

   Every contract shall have a fiscal note attached thereto in a form prescribed by the Office of Business Services. The fiscal note, which must be prepared by the Agency responsible for submitting the contract, shall provide an estimate of the costs and revenues

generated by the contract over the life of the contract, not to exceed five (5) years. For capital projects, the fiscal note shall provide an estimate of the "total cost to complete" the project, including the contract base cost, and shall compare the "total cost to complete" to the project budget. A copy of the fiscal note for all contracts in excess of $5,000.00 shall be provided to the Office of Business Services at the time the contract is prepared. If the contract does not involve the expenditure of funds, an authorized representative of the entity submitting the contract shall indicate "N/A" (not applicable) on the fiscal note and shall place his or her signature or initials adjacent thereto.

3. Non-appropriation Clause

Any contract with a term that extends beyond one fiscal year must contain a non-appropriation clause.

~~3.~~4. Availability of Funds

Except as provided in Section E of this Policy, every contract exceeding $5,000.00 shall be signed or initialed "approved as to availability of funds" by the Director of the Office of Business Services or duly authorized designee. Every contract less than $5,000.00 shall be initialed "approved as to availability of funds" by the individual in charge of the department, office, or other entity from which the contract originated.

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

~~4.~~5. Legal Sufficiency

The following contracts shall be forwarded to legal counsel for review once they have: i) been "approved as to content;" ii) had the required fiscal note placed thereon; and iii) been "approved as to availability of funds".

a. Any contract involving the expenditure of School funds in excess of $100,000;

~~b. Any contract which extends beyond the current fiscal year;~~

~~c.~~b. Any contract that the Superintendent has been specifically directed and/or authorized by the School Board to execute on behalf of the School Board; and

~~d.~~ Any other contract that the Superintendent specifically requests to be reviewed and approved by legal counsel. Any staff member may make request to the Superintendent that a specific contract be considered for review. The Director of Purchasing or Director of Business Services may request that a specific contract be reviewed. Once legal counsel has reviewed a contract and has determined that it is in a form that meets the requirements of law, he or she shall sign (or initial) the contract as "legally sufficient."

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

~~e.~~

D. **Contract Execution**

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

1. Superintendent of Schools

~~With the exception of contracts involving the procurement of goods and/or services, t~~The Superintendent or his/her duly authorized designees shall execute all contracts on behalf of the School Board. In that regard, the Superintendent may delegate the authority to execute contracts on a "contract-by-contract" basis, or may establish a list of the types of contracts that specific designees shall have the authority to execute on an ongoing basis until such time as the delegation is amended or revoked.

2. Director of Purchasing/Director of Business Services

Except as provided in Section E of this Policy, the Director of Purchasing or Director of Business Services or their duly authorized designees shall have the authority to execute all contracts involving the procurement of goods and services; provided, however, that the following contracts (except Purchase Orders) shall be executed by the Superintendent or his designee:

a. Any contract involving the ~~expenditure~~ annual obligation of funds in excess of $100,000;

~~b. Any contract which extends beyond the current fiscal year;~~

~~c.~~b. Any contract that the Superintendent has been specifically directed and/or authorized by the School Board to execute on its behalf; and

~~d.~~c. Any other contract that the Superintendent specifically requests to be forwarded to him/her for execution.

3. Notwithstanding any provision herein to the contrary, the Superintendent, his designee, the Director of Purchasing, and the Director of Business Services are not authorized to execute any contract which contains a clause, paragraph, or provision ("Provision") designed to "indemnify" or "hold harmless" the provider of goods or services for liability due to negligence or an intentional act of the provider in the performance of the contract. If a contract contains such a Provision and the service provider will not agree to remove the Provision from the contract, the Superintendent, his/her designee, the Director of Purchasing, or the Director of Business Services shall forward the contract to legal counsel for resolution. If legal counsel cannot resolve the issue with the service provider then a risk-benefit analysis will be performed by the Office of Risk Management to determine if it is acceptable to enter into such a contract. If the Office of Risk Management determines that it is acceptable to enter into such a contract, then that determination will be put in writing and the contract may be executed without approval for legal sufficiency.

