

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**
CHARTING THE COURSESchool Board Services**Beverly M. Anderson, Chair**
At-Large**Joel A. McDonald, Vice Chair**
District 3 – Rose Hall

Daniel D. Edwards District 2 – Kempsville	Sharon R. Felton District 6 – Beach	Dorothy M. Holtz At-Large
Victoria C. Manning At-Large	Ashley K. McLeod At-Large	Kimberly A. Melnyk District 7 – Princess Anne
Trenace B. Riggs District 1 – Centerville	Carolyn T. Rye District 5 - Lynnhaven	Carolyn D. Weems District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent**School Board Regular Meeting Agenda****Tuesday, November 27, 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. CY2019 Organizational Matters
 - a. Leadership Interest
 - b. Schedule of Meetings through June 30, 2020
 - c. Committee Assignment SY19 Adjustments (as needed)
 - d. Standing Rules (affirm or adjust)
 - B. Annual Recruitment, Staffing, Retention and Compensation Update
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**
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, November 27, 2018

School Administration Building #6, Municipal Center

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9. Approval of Minutes: November 13, 2018 Regular Meeting

10. Adoption of the Agenda

11. Consent Agenda

All items under the Consent Agenda are enacted on by one motion. During Item 10 – Adoption of the Agenda – School Board members may request any item on the Consent Agenda be moved to the Action portion of the regular agenda.

- A. Textbook Adoption: Technical and Career Education, Vocational Relations, Practical Nursing I/II
- B. New Secondary Courses
 - 1. Environmental Science
 - 2. Technical and Career Education
 - a. Digital Applications
 - b. Economics and Personal Finance
 - c. Technology Transfer Capstone
 - d. Licensed Pharmacy Technician Program
- C. An Achievable Dream Academy: Comprehensive Evaluation Recommendations
- D. Policy Review Committee Recommendations
 - 1. Policy 4-56 Licensed Personnel: Role of Professional Teaching Staff/Conditions of Employment
 - 2. Policy 4-67 Investigating/Reporting Alcohol or Drug Use
 - 3. Policy 5-34 Student Conduct
 - a. Regulation 5-34.1 Student Conduct on School Buses
 - b. Regulation 5-34.2 Cheating/Plagiarizing
 - 4. Policy 5-36 Conduct Invoking Punitive Action
 - a. Regulation 5-36.3 Hazing/Assault and Battery/Profane, Obscene or Abusive Language or Conduct/Bullying
 - b. Regulation 5-36.4 Weapons/Explosives/Fireworks
 - c. Regulation 5-36.5 Trespass Upon School Property
 - 5. Policy 5-37 Reporting Data About School Violence and Crime
 - 6. Regulation 5-42.1 Property Damage/Theft
 - 7. Policy 7-21 Citizens' Advisory Committees



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, November 27, 2018

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12. Action

- A. Personnel Report / Administrative Appointments **UPDATED 11/28/2018**
- B. Environmental Studies Program
- C. School Start Times
- D. Establishment of an Ad Hoc Committee for the Code of Ethical and Professional Conduct for Members of the School Board of the City of Virginia Beach

13. Information

- A. School Counseling Program (K-12): Comprehensive Evaluation – College and Career Component
- B. Strategic Plan Ad Hoc Committee Appointments
- C. ACT/SAT Report for 2018 Graduates
- D. Interim Financial Statements – October 2018
- E. School Board Legislative Agenda for 2019 General Assembly Session
- F. Bylaw Revisions
 - 1. Bylaw 1-14 Compensation and Expenses - Regarding School Board Member Communication Stipend
 - 2. Bylaw 1-38 Regular Meetings, Time and Place, Order of Business, Recessed Meetings and Work Session/Public Hearing

14. Standing Committee Reports

15. Conclusion of Formal Meeting

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

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

17. Recess into Workshop (if needed)

18. Closed Meeting (as needed)

19. Vote on Remaining Action Items

20. Adjournment



Subject: CY2019 Organizational Matters **Item Number:** 1A1a-d

Section: School Board Administrative Matters and Reports **Date:** November 27, 2018

Senior Staff: N/A

Prepared by: Dianne. P. Alexander, Secretary/Clerk of the School Board

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

Recommendation:

That the School Board preview annual organizational matters to be acted upon at their meeting on January 8, 2019 related to the election of chair and vice-chair; the schedule of School Board meetings; needed adjustments to committee assignments for the period ending June 30, 2019; and Standing Rules which sets forth the time, place and order of business for regular meetings, awards and recognition criteria, and procedure for election of chair/ vice chair at the annual Organizational meeting.

Background Summary:

Source:

Budget Impact:



Subject: Annual Recruitment, Staffing, Retention and Compensation Update **Item Number:** 1B

Section: Workshop **Date:** November 27, 2018

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

Prepared by: Department of Human Resources

Presenter(s): Anne C. Glenn Zeljeznjak, Judith R. Wood, John A. Mirra

Recommendation:

That the School Board receives an annual presentation on Recruitment, Staffing, Retention and Compensation.

Background Summary:

Source:

Budget Impact:



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

Section: Approval of Minutes **Date:** November 27, 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 November 13, 2018 regular meeting as presented.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



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School Board Services

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

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES

Tuesday, November 13, 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 School Board Chambers at 4:00 p.m. All School Board members were present with the exception of Chairwoman Anderson who arrived late during the closed session at 5:32 p.m.; and Ms. Holtz and Ms. Weems who were absent from the meeting.
 - A. **School Board Administrative Matters and Reports:** Taken up under Item #17.
 1. **Audio/Voting System Training:** School Board members were provided a brief overview of the replacement audio/voting system. This portion of the workshop concluded at 4:04 p.m.
 - B. **Out of Zone Waivers:** Taken up under Item #17.
 - C. **School Board Legislative Agenda for the 2019 General Assembly Session:** Taken up under Item #17.
2. ***Closed Meeting #1 of 2: Personnel Matters, Real Property, and Legal Matters:*** On presentation by Vice Chair McDonald, Ms. Melnyk made a motion, seconded by Mr. Edwards, that the School Board recess into a closed session pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1, 3 and 7 of the *Code of Virginia*, 195, as amended, for
 - A. **Personnel Matters:** Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees pursuant to Section 2.2-3711, (A)(1); namely to discuss
 1. **appointment of members to the Ad Hoc Strategic Planning Committee;**
 2. **an investigation of allegations regarding a specific employee; and**



- B. Real Property: Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body pursuant to Section 2.2-3711 (A)(3), namely to discuss disposition of real estate in the Beach District; and
- C. Legal Matters: Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body pursuant to Section 2.2-3711 (A)(7). For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

The motion passed (ayes 8, nays 0; Anderson had not yet arrived, and Holtz and Weems were absent from the meeting), and the School Board recessed at 4:09 p.m. and reconvened in Room 113 in a closed session at 4:17 p.m.

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

- B. Real Property: School Board members with the exception of Chairwoman Anderson who had not yet arrived, and Ms. Holtz and Ms. Weems who were absent from the meeting; Superintendent Spence; Marc A. Bergin, Ed.D., Chief of Staff; John "Jack" Freeman, Chief Operations Officer; Tony L. Arnold, Executive Director of Facilities Services; Becky D. Kubin, Deputy City Attorney, Real Estate; Terrie L. Pyeatt, Director of Internal Audit; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.
- A. Personnel Matters:
 - 1. Appointment of members to the Ad Hoc Strategic Planning Committee: School Board members with the exception of Chairwoman Anderson who had not yet arrived, and Ms. Holtz and Ms. Weems who were absent from the meeting; Superintendent Spence; Marc A. Bergin, Ed.D., Chief of Staff; Terrie L. Pyeatt, Director of Internal Audit; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.
 - 2. An investigation of allegations regarding a specific employee: School Board members with the exception of Chairwoman Anderson who arrived late at 5:32 p.m. during discussion, and Ms. Holtz and Ms. Weems who were absent from the meeting; Terrie L. Pyeatt, Director of Internal Audit; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.



- C. Legal Matters: School Board members with Chairwoman Anderson arriving late at 5:32 p.m. during discussion, with the exception of Ms. Holtz and Ms. Weems who were absent from the meeting; Terrie L. Pyeatt, Director of Internal Audit; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.

The School Board reconvened in an open meeting at 5:44 p.m.

Certification of Closed Meeting: On presentation by Vice Chair McDonald, Ms. Melnyk made a motion, seconded by Ms. Riggs, that the School Board certifies that to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered. The motion passed (ayes 9, nays 0).

3. ***School Board Recess***: The School Board recessed at 5:45 p.m. to reconvene in School Board Chambers for the formal meeting at 6:00 p.m.
4. ***Call to Order and Roll Call***: Chairwoman Anderson called the formal meeting to order at 6:00 p.m. in School Board Chambers. In addition to Superintendent Spence, all School Board members were present with the exception of Ms. Holtz and Ms. Weems who Chairwoman Anderson noted would be absent from the meeting.
5. ***Moment of Silence followed by the Pledge of Allegiance***
6. ***Student, Employee and Public Awards and Recognition***: None
7. ***Superintendent's Report***: Five things shared in the Superintendent's Report were related to 1) recognizing staff and students who showed support of military families for the Remember Everyone Deployed Day – or RED day; 2) notice of the upcoming first Beach Girls Rock! Workshop at Princess Anne High School; 3) overwhelming response to the division's fall Beach Bags drive with six tons of food donated during the drive and more than \$8,000; 4) notice for eighth-grade families that applications are being accepted for academies with open houses and information nights being presented throughout November and early December; and 5) reminder that schools will have an adjusted dismissal on November 21 and be closed Thursday and Friday in celebration of Thanksgiving. In closing, Superintendent Spence expressed sympathy over recent mass shootings, and stated a firm and unrelenting belief that educators can change these horrific outcomes by seizing opportunities with students to impart what it means to uphold truth, civility, and engage in thoughtful dialogue as well as model inclusivity, collaboration and empathy for one another. He implored families to sit down with children and talk openly about the importance of sowing a foundation of truth and inclusion.
8. ***Hearing of Citizens and Delegations on Agenda Items***: None
9. ***Approval of Minutes***: October 23, 2018 Regular School Board Meeting: Ms. Rye made a motion, seconded by Ms. Melnyk, that the School Board approve the minutes of their October 23, 2018



regular meeting as presented. The motion passed (ayes 7, nays 0; 2 abstentions – McDonald and McLeod who were absent from the October 23 meeting).

- 10. Adoption of the Agenda:** Noting remaining workshop topics would be taken up under Item 17, Vice Chair McDonald made a motion, seconded by Ms. McLeod, that the School Board adopt the agenda as presented with remaining workshop topics to be taken up under Item 17. The motion passed (ayes 9, nays 0).
- 11. Consent Agenda:** After Chairwoman Anderson's overview of items presented for approval as part of the Consent Agenda, Ms. McLeod made a motion, seconded by Ms. Melnyk, that the School Board approve the Consent Agenda as presented. The motion passed (ayes 9, nays 0), and the following items were approved as part of the Consent Agenda:
- A. Resolutions:
1. Native American Heritage Month as follows:

**Resolution for Native American Heritage Month
November 2018**

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

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

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

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

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

NOW, THEREFORE, BE IT

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

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

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

2. National Military Family Month as follows:

National Military Family Appreciation Month, November 2018

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

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

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



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

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

WHEREAS, November is recognized as National Military Family Appreciation Month

NOW, THEREFORE, BE IT

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

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

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

3. American Education Week as follows:

**Resolution for American Education Week
November 12 - 16, 2018**

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

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

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

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

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

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

NOW, THEREFORE, BE IT

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

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

B. Religious Exemption Case Numbers RE-18-17, RE-18-18, RE-18-19, RE-18-20, RE-18-21 and RE-18-22



12. Action

- A. Personnel Report/Administrative Appointments: Ms. Melnyk made a motion, seconded by Ms. McLeod, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated November 13, 2018 along with one administrative appointment recommended by the Superintendent. The motion passed (ayes 9, nays 0), and Superintendent Spence announced the administrative appointment of Nannette M. Keenan, current Project Manager Specialist, Senior University of Virginia Health Systems, as the new Project Manager, Information Services, in the Department of Technology effective November 30, 2018.
- B. Budget Transfers: Ms. Riggs made a motion, seconded by Ms. McLeod, that the School Board approve budget transfers as presented. The motion was approved (ayes 9, nays 0) and transfers were approved as follows:
- Three Transfer of Appropriations dated November 13, 2018 in the amount of 1) \$207,382; 2) \$125,514; and 3) \$344,947 totaling \$677,843 to transfer funds to technology software/online content object codes to appropriately account for Microsoft license renewal costs by budget unit code
 - Transfer of Appropriations dated November 13, 2018 in the amount of \$2,401,976 for planned expenditures from the non-dedicated portion of year two full-day kindergarten/pre-kindergarten expansion funds for interactive white boards (\$1,804,976); Chromebooks for kindergarten classrooms (\$564,000); and additional local match for the Virginia Preschool Initiative Grant (\$33,000). It was noted an additional \$13,000 of non-dedicated funds to be used to purchase furniture for classrooms did not require a budget transfer.

13. Information

- A. Environmental Studies Program: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning, summarized an update presented at the October 23 workshop regarding Environmental Studies Program to be located at the Brock Environmental Center. He explained the program's alignment with the division's strategic plan – *Compass to 2020*; outlined the students' course of study and progression through the program in grades 9 and 10 through 12; reviewed the many partnerships established to support the program; reviewed the implementation timeline for Year One in 2020/21 with 50 students from the Class of 2022, and Year Two in 2021-22 for 50 juniors and 50 seniors; and reported on the budget impact noting recurring costs at just under \$280,000.
- B. School Start Times: Daniel F. Keever, Senior Executive Director of High Schools in the Department of School Leadership, reviewed information provided to the School Board at various times to support discussion regarding school start times including a recap of the timeline and process that guided the work. Highlights from the spring 2017 stakeholder survey were summarized along with an overview of results and ranking of key factors



- included in the survey design for each stakeholder group to determine a preferred school schedule. Additionally, he reviewed perceptions around the understanding of research, level of satisfaction with current school start times, and level of support to develop a schedule that allows for later school start times for adolescents. Suggested next steps included a proposed resolution for the School Board to entertain in November 2018 that directs Administration to establish start times for adolescent students to be later beginning in the 2020/21 school year. Further steps included engaging the community in dialogue to develop best possible options for shifting school start times to be presented during the School Board's July 2019 retreat, and subsequent action following a communication plan to take place during the 2019/20 school year for implementation in September 2020.
- C. Textbook Adoption: Technical and Career Education, Vocational Relations, Practical Nursing I/II: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning, presented the high school Practical Nursing program textbook as recommended by the Practical Nursing Program Textbook Adoption Committee for implementation in the fall of 2019 to replace the current textbook which has been in use for five years.
- D. New Secondary Courses: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning, reported updates to Technical and Career Education offerings in secondary schools and centers as well as adding a core science offering for secondary students. Offerings included four new courses – Pharmacy Tech 1 and 2 for the Technical and Career Center, Technology Transfer Capstone, and Environmental Science for secondary schools; a replacement course – Digital Applications for traditional keyboarding courses; and a yearlong Economics and Personal Finance course that will replace the semester course offerings and allow the course to be offered as an online option. He presented a brief overview of each proposal including corresponding course objectives as follows:
1. Environmental Science: Virginia Department of Education (VDOE) approved course and corresponding content and process guidelines recommended for implementation in the 2019-20 school year as a year-long science course that will integrate the study of many components of the environment, including the human impact on the planet.
 2. Technical and Career Education
 - a. Digital Applications: Entry level course offered by the VDOE as a replacement for Keyboarding and Keyboarding Applications courses that will be retired by the VDOE before the 2019-20 school year; with a focus on evolving input technologies and application software with an emphasis on computer operations and digital citizenship, recommended for implementation in the 2019-20 school year
 - b. Economics and Personal Finance: Proposed year-long course recommended for implementation in the 2019-20 school year that will



replace current separate semester offerings with a new combined course that benefits students by allowing flexibility of pacing and interconnection of the standards covered in each semester option while still meeting the VDOE requirement to offer both to every high school student

- c. Technology Transfer Capstone: Proposed year-long course recommended for implementation in the 2019-20 school year that would serve as a sequential elective and Career and Technical series completer for the Technology Foundations course currently offered at Salem High School
 - d. Licensed Pharmacy Technician Program: Pharmacy Technician certificate program recommended for implementation in the 2020-21 school year to provide students with the basic skills and knowledge to begin work as a pharmacy technician, and fulfill the requirements of the Board of Pharmacy and prepare students to take either the state examination or the national examination administered by the Pharmacy Technician Certification Board
- E. An Achievable Dream Academy: Comprehensive Evaluation: Allison M. Bock, Ph.D., Program Evaluation Specialist in the Office of Planning, Innovation, and Accountability presented an overview of the key findings from the comprehensive evaluation of An Achievable Dream Academy at Seatack Elementary School for the 2017-18 school year when the program reached full implementation from kindergarten to grade 5. Background information was provided as well as a review of the evaluation process and method, operational components, student characteristics, progress toward meeting student outcome goals, stakeholder perceptions, and outline of additional costs. As a result, the following six recommendations were presented along with Administration's response provided by Vincent M. Darby, Sr., Principal of Seatack Elementary School, and Amy Marchigiani, Ed.D., Vice President of Academics for An Achievable Dream, Inc.:
- Continue An Achievable Dream Academy (AADA) with modifications proposed in the following recommendations
 - Review academic performance in grade 4 math and grade 5 science and social studies and develop plans to improve achievement in these areas
 - Ensure consistency in communicating and applying discipline policies
 - Implement new strategies to provide timely and informative communication to staff and to improve collaboration between instructional staff, administrators and AADA
 - Investigate the feasibility of changing the school from a "B" schedule school to an "A" schedule school



- Conduct an evaluation update during 2018-19 focused on staff perceptions, matched group analyses for elementary students, and an update on the AADA students who continued into the middle school program
- F. Policy Review Committee Recommendations: School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, presented an overview of the following Policy Review Committee recommendations regarding review, amendment and/or repeal of certain policies reviewed by the committee at their October 17, 2018 meeting:
1. Policy 4-56 Licensed Personnel: Role of Professional Teaching Staff/Conditions of Employment: With the goal of providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy, policy updated to give clearer direction to staff related to appropriate student interaction.
 2. Policy 4-67 Investigating/Reporting Alcohol or Drug Use: Policy updated to reflect current state standards as they relate to the sale, distribution, possession and/or use of illegal drugs in public schools.
 3. Policy 5-34 Student Conduct: Language added addressing the supervision of students during the entire period of time that they are in school, during school or school sponsored activities, on the school grounds before and after school, and on the way to and from school, including school bus stops, and while on school buses.
 - a. Regulation 5-34.1 Student Conduct on School Buses: New language that addresses disruptive behavior by students while going to or from their bus stop, while waiting for a school bus, while on a school bus, after being discharged from a school bus, or riding to or from a school related event in an authorized vehicle.
 - b. Regulation 5-34.2 Cheating/Plagiarizing: Update related to the responsibility of both teachers and students when confronting cheating and/or plagiarizing and the possible disciplinary action as outlined by the Code of Student Conduct and the Discipline Guidelines.
 4. Policy 5-36 Conduct Invoking Punitive Action: Policy updated to reflect the guidelines of applicable state and federal law defining the equitable treatment of all students and the minimum due process procedures to be followed in the detention, suspension and expulsion of students
 - a. Regulation 5-36.3 Hazing/Assault and Battery/Profane, Obscene or Abusive Language or Conduct/Bullying: Legal update to outline disciplinary action taken against students, under the provisions set forth in policy, in response to students who haze or otherwise mistreat another student so as to cause bodily injury.