E. ~~Small Purchase Procedures for Site-Based Procurement of Goods and Services~~ Contracting Authority for Schools and Departments

1. Notwithstanding the provisions of Sections C and D of this Policy, the principal or department head, or their designee, ~~of~~ for each individual school or department shall have the authority to negotiate and execute any contract for the purchase of goods or services for use by his or her school/department if the value of the contract does not exceed $5,000.00; provided, however, that principals and department heads shall not have the authority to negotiate or execute the following contracts:

   a. Multiple contracts for purchase of the same goods or services, or with the same service provider, which exceed $5,000.00 in value in the aggregate during a single school year. Value refers to both expenditures and receipts, e.g., pictures, yearbooks, and vending machines. For example, if snacks for vending machines are purchased for $3,000 and is expected to result in receipts to the school in the amount of $6,000, the contract has a value of $6,000 and does not qualify for small purchase procedures for site-based procurement set forth in this subsection;

   ~~a.~~b. Any contract for goods and/or services that are covered by a term pricing agreement established by the Office of Purchasing. If a division term pricing agreement exists for a good or servcies the school/department must use the established agreement.

   ~~b.~~c. Contracts which require or extend performance by either party beyond ~~the current~~more than two fiscal years; or

   ~~c.~~d. Contracts with persons or organizations for the use of school buildings or grounds.

2. Each principal or and department head shall maintain a log copy of each contract he or she executes pursuant to this Section E. in a central repository. This log shall include the following information:

a. A brief description of the type of goods or services which are the subject of the contract;

b. The name of the service provider;

c. The length of the term of the contract;

d. The date the contract was executed; and

e. The value of the goods or services that were (or will be) provided or received.

A copy of the log shall be provided to the Director of Business Services on a quarterly basis. Copies of all contracts executed by each principal/department head shall be maintained in the individual school office for a period of five (5) years following the date of contract execution.

3.2. It shall be the responsibility of each principal/department head, when negotiating or executing a contract, to ensure that the procurement process which is followed prior to the award of a contract fully complies with the requirements of the Virginia Public Procurement Act and applicable School Board policies and regulations.

4.3. It shall also be the responsibility of each principal/department head, when negotiating or executing a contract, to ensure that there are sufficient funds available for the contract. Before signing any contract, the principal/department head shall have the school bookkeeper verify that there are or will be funds available to meet the contract obligation. The principal/department head shall have the bookkeeper attach a written fiscal note on the contract to that effect on a form provided by the Office of Business Services.

5.4. If a "standard" contract for the purchase of particular goods or services has been developed by the Office of Business Services, a principal/department head shall use the "standard" contract whenever purchasing such goods or services.

6.5. Notwithstanding any provision herein to the contrary, principals/department heads are not authorized to execute any contact which contains a clause, paragraph, or provision ("Provision") designed to "indemnify" or "hold harmless" the provider of goods or service s from liability due to negligence or an intentional act of the provider in the performance of the contract. If a contract contains such a Provision, and the service provider will not agree to remove the Provision from the contract, the principal/department head shall forward the contract to the Director of Business Services for final resolution.

F. **Compliance with School Board Policies and Regulations**

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

G. **Failure to Follow Contract Execution Policy**

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

Legal Reference:

Virginia Constitution Article VIII, § 7. School Boards.

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

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

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

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

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

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

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

Adopted by School Board: July 1, 1997
Amended by School Board: June 17, 2008
Scrivener's Amendments: September 6, 2013

Amended by School Board:

INSTRUCTION

Special Education

A. Services

The School Board assures that the School Division shall provide the following special education services:

1. A free appropriate public education (FAPE) will be available for each student~~child~~ with disabilities, ages 2 to 21, inclusive, including those enrolled in private school within the School Division's jurisdiction;
2. All students~~children~~, ages 2 to 21, inclusive, residing in the School Division who have disabilities and need special education and related services are identified, located, evaluated and placed in an appropriate educational program (Child Find);
3. Students~~Children~~ with disabilities and their parents, legal guardians or surrogates are guaranteed procedural safeguards in the process of identification, evaluation, and educational placement;
4. To the maximum extent appropriate, students~~children~~ with disabilities will be educated with children who are non-disabled (Least Restrictive Environment - LRE);
5. Confidential records of students~~children~~ with disabilities shall be properly maintained;
6. Testing and evaluative materials utilized for the purpose of classifying and placing children with disabilities are selected and administered so as not to be racially or culturally discriminatory;
7. An individualized education program (IEP) for each child with disabilities will be developed and maintained;
8. Surrogate parents will be appointed, when appropriate, to serve the educational interest of students~~children~~, ages 2 to 21, inclusive, who are suspected of having, or are determined to have a disability;
9. A comprehensive system of personnel development, to include the in-service training of general and special education instructional and support personnel, related to the needs of children with disabilities is provided;
10. Program evaluation (i.e., individualized education program) shall be conducted annually;
11. There will be on-going parent/legal guardian or adult student consultation as appropriate;