- b. Regulation 5-36.4 Weapons/Explosives/Fireworks: New language authorizes the Superintendent or designee to take all actions necessary to prohibit the presence of explosive fireworks or such items in the educational and work environment, and at school sponsored events, unless specifically authorized by the Superintendent or designee to be present.
 - c. Regulation 5-36.5 Trespass Upon School Property: Legal update related to disciplinary action, as outlined in the Code of Student Conduct and the Discipline Guidelines, taken upon an individual's unlawful entry upon School Board owned or leased property, vehicles, or buildings/grounds is prohibited.
 5. Policy 5-37 Reporting Data About School Violence and Crime: Legal update related to Virginia Code § 22.1-279.3:1 which requires that the Virginia Department of Education collect information on crime, violence and substance abuse that takes place on public school property, on school buses or at school-sponsored activities.
 6. Regulation 5-42.1 Property Damage/Theft: Legal update related to Virginia Code § 8.01-43 when a student is suspected of theft of any school or another person's property, the incident shall be investigated by administration and, as appropriate, reported to law enforcement for appropriate action. Students will be disciplined in accordance with the Code of Student Conduct and the Discipline Guidelines.
 7. Policy 7-21 Citizens' Advisory Committees: Update to the Ad Hoc Strategic Plan Committee section of Policy 7-21/Citizens Advisory Committees on the appointment of members by the School Board upon recommendation of the Superintendent.
14. **Standing Committee Reports**: As chair of the School Board's Legislative Committee, Vice Chair McDonald reported the committee met earlier in the day to finalize their proposed legislative agenda for presentation to the School Board.

Mr. Edwards, serving as chair of the School Board's Audit Committee, reported the committee met the prior week to review working audit projects and will meet again on November 20.

As chair of the Policy Review Committee, Ms. Rye announced the committee's next meeting will be held on November 19.

On behalf of Sister Cities, Ms. Riggs reported on the Youth Ambassador application process and timeline.
15. **Conclusion of Formal Meeting**: The formal meeting concluded at 7:30 p.m.
16. **Hearing of Citizens and Delegations on Non-Agenda Items**: None
17. **Recess into Workshop**: The School Board recessed at 7:30 p.m. to reconvene in the einstein.lab in workshop format at 7:35 p.m. at which time Ms. Manning departed the meeting early.



- 1A. School Board Administrative Matters and Reports: Chairwoman Anderson reminded School Board members of the November 20 joint City Council / School Board Five-Year Forecast presentation.

Mr. Edwards reported he had been working with School Board Legal Counsel to develop a proposal for the School Board to consider at an upcoming meeting that would afford them an opportunity to request an optional communication stipend similar to what is made available for Chief Officers.

Chairwoman Anderson reminded registered School Board members of their commitment to attend the upcoming Virginia School Boards' Association (VSBA) Annual Conference in Williamsburg, VA.

Finally, Chairwoman Anderson advised of requests made for the School Board to reconsider their schedule of regular meetings to return to the first and third Tuesday of each month.

This portion of the workshop concluded at 7:58 p.m.

- 1B. Out of Zone Waivers: Michael B. McGee, Director in the Office of Student Leadership, presented information on the processes for consideration of out of zone/school attendance area requests, and reviewed criteria outlined in division regulation. Several scenarios were provided along with information on the number of 2016-17 students attending school out of zone by level. An overview of reasons reported in Synergy for out of zone attendance was presented with additional options to be added as approved by the Student Data Steering Committee. Also introduced were process improvements and proposed policy and regulation modifications. Discussion concluded at 8:23 p.m.

- 1C. School Board Legislative Agenda for the 2019 General Assembly Session: As chair of the School Board's Legislative Committee, Vice Chair McDonald, presented the committee's proposed legislative agenda comprised of items related to budget, school safety, delivering quality special education services, lottery fund usage, and dedicated state funding for capital improvements. Issues supported pertained to an automatic waiver for emergency evacuations, dual enrollment, continued reform of the assessment system, and eliminating or funding currently unfunded mandates. Issues opposed were in the area of mandatory funding of Virtual School, Charter Schools, and participation in interscholastic athletic programs by non-public school students.

The workshop concluded at 8:38 p.m.

18. **Closed Meeting #2 of 2:** Vice Chair made a motion, seconded by Ms. Melnyk, that the School Board recess into a closed session pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1 and 7 of the *Code of Virginia*, 195, as amended, for

- A. Personnel Matters: Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries,



disciplining, or resignation of specific public officers, appointees, or employees pursuant to Section 2.2-3711, (A)(1); namely to discuss investigation of allegations regarding a specific employee; and

- B. Legal Matters: Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body pursuant to Section 2.2-3711 (A)(7). For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

The motion passed (ayes 8, nays 0; Manning departed the meeting early and Holtz and Weems were absent from the meeting), and the School Board recessed at 8:40 p.m. and reconvened in Room 113 in a closed session at 8:47 p.m.

Individuals present for discussion: Personnel Matters and Legal Matters collectively: School Board members with the exception of Ms. Manning who departed the meeting after the formal meeting, and Ms. Holtz and Ms. Weems who were absent from the meeting; Superintendent Spence; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.

The School Board reconvened in an open meeting at 9:37 p.m.

Certification of Closed Meeting: Vice Chair McDonald made a motion, seconded by Ms. McLeod, that the School Board certifies that to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered. The motion passed (ayes 8, nays 0; Manning departed the meeting early and Holtz and Weems were absent from the meeting).

19. ***Vote on Remaining Action Items:*** None
20. ***Adjournment:*** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 9:37 p.m.

Respectfully submitted:

Dianne P. Alexander, Clerk of the School Board

Approved:

Beverly M. Anderson, School Board Chair



Subject: Textbook Adoption: TCE, Vocational Relations, Practical Nursing I/II Item Number: 11A

Section: Consent **Date:** November 27, 2018

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

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

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

Kathleen M. Vuono, Family and Consumer Sciences Coordinator

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

Kathleen M. Vuono, Family and Consumer Sciences Coordinator

Recommendation:

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

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

Background Summary:

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

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

The proposed textbook will replace the current textbook as follows:

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

Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252

School Board of the City of Virginia Beach Policy 6-60

Budget Impact:

Total initial implementation costs:

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

**Family and Consumer Sciences
Textbook Adoption
Implementation for Fall 2019**

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

TEXTBOOK ADOPTION RECOMMENDATION

PRACTICAL NURSING I/II

November 13, 2018

*Department of Teaching and Learning
Office of Technical and Career Education*

PRACTICAL NURSING PROGRAM TEXTBOOK ADOPTION TIMELINE

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

**PRACTICAL NURSING PROGRAM
TEXTBOOK ADOPTION COMMITTEE**

Committee Chairperson

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

Instructor Representatives

Barbara Evard, RN, BSN, M.Ed.

Diane Mills, RN, BSN, MSN

Maureen Rogers, RN, MSN

Parent Representative

Virginia Magpantay, parent, Virginia Beach Technical and Career Education Center

Carin White, parent, Virginia Beach Technical and Career Education Center

Industry Representative

Michie Walton, BSN, RN, Practical Nursing Director, Chesapeake Public Schools

Student Representatives

PN student, Virginia Beach Technical and Career Education Center

PN III student, Virginia Beach Technical and Career Education Center

PN III student, Virginia Beach Technical and Career Education Center

PN III student, Virginia Beach Technical and Career Education Center

Technical and Career Education Representative

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

**PRACTICAL NURSING PROGRAM
VOCATIONAL RELATIONS
GRADE 12**

FIRST-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Success in Practical/Vocational Nursing, 8th Edition . Knecht. Elsevier, 2017.

The recommended textbook displays the following strengths:

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

**FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
VOCATIONAL RELATIONS**

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

**PRACTICAL NURSING PROGRAM
VOCATIONAL RELATIONS
GRADE 12**

SECOND-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:

Contemporary Practical/Vocational Nursing, 8th Edition. Kurzen. Wolters Kluwer, 2016.

The recommended textbook displays the following strengths:

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

The recommended textbook displays the following limitations:

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

**SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
VOCATIONAL RELATIONS**

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



Subject: Science: Environmental Science Course Proposal and Objectives **Item Number:** 11B1

Section: Consent **Date:** Nov. 27, 2018

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

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

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

Recommendation:

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

Background Summary:

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

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

Source:

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

Budget Impact:

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

Course Proposal: ***Environmental Science***

Implementation for September 2019-2020 School Year

Background

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

Course Description

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

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

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

Prerequisites

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

Content Goals

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

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

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

Content & Process Guidelines

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

I. Scientific Skills and Processes

Students will identify and investigate problems scientifically and will communicate information clearly in writing, discussions, and debates. Key skills and processes include

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

Students will demonstrate an understanding of the nature of science and scientific reasoning and logic as it applies to environmental science. Key content includes

- the natural world is understandable;
- science is based on evidence – both observational and experimental;
- science is a blend of logic and innovation;
- scientific ideas are durable yet subject to change as new data are collected;
- science is a complex social endeavor; and
- scientists try to remain objective and engage in peer review to help avoid bias

Students will demonstrate an understanding of the use of mathematical reasoning and processes in environmental science. Key content includes

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

Students will analyze current environmental issues and apply the process of engineering design in order to propose feasible solutions. Key content includes

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

II. The Physical World

Students will investigate and understand the fundamentals of matter and its interactions. Key content includes

- all things are made up of atoms and elements;
- atoms and elements can interact in different ways and can be expressed as different types of chemical reactions;
- chemical processes involve energy;
- the law of conservation of energy and matter;
- water has unique properties and characteristics that play a critical role in the environment; and
- the distribution and movement of water across the Earth affects the biosphere, hydrosphere, lithosphere, and atmosphere.

Students will investigate and understand how matter flows in the fundamental processes of Earth systems. Key content includes

- the movement of atoms and elements through the biosphere, lithosphere, hydrosphere, and atmosphere as geochemical processes to include the carbon, oxygen, nitrogen, and water cycles;
- the components, dynamics, and processes of the atmosphere, lithosphere, and hydrosphere; and
- the interrelationships among the atmosphere, geosphere, anthrosphere, and the hydrosphere.

Students will investigate and understand the major processes and systems that form Earth, including how water, living things, and rock act together to shape landforms. Key content includes

- the formation of distinctive landforms (the physical processes such as erosion, rock cycle);
- distribution of the continents (plate tectonics); and
- the comparison of how natural and human causes of changes to Earth's land surface.

III. The Living World

Students will investigate and understand that the Earth is one interconnected system to include the hierarchy and the flow of energy within an ecosystem. Key content includes

- the characteristics and components that define each of the Earth's terrestrial and aquatic biomes;
- biotic and abiotic factors in an ecosystem and how energy and matter move between these;
- the movement of energy through the living world to include food webs, food chains, trophic levels; and
- factors limiting population growth in a given area (carrying capacity).

Students will describe stability and change as it relates to both populations and ecosystems. Key content includes

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

IV. Resources

Students will investigate and understand Earth's resources. Key content includes

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

Students will investigate and understand conservation of Earth's resources. Key content includes

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

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

Students will investigate and understand the human impact on our environment. Key content includes

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

Students will investigate and understand pollution and waste management. Key content includes

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

Students will investigate and understand global climate change. Key content includes

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

Students will investigate and understand civic responsibility and environmental policies. Key content includes

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

Parameters of Implementation

1. Program Operation

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

2. Staffing

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

3. Estimated Budget

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



Subject: Digital Applications Item Number: 11B2a

Section: Consent Date: November 27, 2018

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

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

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

Recommendation:

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

Background Summary:

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

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

Source:

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

Budget Impact:

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

Course Proposal:

Digital Applications Course

Course Description:

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

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

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

Pre-requisites:

None

Budget Impact:

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

Aims:

Digital Applications will:

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

Goals:

Students will:

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

Competencies:

Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills

- Demonstrate positive work ethic.
- Demonstrate integrity.
- Demonstrate teamwork skills.
- Demonstrate self-representation skills.
- Demonstrate diversity awareness.
- Demonstrate conflict-resolution skills.
- Demonstrate creativity and resourcefulness.

Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills

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

Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills

- Demonstrate proficiency with technologies common to a specific occupation.
- Demonstrate information technology skills.
- Demonstrate an understanding of Internet use and security issues.
- Demonstrate telecommunications skills.

Examining All Aspects of an Industry

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

Addressing Elements of Student Life

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

Applying Basic Computer Operations

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

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

Mastering Keyboarding Skills

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

Using Word Processing Applications

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

Using Spreadsheet Applications

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

Using Multimedia Applications

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

Using Database Applications

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

Investigating Digital Citizenship

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

Exploring Careers

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

Preparing for Industry Certification

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

Parameters of Implementation/Program Operation:

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

Staffing:

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

Estimated Budget:

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



Subject: *Economics and Personal Finance* **Item Number:** 11B2b

Section: Consent **Date:** November 27, 2018

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

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

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

Recommendation:

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

Background Summary:

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

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

Source:

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

Budget Impact:

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

Course Proposal:

Economics and Personal Finance Course

Course Description:

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

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

Pre-requisites:

None

Budget Impact:

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

Aims:

Year-long Economics and Personal Finance will:

- Allow for more flexible pacing.
- Expand options for administering the W!SE Financial Literacy Exam.

Goals:

Students will:

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

Competencies:

Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills

- Demonstrate positive work ethic.
- Demonstrate integrity.
- Demonstrate teamwork skills.
- Demonstrate self-representation skills.
- Demonstrate diversity awareness.
- Demonstrate conflict-resolution skills.
- Demonstrate creativity and resourcefulness.

Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills

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

Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills

- Demonstrate proficiency with technologies common to a specific occupation.
- Demonstrate information technology skills.
- Demonstrate an understanding of Internet use and security issues.
- Demonstrate telecommunications skills.

Examining All Aspects of an Industry

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

Addressing Elements of Student Life

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

Developing Basic Economic Concepts and Structures

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

Understanding the Role of Producers and Consumers in a Market Economy

- Describe how consumers, producers, workers, savers, investors, and other people respond to incentives.
- Explain how businesses respond to consumer sovereignty.

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

Exploring the Price System

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

Exploring the Many Factors That Affect Income

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

Demonstrating Knowledge of a Nation's Economic Goals

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

Developing Consumer Skills

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

Demonstrating Knowledge of Planning for Living and Leisure Expenses

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

Demonstrating Knowledge of Banking Transactions

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

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

Demonstrating Knowledge of Credit and Loan Functions

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

Demonstrating Knowledge of the Role of Insurance in Risk Management

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

Demonstrating Knowledge of Income Earning and Reporting

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

Demonstrating Knowledge of Taxes

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

Demonstrating Knowledge of Personal Financial Planning

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

Demonstrating Knowledge of Investment and Savings Planning

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

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

Financing Education after High School

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

Preparing for Industry Certification

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

Developing Career Exploration and Employability Skills

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

Parameters of Implementation/Program Operation:

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

Staffing:

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

Estimated Budget:

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



Subject: Technology Transfer Capstone

Item Number: 11B2c

Section: Consent

Date: November 27, 2018

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

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

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

Recommendation:

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

Background Summary:

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

Source:

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

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

Budget Impact:

There will be no budget impact to implement this course.

Course Proposal:

Technology Transfer Capstone Course Salem High School

Course Description:

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

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

Pre-requisites:

Technology Foundations

Budget Impact:

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

Aims:

Technology Transfer Capstone will:

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

Goals:

Students will:

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

Competencies:

Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills

- Demonstrate positive work ethic.
- Demonstrate integrity.
- Demonstrate teamwork skills.
- Demonstrate self-representation skills.
- Demonstrate diversity awareness.
- Demonstrate conflict-resolution skills.
- Demonstrate creativity and resourcefulness.

Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills

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

Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills

- Demonstrate proficiency with technologies common to a specific occupation.
- Demonstrate information technology skills.
- Demonstrate an understanding of Internet use and security issues.
- Demonstrate telecommunications skills.

Examining All Aspects of an Industry

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

Addressing Elements of Student Life

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

Evaluating Effects of Technological Systems

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

Applying the Engineering Design Process in STEM

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

Applying Technological Processes

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

Introducing the Team Process

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

Demonstrating Teamwork in Problem Solving

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

Parameters of Implementation/Program Operation:

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

Staffing:

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

Estimated Budget:

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



Subject: Licensed Pharmacy Technician Program Item Number: 11B2d

Section: Consent Date: November 27, 2018

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

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

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

Recommendation:

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

Background Summary:

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

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

The proposed course is targeted at:

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

Source:

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

Budget Impact:

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

Course Proposal:

Digital Applications Course

Course Description:

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

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

Pre-requisites:

Program Application

Budget Impact:

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

Aims:

Pharmacy Technician I course will:

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

Goals:

Students will:

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

Competencies:

Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills

- Demonstrate positive work ethic.
- Demonstrate integrity.
- Demonstrate teamwork skills.
- Demonstrate self-representation skills.
- Demonstrate diversity awareness.
- Demonstrate conflict-resolution skills.
- Demonstrate creativity and resourcefulness.

Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills

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

Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills

- Demonstrate proficiency with technologies common to a specific occupation.
- Demonstrate information technology skills.
- Demonstrate an understanding of Internet use and security issues.
- Demonstrate telecommunications skills.

Examining All Aspects of an Industry

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

Addressing Elements of Student Life

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

Exploring the World of Pharmacy

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

Building a Professional Career

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

Communicating in the Pharmacy Setting

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

Applying Pharmacy Calculations

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

Incorporating Safety Procedures

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

Introducing Prescription and Over-the-Counter Drugs

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

Parameters of Implementation/Program Operation:

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

Staffing:

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

Estimated Budget:

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

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

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



An Achievable Dream Academy at Seatack Elementary School:

Subject: Comprehensive Evaluation **Item Number:** 11C

Section: Consent **Date:** November 27, 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

Lisa A. Banicky, Ph.D., Executive Director

Office of Planning, Innovation, and Accountability

Presenter(s): Allison M. Bock

Recommendation:

That the School Board approve the administration's recommendations that were proposed in response to the An Achievable Dream Academy at Seatack Elementary School: Comprehensive Evaluation.

Background Summary:

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

Source:

School Board Policy 6-26

School Board Minutes September 6, 2017

Budget Impact:



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY

An Achievable Dream Academy at Seatack Elementary School: Comprehensive Evaluation Recommendations

The table below indicates the proposed recommendations resulting from the **An Achievable Dream Academy at Seatack Elementary School: Comprehensive Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendation From the Fall 2018 Program Evaluation	Administration's Recommendations
<u>Information</u> November 13, 2018 <u>Consent</u> November 27, 2018	An Achievable Dream Academy at Seatack Elementary School: Comprehensive Evaluation	<ol style="list-style-type: none"> 1. Recommendation #1: Continue An Achievable Dream Academy with modifications noted in recommendations 2 through 6. (<i>Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School</i>) 2. Recommendation #2: Review academic performance in grade 4 math and grade 5 science and social studies and develop plans to improve achievement in these areas. (<i>Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School</i>) 3. Recommendation #3: Ensure consistency in communicating and applying discipline policies. (<i>Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School</i>) 4. Recommendation #4: Implement new strategies to provide timely and informative communication to staff and to improve collaboration between instructional staff, administrators, and AADA. (<i>Responsible Groups: Department of School Leadership, An Achievable Dream Academy, Inc., Seatack Elementary School</i>) 5. Recommendation #5: Investigate the feasibility of changing the school from a "B" schedule school to an "A" schedule school. (<i>Responsible Groups: Department of School Leadership, An Achievable Dream, Inc., Seatack Elementary School</i>) 	The administration concurs with the recommendations from the program evaluation.

School Board Meeting Date	Evaluation	Recommendation From the Fall 2018 Program Evaluation	Administration's Recommendations
<u>Information</u> November 13, 2018 <u>Consent</u> November 27, 2018	An Achievable Dream Academy at Seatack Elementary School: Comprehensive Evaluation	6. Recommendation #6: Conduct an evaluation update during 2018-2019 focused on staff perceptions, matched group analyses for elementary students, and an update on the AADA students who continued into the middle school program. <i>(Responsible Group: Planning, Innovation, and Accountability – Office of Research and Evaluation)</i>	The administration concurs with the recommendations from the program evaluation.



Subject: Policy Review Committee Recommendations

Item Number: 11D1-7

Section: Consent

Date: November 27, 2018

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

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

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

Recommendation:

That the School Board receive for Consent the Policy Review Committee recommendations regarding review, amendment and/ repeal of certain policies as reviewed by the committee at their October 17, 2018 meeting.

1. Policy 4-56/Licensed Personnel: Role of Professional Teaching Staff

With the goal of providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy, Policy updated to give clearer direction to staff related to appropriate student interaction.

2. Policy 4-67/Investigating and Reporting Alcohol and Drug Use

Policy was updated to reflect current state standards as they relate to the sale, distribution, possession and/or use of illegal drugs in public schools.

3. Policy 5-34/ Student Conduct

Language added to addressing the supervision of students during the entire period of time that they are in school, during school or school sponsored activities, on the school grounds before and after school, and on the way to and from school, including school bus stops, and while on school buses.

a. Regulation 5-34.1/Student Conduct on School Buses, School Vehicles or Vehicles used for School Purposes

New language that addresses disruptive behavior by students while going to or from their bus stop, while waiting for a school bus, while on a school bus, after being discharged from a school bus, or riding to or from a school related event in an authorized vehicle.

b. Regulation 5-34.2/Cheating and Plagiarizing

Update related to the responsibility of both teachers and students when confronting cheating and/or plagiarizing and the possible disciplinary action as outlined by the Code of Student Conduct and the Discipline Guidelines.

4. Policy 5-36/Conduct Invoking Punitive Action

Policy update reflecting the guidelines of applicable state and federal law defining the equitable treatment of all students and the minimum due process procedures to be followed in the detention, suspension and expulsion of students

a. Regulation 5-36.3/Hazing/Assault and Battery or Fighting/Profane, Obscene or Abusive Language or Conduct/Bullying

Legal update to outline disciplinary action taken against students, under the provisions set forth in Policy, in response to students who haze or otherwise mistreat another student so as to cause bodily injury.

b. Regulation 5-36.4/Explosives/Fireworks

New language that authorizes the Superintendent or designee to take all actions necessary, to prohibit the presence of explosive fireworks or such items, in the educational and work environment, and at school sponsored events, unless specifically authorized by the Superintendent or designee to be present.

c. Regulation 5-36.5/Trespass Upon School Property, Vehicles or Buildings/Grounds

Legal update related to disciplinary action, as outlined in the Code of Student Conduct and the Discipline Guidelines, taken upon an individuals unlawful entry upon School Board owned or leased property, vehicles, or buildings/grounds is prohibited.

5. Policy 5-37/Reporting Data About School Violence and Crime

Legal update related to Virginia Code § 22.1-279.3:1 which requires that the Virginia Department of Education collect information on crime, violence and substance abuse that takes place on public school property, on school buses or at school-sponsored activities.

6. Regulation 5-42.1/Property Damage/Theft

Legal update related to Virginia Code § 8.01-43, When a student is suspected of theft any school or another person's property, the incident shall be investigated by administration and, as appropriate, reported to law enforcement for appropriate action. Students will be disciplined in accordance with the Code of Student Conduct and the Discipline Guidelines.

7. Policy 7-21/Citizens Advisory Committees

Update to the Ad Hoc Strategic Plan Committee section of Policy 7-21/Citizens Advisory Committees on the appointment of members by the School Board upon recommendation of the Superintendent.

. **Source:**

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of October 17, 2018

Budget Impact:

None

PERSONNEL

Licensed Personnel: **Duties and Responsibilities** Role of Professional Teaching Staff/Conditions of Employment

The School Division shall employ and seek to retain only the most highly skilled teachers available.

Teachers are charged with effectively delivering the approved curriculum to students. In addition, teachers are responsible for carrying out all tasks ancillary to instruction, as well as performing other non-instructional duties assigned by the principal or the principal's designee, in a quality manner. Among other things, teachers are responsible for implementing a constructive system of classroom management; establishing a positive classroom atmosphere and environment; and acting in the best interests of students.

All teachers shall comply with the laws, policies, regulations, and other requirements of: federal, state and local agencies; the Virginia Department of Education; the School Board; the Superintendent and the Superintendent's designees; and the principal and the principal's designees.

Teachers shall be mindful that they are role models to students and shall conduct themselves accordingly. In addition, as respected professionals, teachers represent not only their school, but also the School Division in their interactions with student's families and other members of the community. Therefore, teachers shall present themselves in a professional manner while at school or attending to other official duties, as well as whenever officially representing their school or the School Division.

A. ~~Role of~~ **Responsibilities** Professional Teaching Staff

The professional teaching staff shall be responsible for providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy, which is conducive to learning and in which all students are expected to achieve the objectives of the Standards of Learning for the appropriate grade level or discipline. A teacher's primary focus shall be on students' academic achievement, as well as students' physical and emotional well-being while under the teacher's care. Therefore, ~~The staff shall:~~

1. ~~Serve as leadership models of effective oral and written communication with special attention to the correct use of language and spelling;~~ Regularly consult with and/or keep the principal apprised of matters relating to student achievement as well as other important matters;
2. Strive to improve professional skills on a continual basis through reflection, self-awareness, and self-assessment, and as otherwise recommended;
3. Be well versed and up-to-date on the School Board's approved curriculum, on instructional best practices, on current instructional technologies, and the appropriate and effective use of the same in the classroom; and
4. Use appropriate behavioral management techniques with students.
 1. ~~Strive to strengthen the basic skills of students in all subjects;~~
 2. ~~Establish teaching objectives to achieve the following:~~
 - a. ~~Identify what students are expected to learn; and~~

- ~~b. Inform students of the achievement expected and keep them engaged in learning tasks;~~
- ~~3. Provide for individual differences of students through the use of differentiated instruction, varied materials, and activities suited to their interests and abilities;~~
- ~~4. Assess the progress of students and report promptly and constructively to them and their parents; and~~
- ~~5. Teach the School Board approved curriculum.~~

In addition to responsibilities set forth above, teachers shall be mindful of students' age, gender, culture, socioeconomic status, religious viewpoint, and other differences, and shall approach controversial and/or sensitive topics in a manner that is consistent with approved curriculum. Teachers shall work in a collegial manner as members of a team of educational professionals who make students and their needs the central focus, and shall strive at all times to create and maintain an atmosphere of mutual respect and professional courtesy especially but not only while in the presence of students.

B. Duty to Treat Students with Dignity and Respect

The professional teaching staff shall promote the health, safety, and well-being of students by establishing and maintaining appropriate verbal, physical, emotional, and social boundaries. This includes:

1. Always interacting with students with transparency and in appropriate settings;
2. Communicating with students in a clear, respectful, and culturally sensitive manner;
3. Engaging in physical contact with students **only** when there is a clearly defined purpose that benefits the student and focuses on the safety and well-being of students;
4. Acknowledging there are no circumstances that allow teachers to engage in friendships or romantic or sexual relationships with students.

C. Duty to Enhance Students' Academic Achievement

Professional teaching staff have the duty to ensure:

1. The School Board-approved curriculum is implemented in an effective manner, which includes teaching the curriculum in a way that is relevant to students and strengthens skills in all subjects;
2. All students have access to a curriculum that is delivered in a manner to address the differentiated needs of students through the use of varied materials and activities suited to their individual interests and abilities;
3. Students are informed of the achievement expected;
4. Students are assessed on the approved curriculum and promptly informed of their progress;
5. Lessons are designed to assist students in acquiring the School Division's learning objectives;
6. Instructional methods, strategies and programs are implemented effectively;
7. Individual and group student achievement data is monitored on a regular and continual basis to assess learning, needs of students, and equity in access to the curriculum;
8. Student achievement and other relevant data are used to modify a teacher's instructional methods and strategies;
9. Students are disciplined in a way that is equitable and, to the extent possible, helps students improve their ability to monitor and improve their behavior;

10. Instruction is delivered in a way that is cognizant of the School Division's identified core values;
11. Parents/legal guardians of minor students are regularly apprised of their children's academic performance as well as other relevant information;
12. Parents/legal guardians of minor students are responded to in a timely manner; and
13. Available professional development and other opportunities are used to improve skills on an ongoing basis.

The performance of each teacher including, but not limited to, the degree to which the teacher has met the expectations set forth in this Policy shall be evaluated by the principal or the principal's designee pursuant to the School Division's approved performance evaluation timeline and standards.

D. ~~General Qualifications~~

1. ~~Skills. The person employed must have sufficient language, mechanical, computational, and organizational skills to perform his/her basic tasks without close supervision.~~
2. ~~Maturity. The person employed must have reasonable emotional balance and self-control.~~
3. ~~Facility in Dealing with Others. The person employed must enjoy working with other people and must have a natural ease in dealing with students, supervisors, coordinators, directors, staff and members of the public with whom he/she will be in contact.~~
4. ~~Understanding of Job Function. The person employed must have or be able to develop very readily a clear understanding of the function of his/her job in operating the school division.~~

A. ~~Licensure/Employment Qualifications~~

~~All teaching personnel shall meet the licensure requirements of the Virginia Board of Education for the position to which they are assigned. Current employees of the Virginia Beach City Public Schools shall be required to provide proof of baccalaureate degree, major, concentration, or graduate degrees, and field of discipline. Educational transcripts may be required as evidence of eligibility for Virginia Licensure.~~

B. ~~Criminal History Record Information~~

~~The Superintendent shall require that all employees, whether full-time or part-time, permanent or temporary, submit to fingerprinting and provide personal descriptive information to obtain criminal history record information for the purpose of screening individuals who accept employment in the School Division. Superintendent shall forward the personal descriptive information through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such employee.~~

~~The Superintendent shall forward the personal descriptive information through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such employee.~~

~~The Superintendent shall also require that each employee, whether full-time or part-time, permanent or temporary, certify that he or she has not been: (1) convicted of a felony, a crime of moral turpitude, or any offense involving the sexual molestation, physical or sexual abuse or rape; and (2) has not been the subject of a founded case of child abuse and neglect.~~

~~Employees may be permitted to work pending the results of the Federal Bureau of Investigation background investigation and Department of Social Services search of the registry of founded complaints if the following conditions are met:~~

- ~~1. The School Division has successfully completed a state and local police background check for the individual; and~~
- ~~2. The School Division has successfully completed a check of the sex offender website and the sex offender and crimes against minors registry for the individual; and~~
- ~~3. The School Division requires the individual to serve in the physical presence of an employee who has successfully completed the Federal Bureau of Investigation background investigation and the Department of Social Services search of the registry of founded complaints.~~

~~C. Probationary Period Required/Mentor Teacher~~

~~Although contracts for probationary instructional personnel are issued for one (1) year only, the first three (3) years of a person's employment shall be considered a probationary period for new personnel. The School Board authorizes the Superintendent or designee to extend a probationary period up to five years total for an individual employee. All probationary employees, except those with prior successful teaching experience, shall be provided with a mentor teacher during their first year. Further, probationary employees will be given extra supervision and assistance in adjusting to their new positions, and particular attention will be given to a continuing evaluation of their efficiency. Probationary teachers shall annually be evaluated using the procedures developed by the School Board. The Superintendent shall consider each annual evaluation of a probationary employee in the nonrenewal process. If a teacher's annual performance evaluation during the probationary period is unsatisfactory, the School Board shall not reemploy such teacher.~~

~~Teachers who have attained continuing status in another school division in Virginia shall serve a probationary period of no less than one (1) year and not to exceed two (2) years in the School Division before attaining continuing contract status. Such probationary period shall be a part of the initial contract.~~

~~D. Externally Funded Programs~~

~~All persons employed on externally funded programs shall be placed on the appropriate salary schedule and step and shall be afforded all benefits according to other employees fulfilling comparable duties.~~

~~E. PRAXIS Exam~~

~~Use of the PRAXIS Exam shall not be resumed for teachers who currently hold a Collegiate Professional License.~~

~~F. Financial Incentives for Excellence in Teaching~~

~~The School Board has adopted policies designed to promote the employment and retention of the highest quality instructional personnel and to effectively serve the educational needs of students. The Superintendent shall annually develop and propose financial incentives for excellence in teaching which shall be contained in the budgets presented to the School Board ("Superintendent's Estimate of Needs") or in the School Board Compensation Plan.~~

Legal Reference:

Code of Virginia § 22.1-298.1, as amended. Regulations governing licensure.

~~Code of Virginia § 22.1-299, as amended. License required of teachers.~~

~~Code of Virginia § 22.1-253.13:1, as amended. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.~~

~~Code of Virginia § 22.1-296.1, as amended. Data on convictions for certain crimes and child abuse and neglect required; penalty.~~

~~Code of Virginia § 22.1-303, as amended. Probationary terms of service for teachers.~~

~~Code of Virginia § 19.2-389, as amended. Dissemination of criminal history record information.~~

~~Code of Virginia § 22.1-296.2, as amended. Fingerprinting required; reciprocity permitted.~~

~~Code of Virginia § 22.1-296.4, as amended. Child abuse and neglect data required.~~

~~Immigration Reform and Control Act of 1986.~~

~~Board of Education Regulation Establishing Standards for Accrediting Public Schools in Virginia, 8VAC20-131 et seq., as amended.~~

~~Code of Virginia § 19.2-390.1, as amended. Sex Offender and Crimes Against Minors Registry, maintenance; access.~~

~~State of Virginia Sex Offender and Crimes Against Minors Registry: <http://sex-offender.vsp.virginia.gov/SOR>~~

Virginia Standards for Professional Practice of Teachers effective July 1, 2012.

Editor's Note

~~Employers are required to verify that all employees hired after November 6, 1986 are U.S. citizens or aliens authorized to work.~~

~~See School Board [Policy 4-5](#) and School Board [Regulation 4-5.1](#) for Superintendents' duty to notify Board of arrest of an employee and employees duty to notify Superintendent of arrest.~~

See School Board [Policy 4-62](#) for evaluation of probationary teachers.

~~See School Board [Policy 2-48](#) for conditions of employment generally.~~

See School Board [Policies 4-75](#) and [4-90](#) for conditions of employment for classified personnel and substitutes.

Adopted by School Board: October 21, 1969

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: November 3, 1998

Amended by School Board: March 21, 2000

Amended by School Board: April 1, 2003

Amended by School Board: August 20, 2013

Amended by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY



PERSONNEL

Investigating/Reporting Alcohol or Drug Use

The laws regarding the sale, distribution, possession and/or use of alcohol and -illegal drugs are clear, and penalties are provided for violators of these laws. All members of the school community are subject to these laws while on School Board property, vehicles, or attending school sponsored events ~~as well as elsewhere~~ and have the responsibility as citizens to uphold these laws. ~~If an employee's, volunteer's or agent of the School Board's conduct with regard to alcohol or illegal drugs outside of School Board property, vehicles or school sponsored events becomes the matter of public scrutiny or could undermine the public's or the School Division's confidence in such person's ability to perform duties for the School Division, the Superintendent or designee is authorized to investigate and take appropriate action.~~ If an employee or agent of the School Board's conduct with regard to alcohol or illegal drugs outside of School Board property, vehicles or school sponsored events becomes the matter of public scrutiny or could undermine the public's or the School Division's confidence in such person's ability to perform duties for the School Division, the Superintendent or designee is authorized to investigate and take appropriate action..