12. A full educational opportunity goal is provided for all students~~children~~ with disabilities, from birth to age 21, inclusive, including appropriate career education, pre-vocational education, and vocational education; and

13. Students~~Children~~ with disabilities are given the right of participating in the state assessment system. Parents/legal guardians or adult ~~of~~ students whose IEP provides for an alternate assessment must be informed how participation in such assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma. (34 CFR 300.160(d))

B. Continuum of Services

A continuum of services shall be considered for all children with disabilities as follows:

1. All instruction in the general education classroom, no special education and related services needed, not eligible for special education;
2. All services and instruction in the general education classroom; (Note: Home-based instruction for preschool children with disabilities is considered the natural setting and as such, is the least restrictive environment.)
3. Most instruction in the general education classroom with some instruction (i.e., less than 50%) provided by special education staff in a setting outside the general education classroom;
4. Instruction in the general education classroom with most (i.e. 50% or greater) instruction provided by special education staff in a setting outside the general education classroom;
5. Instruction provided by special education staff in a setting fully outside the general education classroom but within the regular public school facility;
6. Instruction in a separate public day school;
7. Instruction in a private day school for students with disabilities;
8. Instruction in a public residential facility;
9. Instruction in a private residential facility;
10. Homebound instruction; and
11. Instruction in a hospital setting.

C. Placement Criteria to Meet the LRE Requirement and Assurance

1. To the maximum extent appropriate, the student is educated with other students~~children~~ without disabilities.
2. Special classes, separate schooling or other removal of the student from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

3. The student's placement is as close as possible to the student~~child~~'s home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.

4. In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of the services that he/she needs.

5. The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

~~5.~~6. The student's placement is determined at least annually, with any proposed change in placement requiring prior written notice that specifically describes why the change in placement was proposed and why each less restrictive placement on the continuum of alternative placements was not selected~~refused~~. (34 CRF 300.115-116 and 503)

Editor's Notes

See the School Division's "Local Annual Special Education Plan/Report." This mandated document specifies plans for providing a free appropriate public education and related services to all children with disabilities for the following year and reports on the extent to which the plan for the preceding year has been implemented.

For divisionwide implementation see "Virginia Beach Public Schools Special Education Administrative Guidelines."

See also "Virginia Beach Public Schools Department of Teaching and Learning: Section 504 Administrative Guidelines (revised August 2012)."

For Special Education Advisory Committee (SEAC) see ***School Board Policy 7-22*****.**

Legal References:

Code of Virginia § 22.1-213, as amended. Definitions.

Code of Virginia § 22.1-214, as amended. Board to prepare special education program for children with disabilities.

Code of Virginia § 22.1-215, as amended. School divisions to provide special education; plan to be submitted to the Board.

Code of Virginia § 22.1-215.1, as amended. Information regarding procedures and rights relating to special education placement and withdrawal.

Code of Virginia § 22.1-216, as amended. Use of public or private facilities and personnel under contract for special education.

Code of Virginia § 22.1-217, as amended. Visually impaired children.

Code of Virginia § 22.1-218, as amended. Reimbursement for placement in private schools; reimbursement of school boards from state funds.

Code of Virginia § 22.1-218.1, as amended. Duty to process placements through the Interstate Compact on the Placement of Children.

Code of Virginia § 22.1-219, as amended. Use of federal, state or local funds not restricted.

Code of Virginia § 22.1-220, as amended. Power of counties, cities and towns to appropriate and expend funds for education of children with disabilities.

Code of Virginia § 22.1-221, as amended. Transportation of children with disabilities attending public or private special education programs.

Code of Virginia § 22.1-253.13.1, as amended. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

8 VAC 20-80-10, *et seq*., as amended, Virginia Board of Education Regulations Governing Special Education programs for children with disabilities in Virginia.

Adopted by School Board: October 21, 1969
Amended by School Board: June 18, 1974
Amended by School Board: April 20, 1976
Amended by School Board: December 19, 1978
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: June 6, 2006
Scrivener’s Amendments: January 8, 2014

COMMUNITY RELATIONS

Soliciting from/by School Personnel

A. Soliciting and Sales to/from/by School Division Employees

No person or organization may solicit funds or donations or purchase goods or services from school personnel without the consent of the principal or supervisor of the work site.