The ~~board~~ School Board will not condone any violation of the law and will fully support any employee, agent or volunteer who, in good faith, acts to report, investigate, or cause any investigation to be made into the activities of students, employees, volunteers, agents -or other persons as they relate to the use of alcohol or drugs in the public schools, on School Board property, or at school sponsored events.

Legal Reference:

Code of Virginia, § 8.01-47, as amended. Immunity of school personnel investigating or reporting alcohol or drug use.

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

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick

STUDENTS

Student Conduct

A. Generally

~~The School Division Virginia Beach City Public Schools~~ is committed to providing an ~~educational~~ school environment that is safe, conducive to teaching and learning, and free from unnecessary disruption. All students will benefit from an educational experience that fosters their social and emotional development. Accordingly, the School Division will develop a plan to systematically integrate developmentally appropriate social-emotional learning strategies into the curriculum to promote the development of interpersonal skills, responsible decision making and resilience.

It is the policy of the School Board that the discipline and control of students shall be the responsibility of the teachers, staff, and principals of the respective schools. The supervision and control of students should be maintained during the entire period of time that they are in school, during school or school sponsored activities, on the school grounds before and after school, and on the way to and from school, including school bus stops, and while on school buses. Students may be disciplined for conduct outside of the educational environment when such conduct substantially and materially disrupts or has the potential to disrupt the educational or work environment

B. Code of Student Conduct

To ensure an optimum learning environment the Superintendent, or designee, will develop a Code of Student Conduct that is consistent with School Board Policies and Regulations that serves as a guideline for parents, families, students, and staff. The Code of Student Conduct will outline major categories of behavior and list disciplinary actions that may occur as a result of student misconduct. Regulations for passengers riding school buses will be included in the Code of Student Conduct. Each student will receive a copy of the Code of Student Conduct during the first week of the school year. Each student and a parent or legal guardian shall date and sign an acknowledgement of receipt of the Code of Student Conduct.

C. Discipline Guidelines

The Superintendent, or designee, will develop Discipline Guidelines to be used by teachers and administrators in enforcing the Code of Student Conduct. The Discipline Guidelines will be based on limits established by Federal and/or

State laws and regulations and consistent with School Board policies, and school division regulations related to student discipline. The Discipline Guidelines will provide school administrators with a comprehensive description of discipline offenses, clear definitions of the criteria for discipline offense categories, specific levels of disciplinary action based on objective criteria, and a range of disciplinary actions for specific offenses.

The levels of disciplinary action will provide teachers and administrators with a range of options that will provide consistency across the School Division in dealing with individual students who exhibit inappropriate behavior. The guidelines will be progressive in nature; that is, the level of disciplinary action increases as the number of similar incidents increases.

Principals may deviate from the established levels of disciplinary action only if there is appropriate justification. The reasons justifying the action must be specified in writing to the Director, Office of Student Leadership.

D. Conduct on School Buses, School Vehicles or Vehicles used for School Purposes

Students are under the authority of the bus driver while on the school bus or other school vehicle. Students are under the authority of the school staff member or assigned adults when travelling on other vehicles used for school purposes. The driver is to control student conduct and report behavior problems to the principal or his/her designee. The principal or designee shall be responsible for all disciplinary action.

Failure on the part of any student to follow the rules and regulations dealing with school bus/vehicle operation may result in termination of privilege to ride the school bus/vehicle in addition to other appropriate disciplinary measures.

~~E. Threat Assessments~~

~~The School Board authorizes the Superintendent or designee to develop regulations and procedures regarding the assessment of and intervention with students whose behavior may pose a threat to the safety of school staff or students. The Superintendent or designee is authorized to establish one or more threat assessment teams to develop appropriate regulations and procedures, provide assessment and evaluation of the threat and the student(s) making the threat, and provide referrals to outside services providers for treatment when deemed appropriate.~~

Editor's Notes:

See Also:

[School Board Policy 5-35](#) Discipline and Corporal/Academic/Group Punishment/Detention.

[School Board Policy 5-36](#) Conduct Invoking Punitive Action.

[School Board Policy 5-37](#) Reporting Data About School Violence and Crime.

Legal Reference:

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

Code of Virginia § 22.1-78, as amended. Bylaws and regulations.

Code of Virginia §22.1-79.4, as amended. Threat assessment teams and oversight committees.

Virginia Board of Education Regulations, Establishing Standards for Accrediting Schools in Virginia, 8VAC 20-131-210 B, as amended.

Adopted by School Board: October 21, 1969

Amended by School Board: February 16, 1971

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: May 19, 1998

Amended by School Board: July 17, 2001

Amended by School Board: August 5, 2003

Amended by School Board: April 4, 2006

Amended by School Board: August 20, 2013

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick

STUDENTS

Student Conduct on School Buses, School Vehicles or Vehicles used for school purposes

A. Generally

Students ~~going to or from school or a school activity~~ shall not behave in a disruptive manner or otherwise violate the Code of Student Conduct while going to or from their bus stop, while waiting for a school bus, while on a school bus, ~~or after being discharged from a school bus,~~ or riding to or from a school related event in any authorized vehicle. Riding a school bus is a privilege. Students who do not behave at the bus stop or on the school bus may have the privilege of riding revoked for a specified time or permanently. For the purposes of the Regulation, the term "bus" shall include school buses, other School Division vehicles, and any other vehicle used for school purposes.

B. Bus Discipline

The following procedures will be used to deal with bus discipline.

1. The driver of the school bus has the authority to maintain order and the responsibility for providing a safe environment on the bus.
2. If a disciplinary problem occurs before arriving at school, the bus driver will report the incident to the principal of the school served by the driver.
3. If a serious disciplinary incident occurs in the afternoon, the driver will inform the principal or his designee, if the principal or designee is unavailable, the driver's supervisor at the Office of Transportation Services who will inform the principal of the incident.
4. When a student receives in-school suspension (ISS) for a bus incident, ~~he~~ the student will also be suspended from riding the bus for the period of the suspension.
5. In disciplinary cases related to disruptive behavior or other violations of the Code of Student Conduct ~~which necessitate the removal of a student from the bus,~~ the principal may arrange a conference(s) ~~with the driver,~~ with the student, and the ~~the minor~~ student's parent or legal guardian. Recordings of the incident leading to discipline may be used for disciplinary purposes instead of requiring drivers or supervising adults to attend conferences or hearings. Final action is the responsibility of the principal or designee. The principal must send written notification of such action to the adult student or the parent or legal guardian of the minor student, the Office of Transportation, and the Office of Student Leadership. The Director, Office of Student Leadership as set forth in School Division Regulation 5-6.1, will handle appeals.

Approved by Superintendent: July 16, 1991
Amended by School Board: July 17, 2001
Amended by School Board: August 5, 2003

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

STUDENTS

Cheating ~~and~~ Plagiarizing

A. Generally

Cheating and plagiarizing are unacceptable behaviors which have moral and legal implications. Cheating is violating established rules or codes of ethics. Plagiarizing is falsely claiming authorship. Cheating and plagiarizing are serious offenses. Cheating also includes knowingly giving or offering aid to another student on a test or assigned work unless specifically authorized by the teacher.

B. Guidelines

1. Teachers have the responsibility to:

- a. Teach or review the correct use of sources when assigning work;_i
- _____ b. Structure conditions during testing to alleviate the possibility of cheating ~~and plagiarizing~~, plagiarizing; and
- c. Specify the types of collaboration that are discouraged and those that are encouraged.

2. Students have the responsibility to:

- a. Avoid situations which might contribute to cheating or plagiarizing;_i
- b. Avoid unauthorized assistance;_i
- c. Use sources in the prescribed manner;_i
- d. Document borrowed materials by citing sources;_i
- e. Avoid plagiarism by;_i
- f. 1). Using quotation marks for statements taken from others;_i
- g. 2.) Acknowledging information and ideas borrowed from any source;_i and
- h. 3) Consulting faculty about any questionable situations.

C. Penalties and Implications

Students who violate "the spirit or the letter of the law" as regards cheating/plagiarizing must accept the responsibility for their actions, and the accompanying penalties. Penalties may include but are not limited to:

1. A failure on work presented which includes unauthorized assistance from other students, unauthorized use of sources, or failure to document by citing source~~;~~
2. A failure on a major assignment which is totally or partly plagiarized~~;~~
3. Parent/legal guardian-student-administrator conference as a result of infractions involving either cheating or plagiarizing~~;~~ and
4. Possible disciplinary action as outlined by the Code of Student Conduct and the Discipline Guidelines.

4.

Approved by Superintendent: September 21, 1993 (Effective August 14, 1993)
Revised by Superintendent: March 17, 2006

Amended by School Board Revised by Superintendent: 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lantieri

STUDENTS

Conduct Invoking Punitive Action

A. Generally

Regulations governing punitive actions for student conduct must be approved by the School Board prior to implementation.

Students may be suspended or expelled from attendance at school for sufficient cause. Punitive actions resulting in Out-of-School Suspension shall be governed by the procedures set forth in Regulation 5-6.1, Policy 5-21 and Regulation 5-21.1 and Regulation 5-21.3. The assignment of a student to In-School Suspension shall be governed by the procedures set forth in Regulation 5-21.2.

B. Due Process

With the requirements of fair and equitable treatment of all students and within the guidelines of the applicable caselaw, and federal and state law and regulation ~~federal judiciary, and the Code of Virginia~~, the following shall constitute the minimum due process procedures to be followed in the detention, suspension and expulsion of students.

1. The student, and parent(s)/legal guardian(s) of minor students shall be given written notice of the charges.
2. If the student denies them, the student will be provided with an explanation of the facts as known to school personnel and an opportunity to present his/her version of what occurred.
3. The student and parent(s)/legal guardian(s) of minor students shall be informed of the conditions of the disciplinary action.
4. In the case of a suspension of more than ten (10) school days or in the case of an expulsion, the hearing officer, the discipline committee members, or the School Board members should not be persons with the direct involvement in the incident or the recommended discipline, and should not have a personal or professional relationship with the student, the student's family, or the student's attorney. The hearing officer, discipline committee members, or the School Board members reserve the right to recuse themselves from a student disciplinary hearing for these reasons or other good and just cause.

If the student and parent(s)/legal guardian(s) of a minor student fail to appear, the hearing may be held in their absence and a decision may be rendered based upon the evidence that is presented.

5. The adult student or the parent/guardian of a minor student ~~or the student, if eighteen years or older,~~ may appeal the decision as provided in School Board Policy 5-21 or 5-6 and the associated regulations, as appropriate.

Legal Reference:

Code of Virginia, § 22.1-78, as amended. Bylaws and regulations.

Code of Virginia, § 22.1-277.04, as amended. Short-term suspension; procedures; readmission.

Adopted by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: August 2, 2000

Amended by School Board: August 21, 2001

Amended by School Board: April 4, 2006

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

STUDENTS

Hazing/Assault and Battery or Fighting/Profane, Obscene or Abusive Language or Conduct/Bullying

A. Hazing

Students who haze or otherwise mistreat another student so as to cause bodily injury shall immediately be suspended from school under the provisions set forth in Policy 5-21 and Regulations 5-21.1 and 5-21.3.

B. Assault and Battery or Fighting

~~Assault and battery or fighting~~ ~~Fighting on school grounds or in school buildings, school buses, on the way to or from school, or at school sponsored extra-curricular or other activities~~ is prohibited. Violators may also be subject to prosecution as provided by state law.

Any student grabbing, striking, hitting, kicking, or otherwise physically abusing a teacher or any other school personnel shall immediately be ~~suspended~~ disciplined in accordance with the Code of Student Conduct and the Discipline Guidelines and recommended for appropriate disciplinary action, up to and including expulsion. Criminal action may be taken against such student.

C. Profane or Abusive Language or Conduct

Students who use language, a gesture, or engage in conduct that is vulgar, profane, obscene, or abusive, or which substantially and materially disrupts the educational or work environment shall automatically receive a discipline referral to the principal or assistant principal for appropriate disciplinary action including suspension and/or a recommendation for long-term suspension or expulsion.

D. Bullying

Bullying is defined as: any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. Bullying does not include ordinary teasing, horseplay, argument, or peer conflict. Bullying may include, but is not limited to, verbal or written threats, or physical harm. Bullying will not be tolerated and students shall be referred to the principal or assistant principal for appropriate disciplinary action which may include suspension and/or recommendation for long-term suspension or expulsion. Within five school days of receiving a complaint of alleged bullying, parents/legal guardians

of minor students or the adult student alleged to be involved with the complaint, will be notified of the status of any investigation regarding the complaint.

Legal Reference:

Code of Virginia § 18.2-56, as amended. Hazing unlawful; civil and criminal liability; duty of school, etc., officials.

Code of Virginia § 18.2-57, as amended. Assault and battery.

Code of Virginia §22.1-276.01, as amended. Definitions.

Code of Virginia § 22.1-279.8, as amended. School safety audits and school crisis and emergency management plans required.

Code of Virginia §22.1-279.6, as amended. Board of Education guidelines and model policies for codes of student conduct; school board regulations.

Code of Virginia §22.1-291.4, as amended. Bullying prohibited.

Approved by Superintendent: September 21, 1993 (Effective August 14, 1993)

Adopted by School Board: May 19, 1998

Amended by School Board: August 2, 2000

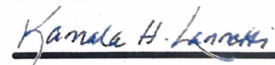
Amended by School Board: April 4, 2006

Amended by Superintendent: September 5, 2017

Amended by School Board: May 14, 2018

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY



STUDENTS

Weapons/Explosives/Fireworks

Weapons, explosives and fireworks are considered dangerous and substantially and materially disruptive to the educational and work environment and to school sponsored events. The Superintendent or designee is authorized to take all actions necessary to prohibit the presence of such items in the educational and work environment and at school sponsored events unless specifically authorized by the Superintendent or designee to be present.

A. General prohibition

Students are prohibited from possessing, handling, using, or distributing any weapon while under the control and/or supervision of the School Division as set out in policy and regulation. ~~on School Board property (including any school bus), on the way to or from school or while at any school sponsored or related activities.~~

B. Fireworks

Students are ~~also~~ prohibited from possessing, distributing, discharging, or participating in the discharge of any fireworks or similar item capable of producing a combustible or explosive reaction by fire, friction, concussion, percussion or detonation, including, but not limited to, firecrackers.

C. Discipline

Any student in grades 6-12 who is found to be in violation of Subsection A or B shall automatically be recommended for suspension, long-term suspension or expulsion and shall be reported to law enforcement ~~the police~~. Any student in grade K-5 who is found to be in violation of subsection A or B may receive a range of discipline in accordance with the Discipline Guidelines and based upon the circumstances of each case. ~~Except that a~~ A student who possesses a firearm or pneumatic weapon ~~on school property, at a school sponsored or related activity or while on the way to or from school~~ shall be recommended for expulsion and shall be expelled absent the imposition of a lesser penalty by a hearing officer, the School Board or a disciplinary committee thereof. Additionally, any weapon, or any fireworks or similar item, involved in such violation shall be confiscated from the student and turned over to law enforcement ~~the police~~.

D. Definition

For purposes of this R ~~regulation~~, the term "weapon" shall be defined as any instrument that:

 ~~(1.)~~ is used;

_____ ~~(2.)~~ is capable of being used;

_____ ~~(3.)~~ is designed to be used; or

_____ ~~(4.)~~ appears to be capable of being used or designed to be used, in offensive or defensive combat, and shall include, but not be limited to, the following: ~~(a)~~ any firearm or pneumatic weapon; ~~(2b)~~ any knife; ~~(3c)~~ any object which is either designed or actually used to inflict bodily injury, or to place a person in fear of bodily injury; ~~(4d)~~ any object which could reasonably be considered to be a weapon; ~~(5e)~~ any object which, by its design or use, looks like a weapon (hereinafter referred to as a "look-alike weapon"); and ~~(6e)~~ any object listed and/or defined in the Code of Virginia, §§ 18.2-308, 18.2-308.1 and 22.1-277.04, or in 18 U.S.C. § 921, all as amended.

E. Factors in determining if a "weapon" ~~Principal or designee determines if weapon~~

Each principal or designee shall be responsible for determining whether an object constitutes a "weapon" as defined in Subsection D, ~~including items (3) – (6) in Subsection D.~~

F. ~~Factors in determining if a weapon~~

If a principal or designee determines that an object constitutes a "weapon" as defined in Subsection D, he or she shall follow the requirements of Subsection C. In determining whether an object which is not normally designed or intended for use as a weapon (e.g., a toy gun) could reasonably be considered to be a weapon or constitutes a "look-alike weapon", a principal or designee should consider the following:

1. Whether it is reasonable that a person would mistake the object for a weapon;
2. Whether the object was used for the purpose of threatening, intimidating, harassing, or harming another person; and/or
3. Whether it was the intent of the student who possessed, handled, used or distributed the object to cause another person, or other persons, to believe that the object was, in fact, a weapon or to cause fear or intimidation to another person.

~~G. If a principal determines that an object constitutes a "weapon" as defined in Subsection D, he or she shall follow the requirements of Subsection C.~~

F.GH. Discipline for items not meeting definition of "weapon"

If a principal or designee determines that an object does not constitute a "weapon" as defined in Subsection D, the principal or designee may nevertheless take such disciplinary action as he or she deems appropriate in accordance with the Code of Student Conduct.

~~For children with disabilities see School Board Regulation 5-21.3.~~

Legal Reference:

Code of Virginia, § 18.2-308, as amended, Personal protection; carrying concealed weapons; when lawful to carry.

Code of Virginia, § 18.2-308.1, as amended, Possession of firearm, stun weapon, or other weapon on school property prohibited; penalty.

Code of Virginia, § 18.2-85, as amended, Manufacture, possession, use, etc., of fire bombs or explosive materials or devices; penalties.

18 U.S.C. §§ 921, 930 (g) (2), as amended.

~~Individuals with Disabilities in Education Improvement Act -- as amended.~~

Approved by Superintendent: July 16, 1991

Revised by Superintendent: September 21, 1993 (Effective August 14, 1993)

Revised by Superintendent: October 17, 1995

Revised by Superintendent: May 14, 1997

Approved by School Board: September 16, 1997

Amended by School Board: May 19, 1998

Amended by School Board: August 4, 1998

Amended by School Board: December 1, 1998

Amended by School Board: April 4, 2006

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

STUDENTS

Trespass Upon School Property, Vehicles, or Buildings/Grounds

Unlawful entry upon School Board owned or leased property, vehicles, or buildings/grounds is prohibited. Students will be disciplined as outlined in the Code of Student Conduct and the Discipline Guidelines. ~~Any person who trespasses upon School Board property will be directed to vacate the school building and school grounds by an authorized school official.~~

Remaining upon School Board property, vehicles or buildings/grounds after having been directed to vacate is unlawful.

Each time the trespasser enters or remains on School Board property, vehicles or buildings/grounds after such direction to vacate will constitute a separate violation.

~~Regulatory Authority~~ Legal Reference:

Code of Virginia, § 18.2-128, as amended. Trespass upon church or school property.

Approved by Superintendent: July 16, 1991

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennett

STUDENTS

Reporting Data About School Violence and Crime

A. Generally

Virginia Code § 22.1-279.3:1 requires that the Virginia Department of Education collect information on crime, violence and substance abuse that takes place on public school property, on school buses or at school-sponsored activities.

B. Purpose

The purpose of this Policy is to ensure the School Division's compliance with Virginia Code § 22.1-279.3:1 by identifying the crime, violence and substance abuse data to be collected and reporting procedures.

1. Incidences of Crime, Violence, and Substance Abuse Required to be Reported by School Staff to School Principals or designee
 - a. The assault, assault and battery, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, or stalking of any person as described in §18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;
 - b. Any conduct involving tobacco, alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school sponsored activity, including the theft or attempted theft of student prescription medications;
 - c. Any threats against school personnel while on a school bus, on school property, or at a school-sponsored activity;
 - d. The illegal carrying of a firearm onto school property;
 - e. Any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Virginia Code § 18.2-85, or explosive or incendiary devices, as defined in Virginia Code § 18.2-433.1, or chemical bombs, as described in Virginia Code § 18.2-87.1, on a school bus, on school property or at a school-sponsored activity; or
 - f. The arrest of any students for an incident occurring on a school bus, on school property, or at a school sponsored activity including the charge therefore
 - g. Any threats or false threats to bomb, as described in Virginia Code § 18.2-83, made against school personnel or involving school property or school buses or at school sponsored events.

2. Reports Made by Local Law Enforcement to Schools

Local law enforcement authorities may report, and the principal or ~~his~~ designee may receive such reports on offenses, wherever committed, by students enrolled at the school, if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act (§ 54.1-3400 et seq.) and occurred on a school bus, on school property, or at a school-sponsored activity, or would be an adult misdemeanor involving any incidents described in clauses (i) through (viii) of subsection A- of Virginia Code § 22.1-279.3:1.

3. Reporting Procedures by Principal to Superintendent and Superintendent to Department of Education

- a. The principal of each school shall submit a report of all incidents required or authorized to be reported by Section 1 or Section 2 to the Director of Student Leadership ~~monthly on dates established by the Director of Student Leadership~~. The Superintendent shall annually report all incidents to the Virginia Department of Education and ~~shall make such information~~ such information will be made available to the public.
- ~~a.~~ b. The closing date for submission with verification by the Superintendent is due at the end of July as defined by the Virginia Department of Education following the most recently completed school year.
- ~~b.~~ The principal or designee shall also notify the parent of any student involved in an incident required or authorized to be reported regardless of whether any disciplinary action is taken against the student or the nature of the disciplinary action. Such notice shall relate only the relevant student's involvement, and shall not include information concerning other students.
- ~~c.~~ Principals shall report immediately to the Virginia Beach City Police Department any incident listed in subsection B.1.
- ~~d.~~ For purposes of parental notification, "parent" shall include any parent, legal/guardian or other person having control or charge of a minor child

Legal Reference:

Code of Virginia § 18.2-60.3, as amended. Stalking is defined as

Code of Virginia §18.2-83, as amended. Threats to bomb or damage buildings or means of transportation; false information s to danger to such buildings, etc.; punishment; venue.

Code of Virginia §18.2-85, as amended. Manufacture; possession, use, etc., of fire bombs or explosive materials or devices; penalty.

Code of Virginia §18.2-87.1, as amended. Setting off chemical bombs capable of producing smoke in certain public buildings.

Code of Virginia § 18.2-433.1, as amended. Definitions.

Code of Virginia, § 22.1-279.3:1, as amended. Reports of certain acts to school authorities.

Virginia Board of Education Regulations Governing Reporting Acts of Violence and Substance Abuse in Schools, 8 VAC 20-560-10, as amended.

Code of Virginia § 54.1-3400, et seq., as amended. Drug Control Act.

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

Amended by School Board: June 20, 2000

Amended by School Board: August 21, 2001

Amended by School Board: April 4, 2006

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

STUDENTS

Property Damage/Theft

A. Property Damage

When any student ~~has~~ shall have ~~damaged~~ injured, destroyed, or defaced any school property, the ~~adult~~ student or ~~his/her~~ parents/~~legal~~ or guardian of a minor student shall be requested to pay the amount lost thereby in addition to whatever disciplinary action may be deemed necessary and advisable by the principal or his/her designee. The principal shall secure estimates to determine the cost of repairs or replacement, ensure ~~so~~ that property is restored to its previous condition or replaced as needed and ~~so~~ inform the School Administration ~~central office~~.

B. Theft

When a student is suspected of ~~the theft of~~ stealing of any school or another person's property, the incident shall be investigated by administration and, as appropriate, if founded, reported to law enforcement ~~police for appropriate action~~. Students will be disciplined in accordance with the Code of Student Conduct and the Discipline Guidelines. ~~by law enforcement agencies.~~

Legal Reference ~~Regulatory Authority:~~

Code of Virginia, § 8.01-43, as amended. Action against parent for damage to public property by minor.

Code of Virginia, § 18.2-138, as amended. Damaging ~~Injuries to~~ public buildings etc.; penalty.

~~Code of Va., § 22.1-276. Liability of pupils for destruction of property.~~

Approved by Superintendent: September 21, 1993 (Effective August 14, 1993)

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lannetti

School Board of the City of Virginia Beach
Policy 7-21

COMMUNITY RELATIONS

Citizens' Advisory Committees

A. Generally

Citizens' Advisory Committees will be organized by the School Board when mandated by federal or state law or regulations of the Virginia Board of Education or whenever the School Board determines that such groups may be helpful in advising the School Board.

B. Citizens' Advisory Committees authorized by School Board

The following Citizens' Advisory Committees are authorized by the School Board:

1. Special Education Advisory Committee - established in accordance with 8VAC20-81-230(D), as amended, Virginia Board of Education Regulations;
2. General Advisory Council for Technical and Career Education - established in accordance with 8VAC20-120-50, as amended, Virginia Department of Education Regulations;
3. Community Advisory Committee for Gifted Education - established in accordance with 8VAC20-40-60, as amended, Virginia Department of Education Regulations;
4. Interagency Adult Basic Education Advisory Committee - established in accordance with Virginia Code §22.1-224 and the Workforce Investment Act of 1998, Title II Adult Education and Family Literacy Act (AEFLA);
5. School Health Advisory Committee - established in accordance with Virginia Code §22.1-275.1, as amended;
6. Ad Hoc Strategic Plan Committee (activated no less than one year before the end of the current strategic plan ends); ~~Committee members shall be appointed by the~~
School Board upon recommendation of the Superintendent.;
7. Such other committees as the School Board determines are needed.

C. Service of the Citizens' Advisory Committees

Citizens' Advisory Committee activities and discussion shall be confined to the compilation of

data, the analysis of problems, the summary of opinions, the drawing of conclusions and recommendations regarding the purposes for the Citizens' Advisory Committee. Such Committees will not expand the duties and purposes for the creation of the Committee without prior approval of the School Board or amendment to any law or regulation authorizing such expansion. Each Citizens' Advisory Committee will submit an annual report to the School Board regarding the work of the Committee. Committees and their chairpersons shall have no legal authority to act on behalf of the School Board nor shall the committees have authority to direct the activities of School Division staff or students.

D. Support Staff and staff or student committee members

The Superintendent shall appoint staff members to provide administrative support to Citizens' Advisory Committees. The Superintendent or designee will have authority to appoint staff and student committee members and to remove such persons from appointed positions at the Superintendent's or designee's discretion.

E. Citizens' Advisory Committee Tenure

Citizen members appointed to Citizens' Advisory Committees will serve the terms of their appointments unless removed by the School Board or resignation by the citizen member. Committee members shall have no legal rights to their appointed positions and may be removed from membership for failure to perform duties, failure to maintain requirements for appointment to the committee and other good and just cause as determined by the School Board. Membership and responsibilities will be in compliance with School Board policies and regulations, and applicable state and federal law and regulations. With the exception of the Ad Hoc Strategic Plan Committee, Beginning July 1, 2018 all terms of appointment to Citizens' Advisory Committees will begin on July 1st of the first year of appointment and end on June 30th of the final year of appointment. Citizens' Advisory Committee members who have been appointed prior to July 1, 2018 and have a term of service that will end on a date other than June 30th of the final year of appointment are hereby appointed to a term that will be extended until the June 30th following the original final date of appointment.

F. School Board Liaisons to Citizens' Advisory Committees

The School Board may designate one School Board Member and one School Board Member alternate to serve as the School Board Liaison to a Citizens' Advisory Committee. Such liaison will not have voting rights on the committee (except as may be designated in the Ad Hoc Strategic Plan Committee) and will not have the authority to bind the School Board regarding any matter related to the committee. As required by law, the Citizens' Advisory Committee will report to the School Board through the Superintendent

G. Changes to Regulation 7-21.1

The Superintendent is required to provide notice of intended changes to Regulation 7-21.1 at least thirty (30) calendar days prior to such change taking affect.

Legal Reference:

Code of Virginia §22.1-18.1, as amended. Annual report on gifted education required; local advisory committee on gifted education.

Code of Virginia §22.1-224, as amended. Duties of State Board.

Code of Virginia §22.1-275.1, as amended. School Health Advisory Board.

Virginia Department of Education Regulations 8VAC20-40-60, as amended. Local plan, local advisory committee, and annual report.

Virginia Department of Education Regulations 8VAC20-120-50, as amended. Career and Technical Education Advisory Committee.

Virginia Department of Education Regulations 8VAC20-81-230, as amended. Local educational agency administration and governance.

Workforce Investment Act of 1998, Title II Adult Education and Family Literacy Act, as amended.

Adopted by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: February 27, 2018

Amended by School Board: 2018

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lantieri



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

Section: Action **Date:** November 27, 2018

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

Prepared by: John A. Mirra

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

Recommendation:

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the November 27, 2018, personnel report.

Background Summary:

List of appointments, resignations and retirements for all personnel

Source:

School Board Policy #4-11, Appointment

Budget Impact:

Appropriate funding and allocations

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

<u>SCHOOL/DEPARTMENT</u>	<u>POSITION</u>	
<u>APPOINTMENTS - ELEMENTARY SCHOOL</u>		
<u>ARROWHEAD</u>		
11/1/2018	Jeanette G. Beckhart	Physical Education Assistant
<u>BETTIE F. WILLIAMS</u>		
11/8/2018	Jennel C. Alexandre	Clinic Assistant
<u>HOLLAND</u>		
11/15/2018	Charlene Long	Cafeteria Assistant, 5 hours
<u>KEMPSVILLE MEADOWS</u>		
8/28/2018	Erin N. Chowaniec	Physical Education Assistant
11/8/2018	Nisrine Makhzar	Cafeteria Assistant, 5 hours
<u>LANDSTOWN</u>		
11/8/2018	Sandra Novkovic	Physical Education Assistant
11/20/2018	Julieta Ibanez	Custodian I, 10 month, night
<u>PEMBROKE MEADOWS</u>		
11/8/2018	Seijra K. McConkey	Kindergarten Assistant
11/8/2018	Lisa M. Ritzel	Kindergarten Assistant
<u>ROSEMONT FOREST</u>		
11/8/2018	Sarah E. Parisi	Physical Education Assistant, .5
<u>SALEM</u>		
11/9/2018	Dawn M. Agnese	Special Education Assistant
<u>SHELTON PARK</u>		
11/26/2018	Sherritta L. Wood	Custodian I, 10 month, night
<u>TRANTWOOD</u>		
11/15/2018	Allison Rad	Kindergarten Assistant
<u>APPOINTMENTS - MIDDLE SCHOOL</u>		
<u>BRANDON</u>		
11/8/2018	Helmi S. Oei	Cafeteria Assistant, 4.5 hours
<u>APPOINTMENTS - HIGH SCHOOL</u>		
<u>FIRST COLONIAL</u>		
11/8/2018	Thomasine W. Harvey	Custodian I, 10 month
<u>KEMPSVILLE</u>		
11/7/2018	Cora McKittrick	School Office Associate II, 12 month
11/15/2018	Sonya L. Smith	Security Assistant
<u>OCEAN LAKES</u>		
11/15/2018	Kelli L. Smith	School Office Associate II, 12 month
<u>RENAISSANCE ACADEMY</u>		
11/7/2018	Christopher T. Durham	Security Assistant
<u>APPOINTMENTS - MISCELLANEOUS</u>		
<u>DEPARTMENT OF TEACHING AND LEARNING</u>		
12/3/2018	Anita Bernard	Administrative Office Associate I
<u>OFFICE OF FOOD SERVICES</u>		
11/16/2018	Chrysanthi Floropoulou	Cafeteria Manager in Training
11/16/2018	Regina Ligon	Cafeteria Manager in Training

SCHOOL/DEPARTMENT**POSITION****OFFICE OF MAINTENANCE SERVICES**

11/16/2018	Scott J. Reaves	Building Manager
12/10/2018	Robert W. Jenkins Jr.	Assistant Director of Maintenance Services

OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES

11/7/2018	Rachel M. David	Bus Driver, 5 hours
11/14/2018	Brandy S. Allen	Bus Driver, 5.5 hours
11/14/2018	Carrie M. Smith	Bus Driver, 7 hours
11/14/2018	Daniel J. Joss	Bus Driver, 7 hours
11/14/2018	Fredrick Thompson, Jr.	Bus Driver, 7 hours
11/14/2018	Harold T. Moore, Sr.	Bus Driver, 6.5 hours
11/14/2018	Janielle Y. Francois	Bus Driver, 6.5 hours
11/14/2018	Pamela C. Ingram	Bus Assistant, 5 hours
11/14/2018	Sandra L. Morgan	Bus Assistant, 5.5 hours
11/14/2018	Zelanda Parker-Harmon	Bus Assistant, 6.5 hours

RESIGNATIONS - ELEMENTARY SCHOOL**ALANTON**

11/6/2018	Robin W. Hawkins	Custodian I, 10 month, night (personal reasons)
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HOLLAND

11/1/2018	Scott Hinson	Custodian I, 10 month (personal reasons)
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LUXFORD

11/9/2018	Kevin Molina Pena	Custodian II, Head Night (personal reasons)
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POINT O' VIEW

11/26/2018	Daniel E. Asuquo	Special Education Assistant (personal reasons)
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RESIGNATIONS - MIDDLE SCHOOL**PLAZA**

11/7/2018	Marc C. Pressley	Security Assistant (career enhancement opportunity)
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SALEM

11/26/2018	Rapheal Shields	Security Assistant (personal reasons)
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RESIGNATIONS - HIGH SCHOOL**COX**

11/7/2018	Corey D. Francis	Security Assistant (career enhancement opportunity)
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PRINCESS ANNE

12/14/2018	Tiana N. Bailey	School Office Associate II, 10 month (relocation)
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RESIGNATIONS - MISCELLANEOUS**OFFICE OF STUDENT LEADERSHIP**

12/19/2018	Arie I. Throne	School Nurse (family)
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OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES

11/15/2018	Kerri Wallace	Bus Driver, 6.5 hours (relocation)
11/21/2018	Theodore J. Zappia	Fleet Technician III (career enhancement opportunity)
11/27/2018	Kellie S. Westerman	Bus Driver, 8 hours (relocation)

RETIREMENTS - ELEMENTARY SCHOOL**BETTIE F WILLIAMS**

10/31/2018	Mary Lou Smith	Clinic Assistant
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NONE

RETIREMENTS - HIGH SCHOOL

NONE

RETIREMENTS - MISCELLANEOUS

NONE

OTHER EMPLOYMENT ACTIONS

NONE

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

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<u>APPOINTMENTS - ELEMENTARY SCHOOL</u>			
<u>ALANTON</u> 11/6/2018	Lori S. Nye	Reading Specialist, (.2)	Regent University
<u>BIRDNECK</u> 11/8/2018	Sara B. Mills	Grade 1	Virginia Intermont College, VA
<u>CORPORATE LANDING</u> 11/15/2018	Amy Walraven	Grade 1	Old Dominion University
<u>GLENWOOD</u> 11/13/2018	Marie E. Lake	Special Education	Old Dominion University
<u>THALIA</u> 11/7/2018	Virginia J. Wilson	Grade 1	Averett University, VA
<u>APPOINTMENTS - MIDDLE SCHOOL</u>			
<u>LARKSPUR</u> 11/13/2018	Sharee Davis	Grade 7 Math	Cleveland State University
<u>OLD DONATION</u> 11/16/2018	Dalton Parker	Health and Physical Education	James Madison University
<u>PLAZA</u> 11/8/2018	Emily K. Gonzales	Grade 7 Math	Texas A & M University
<u>PRINCESS ANNE</u> 11/26/2018	Jessica R. Price	Special Education	Longwood University Chesapeake Public Schools
<u>SALEM</u> 11/27/2018	Rachel E. Storer	Grade 6 Social Studies	College of Saint Mary-Omaha
<u>APPOINTMENTS - HIGH SCHOOL</u>			
<u>COX</u> 11/15/2018	Mary C. Moore	Literacy Teacher	Regent University VBCPS
<u>GREEN RUN</u> 11/14/2018	Tena D. Cannon	Social Studies, .8	Old Dominion University VBCPS
<u>SALEM</u> 11/15/2018	Tamara G. Smith	Drama, .4	University of Georgia, GA VBCPS

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<u>APPOINTMENTS - MISCELLANEOUS</u>			
<u>OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN</u>			
11/15/2018	Catherine N. Amasia Program Compliance Support Teacher	Arizona State University, AZ	VBCPS
<u>RESIGNATIONS - ELEMENTARY SCHOOL</u>			
<u>NEWTOWN</u>			
11/1/2018	Amanda Butler	Grade 3 (personal reasons)	
<u>RESIGNATIONS - MIDDLE SCHOOL</u>			
<u>BAYSIDE 6TH GRADE CAMPUS</u>			
11/16/2018	Jhenifer N. Melton	Special Education (personal reasons)	
<u>BRANDON</u>			
11/16/2018	Abigail A. Tenon	Grade 8 (family)	
11/30/2018	Tabitha M. Harold	Grade 7 (relocation)	
<u>LARKSPUR</u>			
11/30/2018	Matthew P. Euler	Grade 8 (accepted a private sector job)	
<u>LYNNHAVEN</u>			
11/9/2018	Dennis T. Doyle	Special Education (personal reasons)	
<u>PLAZA</u>			
11/5/2018	Lise R. Mandes	Grade 7 (health)	
<u>RESIGNATIONS - HIGH SCHOOL</u>			
<u>KELLAM</u>			
11/8/2018	David J. Long	Latin (personal reasons)	
<u>KEMPSVILLE</u>			
11/30/2018	Joy E. Eichorst	German, .6 (relocation)	
<u>LANDSTOWN</u>			
11/16/2018	Aimee N. Hardy	English (career enhancement opportunity)	
<u>RESIGNATIONS - MISCELLANEOUS</u>			
NONE			
<u>RETIREMENTS - ELEMENTARY SCHOOL</u>			
NONE			
<u>RETIREMENTS - MIDDLE SCHOOL</u>			
NONE			
<u>RETIREMENTS - HIGH SCHOOL</u>			
NONE			
<u>RETIREMENTS - MISCELLANEOUS</u>			
NONE			
<u>OTHER EMPLOYMENT ACTIONS</u>			
NONE			

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

SCHOOL/DEPARTMENT

POSITION

APPOINTMENTS - ELEMENTARY SCHOOL

GREEN RUN

1/2/2019

TaShenna R. Wiggins Assistant Principal

APPOINTMENTS - MIDDLE SCHOOL

CORPORATE LANDING

11/28/2018

Angela S. Mullen Assistant Principal

APPOINTMENTS - HIGH SCHOOL

NONE

APPOINTMENTS - MISCELLANEOUS

NONE



Subject: Environmental Studies Program **Item Number:** 12B

Section: Action **Date:** Nov. 27, 2018

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

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

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

Recommendation:

That the School Board approve this proposal for an Environmental Studies Program to be located at the Brock Environmental Center for implementation in the 2020-2021 school year.