B. Soliciting and Sales by School Division Employees

School employee organizations shall engage in fund-raising projects or solicitation in the community under regulations approved by the Superintendent. School Division employees may not solicit funds from or undertake sales to School Division employees or students without the prior approval of their supervisors. Solicitation of funds will include requests for donations of money, gifts or other items. Use of crowdsourcing or other online fundraising must have prior approval of the employee's supervisor. School Division employees may not use School Division resources or work time for personal fundraising.

C. Soliciting and Sales to/from Students

In general, the schools shall not be used as fundraising agencies for outside organizations. Principals may permit the solicitation of voluntary contributions and/or memberships from students providing such actions are deemed to be of educational value and meet the criteria set forth in this Policy. Any individual or group desiring to solicit funds or make sales to students other than regular School Division sales, must first receive approval from the building principal or supervisor or their designees. Principals or supervisors will evaluate such requests according to the following criteria: 1) relevancy and benefit to the overall school program; 2) a limited use ~~potential for interference with~~ of instructional or school related activity time; and 3) duplicate appeals will not be made at students' homes. Solicitation of funds will include requests for donations of money, gifts or other items; ~~.~~ ~~4) l~~Limiting the use of cash prizes or incentives in any fund raising activity.

D. Emergencies and Disasters

The Superintendent or designee is authorized to approve the solicitation of voluntary contributions to local fund drives that are of an emergency nature or that are in response to disasters having a strong emotional effect on the community. Contributions should be directed to established financial institutions or approved organizations and should not be commingled with School Division funds.

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: October 20, 1992
Amended by School Board: August 19, 2014
Amended by School Board: 2018

COMMUNITY RELATIONS

Fund-Raising by Students

A. Generally

Fund-raising activities by a school, school-sponsored organization or student group shall~~may not~~ include ~~any of~~ the following ~~prohibited~~ conditions~~elements~~:

1. Limiting the use~~The use~~ of cash or prize incentives in any fund-raising activity;
2. Prohibiting any d~~D~~oor-to-door sales or neighborhood canvassing by elementary and middle school students; ~~or~~
3. The limited use of instructional time to promote a fund-raising activity or to celebrate the outcome of a fund-raising activity. This restriction on the use of instructional time shall not apply to annual book fairs conducted under the supervision of a school's media specialist;~~.~~
4. Food and beverages sold through fundraising are subject to the Smart Snack guidelines established by federal regulation. All food and beverage sales to students anywhere on campus during the school day must meet the Smart Snack guidelines. In accordance with federal and/or state regulation or guidance, the Superintendent or designee may create exceptions to these conditions for a limited number of fundraisers at the school each year. Fundraising activities that take place outside of the school are exempt from nutrition standards. Consideration should also be given to the potential for allergic reaction to ingredients in items for sale as well as compliance with health code requirements when approving such sales;
5. Charitable gaming or gambling, as defined by state law and regulation, are prohibited by students and staff as a fundraising activity;
6. Fundraising activities that involve the use or sale of weapons, alcohol, tobacco, drugs, medications, imitations thereof, and/or any material that encourages violence, immorality, illegal, abusive behavior, or a reason determined the Superintendent or designee to be inappropriate for school related fundraiser are prohibited;
7. Students may not be required to participate in the fundraising activity as a condition of receiving educational services or participating in school sponsored activities;
8. Fundraising for personal private benefit is prohibited;
9. Fundraising through crowdsourcing or online fundraising programs must have prior approval from the principal with consultation from the Office of Business Services and/or the Department of Media/Communication. The Superintendent is authorized to develop regulations or guidance regarding this type of fundraising. Students or families must authorize release of contact information for such fundraising activities; and
10. ~~3.~~ The Superintendent or designee are authorized to terminate any fundraising activity that is determined to be inappropriate to the educational environment, is inconsistent with policy or regulation, or otherwise reflects poorly on the School Division.

B. High School Fund-Raising

Fund-raising activities by schools, school-sponsored organizations or student groups that require and/or encourage high school students to engage in door-to-door selling or to solicit funds within the community must have the prior authorization of the principal under regulations approved by the Superintendent.

C. In-school Projects

The individual school principal may use his or her discretion in approving or disapproving in-school fund-raising projects. These are projects in which students are involved either during the school day or are scheduled before and/or after school. Projects in this category take place on the school premises or where a sanctioned school function is being held.

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: October 20, 1992
Amended by School Board: November 18, 1997 (Effective Date December 1, 1997)
Amended by School Board: October 6, 1998
Scrivener's Amendments: June 10, 2014
Amended by School Board: 2018