Background Summary:

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

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

Source:

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

Budget Impact:

Planning Year: \$ 12,500
Year 1: \$289,091
Recurring: \$279,200

Strategic Plan References:

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



The Environmental Studies Program

PROPOSAL

NOVEMBER 2018

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Environmental Studies Program

Introduction

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

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

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

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

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

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

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

Goal 1: Develop a sustainable building infrastructure.

Goal 2: Integrate sustainable practices throughout the school division.

Goal 3: Educate the public about the importance of sustainability.

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

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

Description and Purpose of the Program

Description

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

Purpose

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

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

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

Curriculum Strands

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

Curriculum Partnerships

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

Senior Independent Study

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

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

Multiple Pathways

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

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

Specialized Support

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

Instructional Staff

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

Learning Environment

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

Rationale

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

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

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

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

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

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

Goal 1: High Academic Expectations – *All students will be challenged and supported to achieve a high standard of academic performance and growth; gaps between these expectations and the realities for our student subgroups will be addressed*

- Strategy 5: Continue to implement effective and innovative teaching practices that maximize rigor and engagement.
- Strategy 7: Create inquiry-based and experiential learning opportunities for all students to assist them in acquiring literacy, numeracy and globally competitive skills.

Innovative curriculum design:

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

Goal 2: Multiple Pathways – *All students will experience personalized learning opportunities to prepare them for postsecondary education, employment or military service.*

- Strategy 4: Provide increased opportunities for career awareness, exploration and experience.
- Strategy 5: Promote and expand access to services and programs that support students' future aspirations.

Experiential learning:

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

Goal 3: Social-Emotional Development – *All students will benefit from an educational experience that fosters their social and emotional development.*

- Strategy 3: Encourage student participation in school and community activities.

Community involvement:

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

Goal 4: Culture of Growth and Excellence – *VBCPS will be defined by a culture of growth and excellence for students, staff, parents and the community.*

- Strategy 2 (purposefully partnering with parents and the community): Deepen and expand mutually-beneficial, ongoing partnerships with businesses, military, faith-based, civic and city agencies to strengthen learning opportunities for students.
- Strategy 5 (placing a premium on high-quality staff): Provide a variety of professional learning opportunities and resources to all staff to support continuous improvement and the successful implementation of the strategic framework.

Growth; staff and students:

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

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

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

Vision, Mission and Goals of the Environmental Studies Program

Vision

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

Mission

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

Goals

The goal of the Environmental Studies Program is to empower students in the program to broaden their understanding of sustainability through:

- Utilizing the natural community as a context for learning about environmental and sustainability issues
- Implementing environmental service learning projects
- Integrating interdisciplinary instruction
- Incorporating challenged based, collaborative, and design thinking learning
- Earning the Seal of Excellence in Science and the Environment

The program will:

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

Timeline of Operation and Calendar

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

Proposed Program of Studies

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

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

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

Environmental Studies Program Course Information

Course outline

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

*Indicates courses taken at home school

Course Descriptions

Course Title: *Sustainability Core Concepts and Environmental Systems*

- Course Number: TBD
- Grade: 11
- Pre/Co-requisite: AP Environmental Science
- Duration: Year

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

Course Title: *Natural Resource Management*

- Course Number: TBD
- Grade: 11
- Pre-requisites: None
- Duration: Semester

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

Course Title: *Watershed Hydrology*

- Course Number: TBD
- Grade: 11
- Pre-requisites: None
- Duration: Semester

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

Course Title: *Sustainability: Topical Research*

- Course Number: TBD
- Grade: 12
- Co-requisite: Sustainability: Senior Independent Study
- Duration: Year

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

Course Title: *Sustainability: Senior Independent Study*

- Course Number: TBD
- Grade 12
- Co-requisite: Sustainability: Topical Research
- Duration: Year (Multiple Credits)

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

Staffing and Staff Development

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

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

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

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

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

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

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

Recruitment and Application Process

Marketing

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

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

Student Application Process

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

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

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

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

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

Partnerships

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

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

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

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

Budget

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

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

* Students will be assigned geographically using the below school assignments:

- AM Session: Tallwood, Salem, Kempsville, Landstown, Green Run, First Colonial
- PM Session: Kellam, Ocean Lakes, Cox, Princess Anne, Bayside

Monitoring and Implementation Plan

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

Evaluation

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

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

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

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

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

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

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

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

Program evaluators from the Office of Planning, Innovation, and Accountability will collect data throughout the evaluation period including the following:

- qualitative data from reviews of program documents, interviews with program managers, and survey questions;
- data regarding staff characteristics from the Department of Human Resources;
- data regarding characteristics of students participating in the program from the VBCPS data warehouse;
- students' course performance data and data regarding students' attainment of the Seal of Excellence in Science and the Environment from the VBCPS data warehouse;
- stakeholder perception data using survey instruments; and
- cost data from applicable departments.

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

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

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

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APPENDIX A: Statements of Support



Office of the Superintendent

AUG 17 2016

Office of the President

August 16, 2016

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

Dear Dr. Spence,

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

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

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

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

Sincerely,

A handwritten signature in blue ink, appearing to read 'Scott D. Miller'.

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

Cc: Hilve Firek

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



August 23, 2016

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

Dear Dr. Spence,

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

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

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

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

Sincerely,

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

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

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



November 6, 2018

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

Dear Dr. Spence,

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

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

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Anisa Heming". The signature is fluid and cursive, with the first name "Anisa" and last name "Heming" clearly distinguishable.

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



August 16, 2016

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

Dear Dr. Spence,

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

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

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

Sincerely,

A handwritten signature in black ink that reads 'Jerry W. Stewart'. The signature is fluid and cursive, with the first and last names being more prominent.

Jerry W. Stewart, CECD
Workforce Development Coordinator



CHESAPEAKE BAY FOUNDATION
Saving a National Treasure

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August 11, 2016

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

Dear Dr. Spence,

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

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

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

Sincerely,

Tom Ackerman
Vice President for Education

Christy Everett
Virginia Assistant and Hampton Roads Director



August 17, 2016

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

Dear Dr. Spence:

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

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

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

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

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

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

Sincerely,

A handwritten signature in blue ink that reads 'Dr. Christopher Haley'.

Dr. Christopher Haley
Dean

Division of Natural Sciences and Mathematics

1584 Wesleyan Drive, Norfolk VA 23502
757-455-3200



October 29, 2018

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

Dear Dr. Spence,

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

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

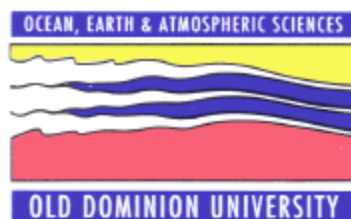
We welcome the opportunity to encourage and endorse such an important educational program for Virginia Beach City Public Schools students.

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

Sincerely,

Frank S. Walker

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



August 9, 2016

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

Dear Dr. Spence,

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

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

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

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



November 5, 2018

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

Dear Dr. Spence,

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer Seydel".

Jennifer Seydel
Executive Director
Green Schools National Network

109 Pine View Dr.
Madison, WI 53704
www.greenschoolsnationalnetwork.org



THE CENTER FOR EDUCATIONAL PARTNERSHIPS

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

November 6th 2018

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

Dear Dr. Spence,

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

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

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

Sincerely,

Joanna K. Garner, Ph.D.
Executive Director



Subject: School Start Times **Item Number:** 12C

Section: Action **Date:** November 27, 2018

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

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

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

Recommendation:

That the School Board approve the proposed resolution directing the Superintendent to develop school start time options that allow adolescent students to start school later.

Background Summary:

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

Source:

Budget Impact: To be determined

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

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

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

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

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

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

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

NOW THEREFORE BE IT

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

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

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

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

Beverly M. Anderson, School Board Chair

ATTEST:

Dianne P. Alexander
Clerk of the School Board



Subject: Establishment of an Ad Hoc Committee for the Code of Ethical and Professional Conduct for Members of the School Board **Item Number:** 12D

Section: Action **Date:** November 27, 2018

Senior Staff: N/A

Prepared by: Beverly M. Anderson, School Board Chair

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

Recommendation:

That the School Board approve the creation of an ad hoc committee for a review of the School Board's Code of Ethical and Professional Conduct for Members, with School Board members Daniel Edwards, Joel McDonald and Trenace Riggs serving on the ad hoc committee, and returning a recommendation to the School Board during the month of February 2019.

Background Summary:

Source:

Budget Impact:



School Counseling Program (K-12):

Subject: Comprehensive Evaluation – College and Career Component **Item Number:** 13A

Section: Information **Date:** November 27, 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

Lisa A. Banicky, Ph.D., Executive Director

Office of Planning, Innovation, and Accountability

Presenter(s): Allison M. Bock

Recommendation:

That the School Board receive the School Counseling Program (K-12): Comprehensive Evaluation – College and Career Component and the administration's recommendations.

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, which included the School Counseling Program. Previously, on December 20, 2016, the School Board approved a three-year comprehensive evaluation plan for the School Counseling Program. The 2016-2017 evaluation focused on the program's academic component and the 2017-2018 comprehensive evaluation focused on the college and career component. An evaluation of the personal and social component of the school counseling program is planned for 2018-2019. The 2017-2018 comprehensive evaluation focused on the operation of the program as it relates to supporting students in college and career preparation including school counselor responsibilities and activities, staffing, professional learning, and parent engagement; characteristics of the students; progress made toward meeting the goals and objectives related to students' college and career preparation; and stakeholders' perceptions. In addition, recommendations for the program are provided.

Source:

School Board Policy 6-26

School Board Minutes September 6, 2017

School Board Minutes December 20, 2016

Budget Impact:



School Counseling Program (K-12): Comprehensive Evaluation - College and Career Component

November 2018

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



Planning, Innovation, and Accountability
Office of Research and Evaluation

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Executive Summary

On December 20, 2016, the School Board approved the School Counseling Program K-12 Evaluation Readiness Report, including the program goals and objectives, the evaluation plan, and the recommendation concerning the evaluation of the program. The recommended evaluation plan included a comprehensive evaluation of the academic component of the school counseling program during the 2016-2017 school year (Year One), the college and career component in 2017-2018 (Year Two), and the personal and social component in 2018-2019 (Year Three). The evaluation report focused on the academic component was presented to the School Board on September 6, 2017. This year's evaluation report focused on the college and career preparation component and was based on the School Board plan. The evaluation focused on the operation of the school counseling program as it relates to supporting students in preparation of college and career, characteristics of the students, progress made toward meeting the goals and measurable objectives of the school counseling program's college and career component, and stakeholders' perceptions. The evaluation was based on data that were collected through surveys, reviews of documents, and data from the Virginia Beach City Public Schools (VBCPS) data warehouse.

Key Evaluation Findings

Actions Taken Regarding Year-One Evaluation Recommendations

The first recommendation from the year-one evaluation was to continue the school counseling program with the following three recommendations requiring action:

Recommendation #2

- The second recommendation was to develop a plan to provide additional school counselor allocations for 2018-2019 at the high school level to ensure that high school students' needs can be met. During 2017-2018, the request for additional high school counselors was submitted by the Department of Teaching and Learning for budget consideration. In the 2018-2019 School Board Operating Budget, the School Board added 12 high school counselor positions.

Recommendation #3

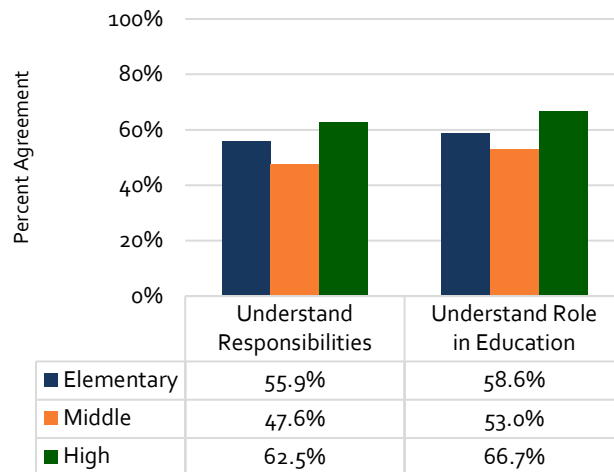
- The third recommendation was to ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals.
- Actions regarding the recommendation included the following: ensuring goal setting was a required element of student advisory meetings at the high school level, holding information nights throughout the year to inform students and parents about academic and career planning, and counselors meeting with students individually to work on various aspects of the academic and career planning process depending on the student's grade.
- In comparison to 2016-2017, middle school students' agreement percentages (52% to 75%) and high school students' agreement percentages (45% to 64%) remained relatively low and did not improve in 2017-2018 regarding whether school counselors helped students identify academic, career, or college-related goals.

Recommendation #4

- The fourth recommendation was to publicize the school counseling program to parents, including school counselors' responsibilities and activities in working with students, so that parents were aware of the various services and opportunities for assistance that were offered.

- Actions regarding the recommendation included the following: school counselors publicizing the components of the school counseling program through a divisionwide parent connection night, a targeted grade-level communication sent home to parents regarding the activities and resources available, and requesting that principals increase efforts to communicate opportunities provided through the school counseling program through social media.
- At the division level, 56 percent of parents agreed they had a clear understanding of school counselors' responsibilities and 60 percent of parents agreed they had a clear understanding of the role school counselors play in students' overall education.

Parent Understanding of School Counselors' Role and Responsibilities



Operational Components

Components of Comprehensive School Counseling Program

- The design and delivery of the VBCPS school counseling program was based on the American School Counselors Association (ASCA) national model because it “emphasizes a comprehensive and developmental approach.”
- The VBCPS school counseling program includes counseling services, classroom guidance services, consultation services, and coordination efforts.
- According to ASCA, delivery of services to students, both direct and indirect services, should account for 80 percent or more of the school counselors' activities with most time spent in direct service to and contact with students.
- Overall, 69 percent of elementary school counselors, 61 percent of middle school counselors, and 58 percent of high school counselors spent most of their time (at least 80%) working directly or indirectly with students, including working with students on college and career matters.
- When asked to approximate the percentage of time spent working with students on academics, college, career, and personal/social concerns, elementary and middle school counselors indicated more than half of their time was spent on personal and social concerns (61% and 51%, respectively), whereas high school counselors split their time approximately in thirds between the areas of academics, college/career, and personal/social.
- From 27 to 39 percent of elementary school counselors, 19 to 36 percent of middle school counselors, and 32 to 45 percent of high school counselors agreed that school counselors' daily schedules allowed adequate time to provide academic, college, or career counseling to students.

- Across all stakeholder groups, including students, parents, school counselors, teachers, and administrators, 52 to 66 percent of elementary stakeholders, 42 to 65 percent of middle school stakeholders, and 32 to 51 percent of high school stakeholders agreed that students and/or parents had enough time with counselors to plan goals.
- At least 87 percent of school counselors, 78 percent of teachers, and 95 percent of administrators agreed that school counselors worked cooperatively with teachers and other staff.

School Counselors Responsibilities and Activities Related to College and Career Preparation

- School counselors were asked to rank various activities based on how much time they spent working in each area. Average ranking by school level showed that mental health issues and academic planning were the areas where the largest amount of time was spent by school counselors at all school levels.
- Administrative tasks were ranked as being the third most time consuming activity by the school counselors at all school levels.
- In addition to administrative tasks, high school counselors ranked college applications, scholarships, and financial aid processes as the third area where they spent their time.

Counselor Rankings of Time Spent in School Counseling Activities

Responsibility/Activity	ES	MS	HS	Division
Mental health issues of students	1.5	1.4	2.7	1.9
Academic planning	3.0	2.3	1.8	2.3
Administrative tasks	3.8	3.4	3.5	3.6
Career counseling	4.2	4.6	4.9	4.6
Professional development	4.0	4.5	6.0	4.9
Building college-going culture	5.0	4.6	5.1	4.9
College application/scholarship financial	6.9	6.7	3.5	5.6

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

- High percentages of school counselors at all levels indicated that they were involved to a large extent with facilitating students' completion of academic and career plans (87% to 90%).
- A high percentage of school counselors at the high school level indicated they were actively involved to a large extent in the following college- and career-related responsibilities: advising students on academic issues and course selection (97%); scheduling and/or promoting college and career day/fair, career connections, college representative visits, and college nights (95%); and supporting college admissions (95%).
- At the middle school level, a high percentage of school counselors indicated they were actively involved to a large extent in the following responsibilities: helping students understand the transition process between school levels (94%), advising students on academic issues (90%), and promoting and helping students identify specialty programs available to them (90%).
- Elementary school counselors indicated they were actively involved to a large extent in helping students understand the transition process between school levels (97%).
- School counselors and administrators responded to survey items regarding whether the college and career counseling expectations were clearly defined. Results varied by school level, but the pattern of results showed that elementary school counselors and administrators were less likely to agree that expectations for college and career counseling were clearly defined.

Stakeholder Perceptions Regarding the Expectations of School Counselors

Survey Item	School Counselors			Administrators		
	ES	MS	HS	ES	MS	HS
Expectations in college counseling are clearly defined .	41.2%	51.6%	61.1%	46.7%	72.2%	76.5%
Expectations in career counseling are clearly defined .	68.6%	71.0%	76.3%	63.6%	86.1%	73.5%

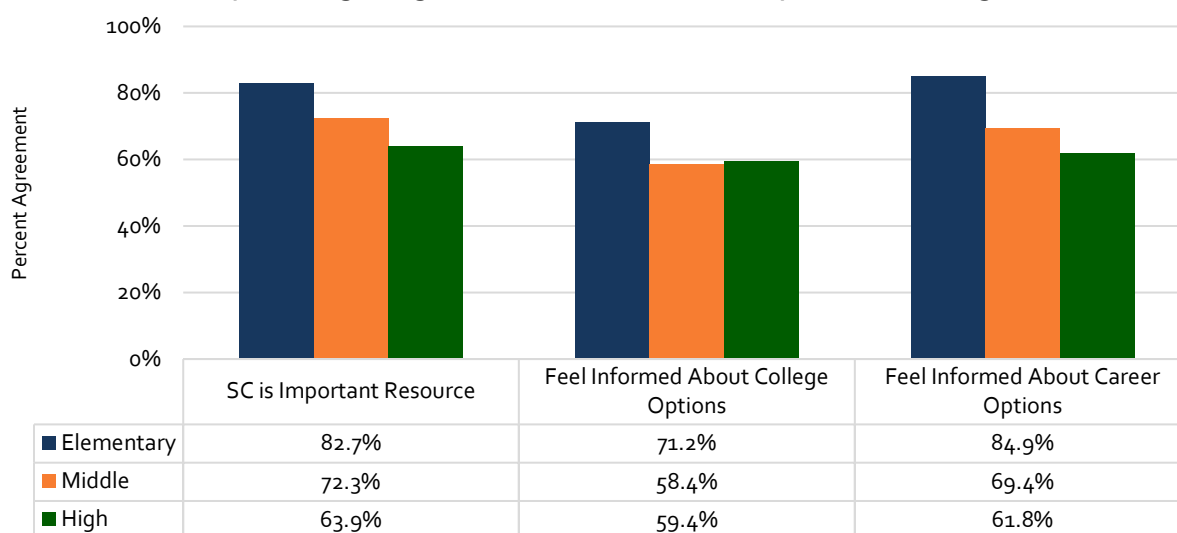
- When teachers were asked about their understanding of the school counselors' role, 77 to 82 percent of teachers agreed that they understood the counselors role overall. However, lower percentages of teachers understood the school counselors' role in college or career preparation, especially at the elementary school level.

Teacher Perceptions Regarding Understanding the Role of School Counselors

Area	ES	MS	HS
Overall role	77.1%	82.3%	80.4%
Role in college preparation	43.8%	62.3%	79.6%
Role in career preparation	52.6%	61.8%	76.1%

- Depending on the school level, 64 to 83 percent of students agreed that their school counselor was an important resource for them in dealing with college and career issues at school, 58 to 71 percent agreed that they felt informed about college options, and 62 to 85 percent agreed that they felt informed about career options.

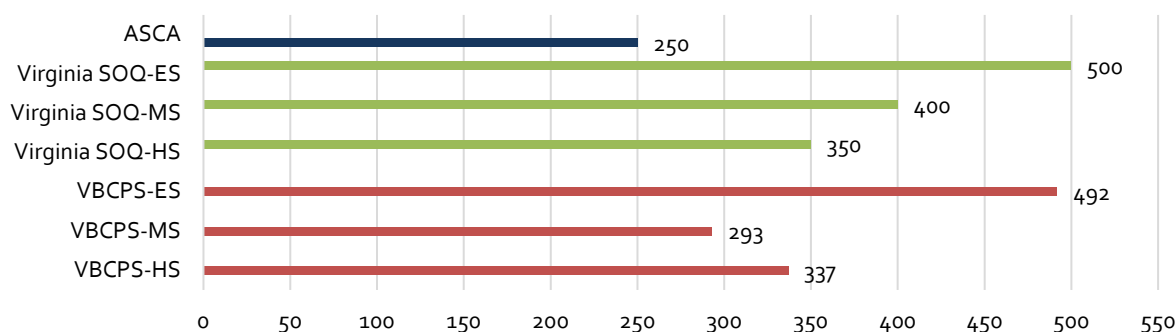
Student Perceptions Regarding School Counselors' Role in Preparation for College and Career



School Counseling Staff Allocations

- Based on the total school counselor FTE allocations at each school level in 2017-2018, VBCPS staffed school counseling departments at or above the SOQ guidelines, but below the ASCA recommendation.
- The school division staffed one school counselor for every 492 elementary school students, one school counselor for every 293 middle school students, and one school counselor for every 337 high school students.

Recommended and Actual Number of Students Per Full-Time Counselor



- There were improvements in the staffing allocation ratios at all school levels in 2017-2018 compared to 2016-2017, but this was likely due to changes in student enrollment as there were no staffing positions added during the 2017-2018 school year.
- Relatively low percentages of staff agreed that the allocations provided to their school allowed the program to meet students' needs and allowed adequate time to counsel students, especially at the high school level.

Percentage Agreement Regarding Allocations Allowing Program to Meet Students' Needs

Group	ES	MS	HS
Counselors	35.3%	41.9%	15.8%
Teachers	64.4%	68.6%	53.6%
Administrators	62.5%	70.3%	34.3%

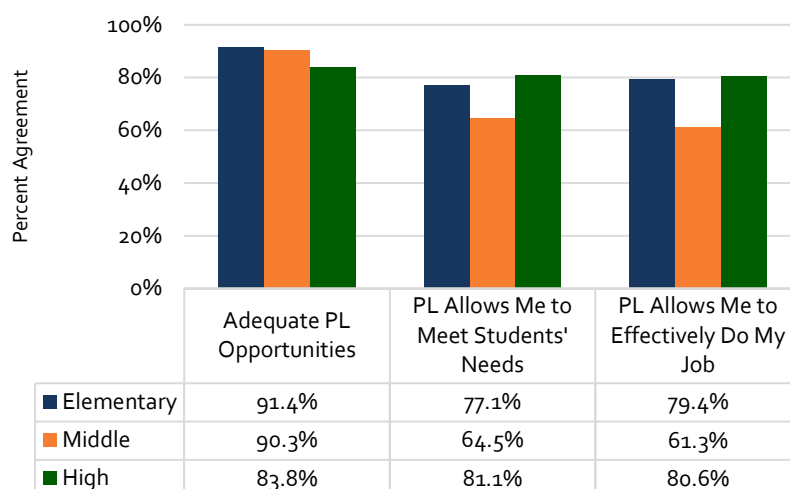
Percentage Agreement Regarding Caseloads Allowing Adequate Time to Counsel Students

Group	ES	MS	HS
Counselors	17.1%	22.6%	2.6%
Teachers	47.1%	53.3%	41.5%
Administrators	48.4%	64.9%	31.4%

Professional Learning Opportunities

- Four mandatory professional learning opportunities were provided to all school counselors during 2017-2018 that focused on using data to create SMART goals, mediation and conflict resolution, and section 504 trainings. In addition, two mandatory sessions were provided for new school counselors. Seventeen optional sessions were offered to school counselors.
- High percentages of school counselors agreed that there was adequate professional learning at each level (84% to 91%). Regarding the efficacy of the professional learning as it related to college and career preparation for students, agreement percentages were somewhat lower, especially at middle and elementary schools.

School Counselor Perceptions of Professional Learning on Students' College and Career Preparation



Parent Involvement and Engagement

- Nearly half of elementary parents (47%), 69 percent of middle school parents, and 73 percent of high school parents reported knowing who their child's school counselor was, and 31 percent of elementary parents, 53 percent of middle school parents, and 45 percent of high school parents talked with their child's school counselor.
- Across the division, 18 percent of parents indicated that they would have liked to talk to their child's school counselor but did not, whereas 40 percent indicated they did not need to talk with their child's school counselor.
- When asked about their satisfaction regarding the level of communication with their child's school counselor, 65 percent of elementary parents indicated being satisfied, whereas 45 percent of middle school parents and 41 percent of high school parents were satisfied.
- Both parents and school counselors indicated that academic planning and individual conferences were the predominant modes of parental participation.
- Across the division, 55 percent of parents, 83 percent of teachers, 92 percent of administrators, and 100 percent of school counselors agreed that school counselors engaged parents with the goal of helping parents support their child's development. Parents of secondary students had lower levels of agreement (45% to 50%) compared to elementary school parents (71%).

Student Characteristics

Student Demographic Characteristics

- The school division's comprehensive school counseling program serves all students from kindergarten through grade twelve. Based on September 30, 2017 data, this included a total of 67,001 students (30,433 in elementary school, 15,872 in middle school, and 20,696 in high school).

Students Working With School Counselors

- Of the 11,893 students across the division who responded to the survey item, 93 percent indicated that they knew who their school counselor was. Percentages varied by school level with 98 percent of fifth-grade students, 91 percent of middle school students, and 88 percent of high school students reporting that they knew who their school counselor was.

- The largest percentage of students at the secondary level reported meeting with their counselor one to two times during the school year, whereas the largest percentage of fifth grade students reported meeting with their counselor more than six times.
- The majority of elementary students (55%) and middle school students (62%) indicated never meeting with a school counselor individually, but were more likely to interact with them in a classroom setting. The majority of high school students reported that they never interacted with their school counselor in a classroom setting, but 66 percent reported meeting individually with their school counselor one or more times.

Percent of Students Who Met With Their School Counselor

Met With Counselor	ES	MS	HS	Division
Overall				
Never	16.6%	27.6%	14.3%	19.6%
1-2 times	18.5%	38.6%	46.4%	33.4%
3-4 times	17.7%	21.8%	25.6%	21.4%
5-6 times	12.0%	4.2%	6.7%	7.8%
7+ times	35.2%	7.9%	7.0%	17.8%
Individually				
Never	54.9%	61.8%	34.1%	51.1%
1-2 times	28.1%	27.9%	43.8%	32.7%
3-4 times	9.1%	6.7%	14.6%	9.9%
5-6 times	3.0%	1.3%	3.7%	2.6%
7+ times	4.9%	2.3%	3.8%	3.7%
In class				
Never	8.5%	21.0%	50.7%	25.1%
1-2 times	10.7%	49.5%	40.9%	32.6%
3-4 times	24.2%	24.6%	6.7%	19.2%
5-6 times	19.4%	3.1%	0.9%	8.4%
7+ times	37.2%	1.8%	0.8%	14.7%

Progress Toward Meeting Goals and Objectives

Goal #2: College and Career Preparation

- The overall goal of the school counseling program's college and career component was to ensure that students investigate the world of work in order to make informed career decisions.
- There were eleven specific objectives assessed as part of the year-two evaluation focused on the school counseling program's role in supporting students in college and career preparation.

Objective #1: Believing that using their abilities to the fullest extent will allow them to achieve high-quality results.

- Across all levels, 78 percent of students agreed that school counselors helped them believe that using their abilities was connected with high-quality results. Fifth grade (90%) and middle school students (79%) had the highest agreement percentages, whereas 63 percent of high school students agreed.

Objective #2: Awareness of academic and career pathways and program enrollment options.

- Overall, 72 percent of students agreed that their school counselor helped with awareness of academic and career pathways, whereas 43 percent of parents agreed.
- For students in grades 5, 7, 8, and 10, which were the grade levels in which students were required to discuss their academic and career plans with their school counselor, between 70 and 86 percent of students agreed that

their school counselor helped with awareness of academic and career pathways with the exception of grade 10, where agreement was 59 percent.

- Elementary school students had high agreement (82%) regarding having received help with becoming aware of middle school programs, whereas 70 percent of middle and 64 percent of high school students agreed their school counselor helped them become aware of high school programs. This pattern was opposite for parents with lower agreement at the elementary level (43%) than at the secondary level (46% to 48%).

Objective #3: Improved understanding of career options.

- Across all levels, 64 percent of students agreed that their school counselor helped them better understand career options. Results varied by school level, with 81 percent of fifth-grade students agreeing, 61 percent of middle school students agreeing, and 46 percent of high school students agreeing that their school counselor helped them better understand career options.

Objective #4: Awareness of scholarship opportunities.

- At the secondary level, 54 percent of students agreed that their school counselor helped them become aware of scholarship opportunities, with higher agreement at the middle school level (58%) than the high school level (49%).
- At the high school level, 34 percent of parents agreed that the school counselor helped their child become aware of scholarship opportunities and 28 percent of parents at the middle school level agreed.

Objective #5: Applying self-motivation and self-direction to learning.

- Approximately 47 percent of fifth-grade students, 31 percent of middle school students, and 22 percent of high school students reported that they worked with their school counselor on either self-motivation or self-direction during the school year. Of those students, between 82 and 92 percent agreed that their school counselor helped them in these areas.

Objective #6: Demonstrating advocacy skills and the ability to assert oneself, when necessary.

- Overall, 70 percent of students indicated that their school counselor helped them with demonstrating advocacy skills and the ability to assert themselves, whereas 41 percent of parents and 74 percent of teachers agreed that school counselors helped students with advocacy skills.
- Across all stakeholder groups, the highest agreement percentages were seen at the elementary school level (80% for teachers and students, 53% for parents) and the lowest agreement percentages were seen at the high school level (68% for teachers, 55% for students, 34% for parents).

Objective #7: Applying media and technology skills related to career interests.

- Across all levels, 66 percent of students agreed that their school counselor ensured they selected courses that allowed them to apply media and technology skills. Agreement percentages were 75 percent for fifth-grade students, 67 percent at the middle school level, and 55 percent at the high school level.

Objective #8: Participating in enrichment and extracurricular activities related to career exploration and interests.

- Overall, 64 percent of students agreed that their school counselor helped students with participating in enrichment and/or extracurricular activities related to career exploration and career interests. Agreement percentages were 77 percent for fifth-grade students, 63 percent for middle school students, and 49 percent for high school students.

Objective #9: Experiences in VBCPS allowing students to reach their post-high school goals.

- At the secondary level, 80 percent of students and 69 percent of parents agreed that students' experiences in VBCPS would allow them to reach their goals after high school.

Objective #10: Understanding that life-long learning and postsecondary education are necessary for long-term career success.

- Overall, 74 percent of students agreed that school counselors helped students understand the necessity of life-long learning or postsecondary education for long-term career success. This agreement varied by school level, with 83 percent of fifth-grade students agreeing, 75 percent of middle students agreeing, and 62 percent of high school students agreeing.

Objective #11: Enrolling in postsecondary education, being accepted into the military, or planning to be employed.

- Overall, 64 percent of middle school students and 68 percent of high school students planned to be employed immediately after graduating high school in some capacity.
- According to the *Compass to 2020* Navigational Markers, 63 percent of graduates from 2015-2016 enrolled in two- and four-year colleges within one year of graduation.
- Of the graduates from 2016-2017, 3 percent reported acceptance into the military, service academies, or receiving ROTC scholarships.

Stakeholder Perceptions

Overall Perceptions

- Overall, students had positive perceptions of their school counselors regarding their accessibility, helping if needed, advocating for all students, and believing all students can succeed, with 74 to 97 percent agreement at each school level.
- When asked specifically about school counselors' understanding of their college and career goals and challenges, 73 percent of fifth-grade students, 48 percent of middle school students, and 43 percent of high school students agreed that their school counselors understood their college and career goals/challenges.
- At least 86 percent of school counselors, 81 percent of teachers, and 92 percent of administrators at each school level agreed school counselors were accessible, helped students if needed, advocated for all students, and believed all students can succeed.

Overall Satisfaction

- When asked to indicate their level of satisfaction with their school's counseling program, 91 percent of fifth-grade students, 78 percent of middle school students, and 60 percent of high school students indicated they were satisfied.
- Parents' satisfaction varied by school level, with 70 percent of elementary school parents, 41 percent of middle school parents, and 46 percent of high school parents reporting that they were satisfied with the school counseling program.
- Parents who agreed that they understood their child's counselor's responsibilities or role in education were more likely to be satisfied with the school counseling program (53% to 94%) than parents who disagreed that they understood (16% to 42%).
- Satisfaction levels were relatively high for staff at all levels, with 83 percent of school counselors, 74 percent of teachers, and 91 percent of administrators reporting that they were satisfied with the school counseling program.

Recommendations and Rationale

Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 6. (Responsible Group: Department of Teaching and Learning)

Rationale: The first recommendation is to continue the school counseling program with modifications noted in the recommendations 2 through 6. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. Because the school counseling program is already intended to be an integral part of the educational experience for all students across the division and serves all students through a variety of activities, the recommendation to continue the program with modifications is made to enhance continuous improvement efforts toward meeting Virginia and ASCA standards for school counseling programs.

Recommendation #2: Develop a plan to provide additional staff (e.g., social workers, psychologists, school counselors, etc.) for 2019-2020 to support the school counseling program's functions to allow school counselors to have additional time to meet students' needs. (Responsible Groups: Department of Teaching and Learning, Department of Budget and Finance)

Rationale: The second recommendation is to develop a plan to provide additional staff (e.g., social workers, psychologists, school counselors, etc.) for 2019-2020 to support the school counseling program to allow school counselors to have additional time to meet students' needs. School counselors, teachers, and administrators across all levels had relatively low agreement that school counselors' allocations, caseloads, and daily schedules allowed school counselors adequate time to counsel students, especially in the area of college and career preparation. In particular, between 3 percent and 45 percent of high school counselors agreed that allocations, caseloads, and daily schedule allowed adequate time to counsel students, whereas between 19 and 42 percent of middle school counselors agreed and 17 percent and 39 percent of elementary school counselors agreed. Additionally, 32 to 66 percent of all stakeholders surveyed agreed that students and parents had enough time with school counselors to plan the child's academic and career goals. When ranking time spent across seven activities, school counselors at all levels ranked administrative tasks as third. Administrative tasks were ranked above time spent on college- and career-related activities at elementary and middle schools and were ranked at the same level as time spent on college applications, scholarships, and the financial aid processes for high school. Upon discussion with the coordinator of counseling services, there are tasks that additional staff could provide assistance with, especially related to helping with 504 plans, Student Response Teams (SRT), and attendance follow up. A review of research by Hanover Research showed that high school counselors' time spent specifically on college counseling was related to student college outcomes. In particular, students whose counselors indicated spending more than 50 percent of their time on activities related to college counseling were more likely to enroll in college than counselors who indicated spending less than 20 percent of their time on college counseling activities. As of 2015-2016, the percentage of VBCPS students who attended two- or four-year colleges within the year after graduation was 63 percent. Additionally, relatively low percentages (43% of high school students, 48% of middle school students, and 73% of elementary students) agreed that school counselors understood their college and career goals/challenges, and the highest percentages of students indicated that they either never met with their school counselor individually or only met with them once or twice. In response to an open-ended question about areas for improvement, a common theme from all stakeholders (school counselors, administrators, teachers, students, and parents) was the need for more support due to concerns regarding school counselors' caseloads and lack of time to work directly with students. In particular, students indicated that they felt more school counselors were needed, and parents noted concerns that school counselors were unable to be as involved with students and parents as much as parents would like. Many school counselors also noted that the program could be improved by having additional support, less time spent on unnecessary tasks, relieving their caseloads, and needing additional time for them to spend working directly with

students. Several counselors also commented that they spend a significant amount of time doing administrative tasks, such as work related to conducting 504 or SRT meetings, or other non-school counseling related tasks.

Recommendation #3: Continue to seek additional parent engagement and education strategies to ensure increased interaction with parents and parent awareness of the role and responsibilities of school counselors. *(Responsible Groups: Department of Teaching and Learning, Department of Media and Communications)*

Rationale: The third recommendation is to seek additional parent engagement and education strategies to ensure increased interaction with parents and parent awareness of the role and responsibilities of school counselors. The ASCA position statement on school-family-community partnerships states that it is part of the school counselor's role to "actively pursue collaboration with family members..." which is believed will benefit the school's counseling program by increasing the program's effectiveness and improving the efficiency of delivering school counseling program services. Depending on the school level, between 31 and 53 percent of parents talked with their child's school counselor; however, between 16 and 23 percent of parents indicated that they did not talk with their child's counselors but would have liked to. Additionally, relatively low percentages of parents were satisfied with the communication with their child's school counselor (65% for elementary parents, 45% for middle school parents, and 41% for high school parents.) Also consistent with the year-one evaluation, parents' perceptions of the school counseling program were less positive overall than other stakeholder groups throughout all areas of the evaluation. In addition, a common theme from the open-ended question about potential areas for improvement for the school counseling program included communication between school counselors and parents. These comments included suggestions for more communication between school counselors and parents in general and concerns regarding previously having trouble receiving responses from school counselors or having no communication at all. In addition, a continued need is to ensure that parents are aware of the role that school counselors play in students' educational experience and their development. When asked directly, 48 percent of middle school parents, 56 percent of elementary parents, and 63 percent of high school parents indicated that they had a clear understanding of the responsibilities of school counselors and 53 percent of middle school parents, 59 percent of elementary parents, and 67 percent of high school parents indicated that they had a clear understanding of the role counselors play in students' education. As might be expected, parents who agreed that they understood school counselors' responsibilities or their role in the students' education were more likely to be satisfied with the school counseling program than parents who disagreed that they understood school counselors' responsibilities. Additionally, understanding the school counselors' responsibilities or their role in the students' education was also related to parents' involvement in parent engagement opportunities, especially about involvement in academic planning and individual conferences.

Recommendation #4: Develop alternative methods for publicizing activities and resources available to secondary students for college and career preparation. *(Responsible Group: Department of Teaching and Learning, Department of Media and Communications)*

Rationale: The fourth recommendation is to develop alternative methods for publicizing activities and resources available to secondary students for college and career preparation. Throughout the areas in which the school counseling program could support students' college and career preparation, secondary students had relatively low agreement levels regarding receiving help from their school counselor as it related to understanding their career options (61% at middle school and 46% at high school), helping with participation in enrichment or extracurricular activities related to their career exploration and interests (63% at middle school and 49% at high school), and awareness of scholarship opportunities (58% at middle school and 49% at high school). When looking exclusively at student awareness of scholarship opportunities at grades 11 and 12, 48 percent and 65 percent of students agreed, respectively. In addition, there appeared to be a difference between school counselors' agreement regarding providing these resources and students' agreement. At the high school level specifically, when selecting activities provided by school counselors, at least 89 percent of high school counselors indicated holding career fairs and college nights and facilitating college representatives' school visits, whereas the majority of high school students did

not indicate that these activities were provided. In addition, at the high school level specifically, when selecting resources provided by school counselors, all school counselors indicated that they provided Scholarship Central to students as a resource; however, only 21 percent of high school students indicated this resource was provided. Overall, communication about resources and activities may need to be more widespread to increase students' participation and knowledge of the resources.

Recommendation #5: Review, revise as needed, and communicate expectations for elementary school counselors' responsibilities regarding college and career activities. (Responsible Group: Department of Teaching and Learning)

Rationale: The fifth recommendation is to review and revise expectations for elementary school counselors' responsibilities regarding college and career activities and then communicate those responsibilities to schools. The VBCPS Essential Counseling Services outlined responsibilities for school counselors related to the college and career preparation component of the school counseling program. When asked to rate the extent of involvement with these responsibilities, there were no activities that over 90 percent of elementary counselors indicated being involved with to a large extent. Further, there were six responsibilities relevant to the elementary school level that less than half of elementary school counselors indicated being involved with to a large extent. Therefore, the outlined responsibilities specific to college and career preparation appear to align more closely with the secondary level. In regards to the perceptions of expectations related to the school counseling program's college and career component, school counselors and administrators at the elementary level had low agreement percentages (41% and 47%, respectively) that expectations in **college** counseling were clearly defined, and teachers had low agreement that they had a clear understanding of school counselors' role in **college** preparation (44%). Relatively low percentages were also found regarding school counselors' and administrators' agreement that expectations in **career** counseling were clearly defined (69% and 64%, respectively), as well as teachers' understanding of school counselors' role in **career** preparation (53%). In addition, elementary school counselors and administrators had relatively low agreement regarding having adequate resources to counsel students on matters related to college (56% and 61%, respectively) and career (74% and 66%, respectively). In response to an open-ended question related to areas of improvement, a few counselors commented that they felt as though they did not have a clear understanding of their role in college and career readiness at the elementary level.

Recommendation #6: Continue to ensure that students are aware of the academic and career planning process and work to develop their academic and career plans. (Responsible Group: Department of Teaching and Learning)

Rationale: The final recommendation is to ensure that students are aware of the academic and career planning process and work to develop their academic and career plans. In grades 5, 7 or 8, and 10, students were required to complete an academic and career plan with their school counselors that detailed their desired courses. These plans ensured that students considered their desired career pathway when choosing courses. When surveyed about whether school counselors helped students complete academic and career plans, 66 percent of grade 5 students, 45 percent of grade 7 students, 53 percent of grade 8 students, and 40 percent of grade 10 students selected this as an activity their school counselor helped them with, compared to 99 percent of school counselors. Among other staff, 70 percent of administrators and 54 percent of teachers selected this as an activity that school counselors assisted with. Another opportunity for high school students to work on their ACP was through advisory blocks. Although the majority of high school counselors (89%) indicated that they helped with advisory block(s) relevant to academic and career planning, only 22 percent of grade 10 students indicated that school counselors assisted with this activity. Further, when examining students' progression through the ACP process, students were asked about their awareness of their college and career options and then asked to rate their level of preparation from awareness to exploration to readiness for college and career. In regards to college awareness, 67 percent of fifth-grade students, 62 percent of middle school students, and 68 percent of high school students agreed they were aware of their college options. For career awareness, 85 percent of fifth-grade students, 78 percent of middle school students, and 76 percent of high school students indicated they were aware of their career options.

Introduction

Background

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

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

The School Board approved the school counseling program for an evaluation readiness report on August 18, 2015. During the 2015-2016 school year, the evaluation plan was developed with the program managers, including the goals and objectives that would be assessed. The recommendation from the evaluation readiness report was that the school counseling program undergo a three-year comprehensive evaluation beginning in 2016-2017 with an examination of the program’s academic component, followed by an evaluation focused on the college and career component in 2017-2018. An evaluation of the personal and social component of the school counseling program is planned for 2018-2019. The recommended evaluation plan was approved by the School Board on December 20, 2016. The first year evaluation was presented to the School Board on September 6, 2017 with recommendations including continuing the program, developing a plan to provide additional school counselor allocations at high schools, ensuring secondary school students identify goals through the academic and career planning process, and publicizing the program to parents. The recommendations were approved by the School Board on September 19, 2017.

Purpose

This year-two evaluation provides the School Board, Superintendent, and program managers with information about the operation and progress towards meeting the goals of the school counseling program’s college and career component. Because the school counseling program operates with local resources, evaluation of the program is required by School Board Policy 6-26. The comprehensive evaluation focused on the operation of the school counseling program, including the components, school counselor activities

and responsibilities, staffing, professional learning, and parent engagement; characteristics of the students; progress made toward meeting the goals and objectives related to students’ college and career preparation; and stakeholders’ perceptions. Data from the evaluation should help inform future program development and continuous improvement efforts.

Program Overview

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

Counseling Services – This component includes assistance to individuals and groups and may include preventive or remedial interventions; crisis intervention; and referrals from students (self), parents, teachers, or others.

Classroom Guidance Services – These services include academic planning, career awareness, decision-making, and the development of personal/social skills.

Consultation Services – Consultation may occur with parents, teachers, administrators, and/or community agencies.

Coordination Efforts – This area may include a host of activities, including, but not limited to, the oversight of new student registration, student records, testing, orientation programs, parent workshops, peer facilitation programs, referral to community agencies, military child support (e.g., deployment and transition), and college and career information (e.g., SAT/PSAT, financial aid, scholarships, and transcripts).

The VBCPS Essential Counseling Services by Level document (see Appendix A) sets forth the school counseling responsibilities by school level for each area (e.g., academic, college/career, personal/social) along with alignment to the Virginia Standards.

The document also aligns each area with the relevant student mindsets and behaviors schools seek to cultivate in students based on the ASCA mindsets and behaviors. Examples of these mindsets and behaviors for each area are shown in Table 1. The college/career area shown in bold is the focus of this year's comprehensive evaluation.

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

Area	Example Mindsets	Example Behaviors
Academic	<ul style="list-style-type: none"> -Self-confidence -Positive attitude 	<ul style="list-style-type: none"> -Time-management, organizational, and study skills -Identify academic, career, and social/emotional goals -Set high standards and engage in challenging coursework -Ability to work independently -Ability to overcome barriers to learning -Use effective communication and listening skills -Create relationships that support success
College/Career	<ul style="list-style-type: none"> -Link postsecondary education and life-long learning to long-term career success -Belief in using abilities to achieve high-quality outcomes 	<ul style="list-style-type: none"> -Apply self-motivation and self-direction to learning -Apply media and technology skills -Participate in extracurricular activities -Demonstrate advocacy skills and ability to assert self when necessary
Personal/Social	<ul style="list-style-type: none"> -Belief in development of whole self, including healthy balance among mental, physical and social/emotional well-being -Sense of belonging in the school environment 	<ul style="list-style-type: none"> -Demonstrate effective coping skills -Demonstrate ability to adapt and manage transitions -Create positive relationships with others -Demonstrate empathy -Demonstrate ethical decision-making and social responsibility

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

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

Program Goals and Objectives

As part of the evaluation readiness process, program goals and objectives were outlined in collaboration with program managers from the Office of Student Support Services. Measurable goals and objectives were developed based on a review of the VBCPS Essential Counseling Services by Level document, a review of ASCA information, a review of Virginia standards, and a review of individual school goals for the counseling program. A total of 3 goals and 30 objectives were established in preparation for the comprehensive evaluation of the school counseling program. The three goals were focused on students' academic preparation, college and career awareness, and personal and social development.⁶ The three overarching goals are shown below, and the specific objectives are included in Appendix B.

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

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

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

The second goal shown in bold, which is the focus of the year two evaluation, was that the school counseling program will ensure that students investigate the world of work in order to make informed career decisions. This goal included the following objectives for students:

- Understanding the connection between effort and results,
- Awareness of pathways and school program options at the secondary level,
- Understanding career options,
- Awareness of scholarship opportunities,
- Applying self-motivation and self-direction in learning,
- Demonstrating self-advocacy skills,
- Applying media and technology skills related to career interests,
- Participating in extracurricular and enrichment activities related to career interests,

- Reaching post-high school goals,
- Understanding the connection between life-long learning and postsecondary education to career success, and
- Enrollment in college, military, or employment.

This second goal and the 11 related objectives will be addressed in the Evaluation Results and Discussion section of this report. Goal #1 was the focus of the evaluation in 2016-2017, and Goal #3 will be the focus of the evaluation in 2018-2019.

Evaluation Design and

Evaluation Design

The purpose of the comprehensive evaluation during 2017-2018 was to (1) assess how the school counseling program operates in terms of offering services and (2) assess the extent to which outcomes related to the school counseling program's college and career component are being met. Given the size of the program within the division and the variety of different activities and functions that are part of the school counseling program, the evaluation did not include an analysis of program costs.⁷ This is the second year of a multiyear evaluation focused on three components of the program: academic, college and career, and personal and social. Conducting an evaluation that focuses on each component over a three-year period follows the recommendation cited by Hanover Research⁸ and advocated by the Kellogg Foundation.⁹

The evaluation included mixed-methodologies in order to adequately address each of the evaluation questions, including the goals and objectives. Data collection for college and career services occurred during the 2017-2018 school year. Data collection included both quantitative (e.g., student demographics, college enrollment data, survey ratings) and qualitative data (e.g., open-ended survey questions, time/task analyses, document review). Quantitative data were extracted from the VBCPS data warehouse. Surveys were administered to all stakeholder groups (i.e., building administrators, school counselors, teachers, students, parents, and community partners) to gather perception data.

To the greatest extent possible, the evaluation methods utilized in this comprehensive evaluation aligned with information in the literature about best practices in the evaluation of school counseling programs. The design

of the evaluation included cross-sectional components where data were examined based on a “snapshot” at one point in time, along with an examination of data based on subgroup (i.e., school level).

Evaluation Questions

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

The evaluation questions for the comprehensive evaluation of the college and career component are as follows:

1. **What actions were taken regarding the year-one evaluation recommendations focused on the academic component from September 2017?**
2. **What are the operational components of the school counseling program?**
 - a. What are the components of the comprehensive school counseling program?
 - b. What activities are offered by the school counseling program promoting college and career preparation and what are the school counselors’ responsibilities in this area¹⁰?
 - c. What are the school counseling staff allocations among schools compared to the Virginia and ASCA standards and do the allocations meet schools’ needs?
 - d. What professional learning opportunities are provided for school counselors and does the professional learning meet the school counselors’ needs?
 - e. How does the school counseling program involve and engage parents in supporting their child’s development?
3. **What are the characteristics of students served by the school counseling program?**
 - a. What are students’ demographic characteristics (e.g., grade, gender, ethnicity, socioeconomic status, military-connected, special education, gifted)?
 - b. To what extent do students report working with their school counselor individually and through classroom instruction?
4. **What progress has been made toward meeting the goals and objectives of the program?**
5. **What were stakeholders’ perceptions of the school counseling program (i.e., building administrators, school counselors, teachers, students in grade 5 through 12, parents, and community partners)?**

Instruments and Data Sources

Multiple instruments and data sources were used to gather data throughout 2017-2018. Qualitative data were collected through meetings with the program managers, document reviews, and open-ended survey questions. Quantitative data were gathered through the VBCPS data warehouse, National Student Clearinghouse reports, and reported on surveys. The Office of Planning, Innovation, and Accountability evaluators employed the following data collection methods:

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

Surveys

The Office of Planning, Innovation, and Accountability invited building administrators, school counselors, teachers, community partners, students in grades 5 through 12, and their parents to complete surveys regarding their perceptions. Due to the size of the grades 6 through 12 student populations at each school

and the number of parents in the division, random sampling was employed for the survey administration.

For each middle and high school, a random sample of English classes was selected for participation in the student survey. Depending on the size of the school, the size of the student sample at each middle school varied from 12 to 14 classes and 236 to 362 students across all grade levels. The size of the student sample at each high school varied from 16 to 23 classes and generally included 355 to 433 students across all grade levels. Several smaller sites such as Renaissance Academy and Green Run Collegiate had 96 to 201 students included in the sample. The size of the sample was determined based on a 95 percent confidence level with a 5 percent margin of error with adjustments made for potential nonresponse given the previous year's response rates.¹¹ Following the random selection of the classes for the student survey, demographics of the students in those classes were compared to the demographic characteristics of all the students in the school. Results showed that the demographic characteristics of the students in the selected classes mirrored those of each school's overall student population.

All students in grade five were surveyed due to the smaller size of the fifth-grade class at each elementary school. Student survey results reported in this evaluation represent students from 52 elementary schools, 15 middle schools, and all high schools. A survey reminder was provided to schools if there were no student responses recorded during the last week of administration. Even with the reminder, one middle school and two elementary schools did not administer the student survey.¹²

Parents who received an invitation to complete the survey were randomly selected from all parents of students in kindergarten through grade twelve with email addresses on file. Again, the size of the sample was determined based on a 95 percent confidence level with a 5 percent margin of error with adjustments made for expected nonresponse. Based on the random selection process, from 216 to 454 parents per grade level were selected to receive an invitation. Responses were received from parents representing all grade levels, and parent responses represented 48 elementary school sites, 14 middle school sites, and all high school sites. Therefore, there was no parent representation for two middle schools and eight elementary schools.

All building administrators, school counselors, teachers, and community partners received an invitation to

complete the stakeholder survey through their email address. Teacher responses were received from all of the division's schools. Administrator responses were received from 47 elementary school sites and all middle and high school sites. School counselors were not asked to select their school to assure respondents that their responses were anonymous. Community partners who responded indicated that they worked with schools at each school level (all indicated working with high school).

The surveys of all stakeholders were conducted online during March 2018. Table 2 provides the division response rates for each survey.

Table 2: Survey Response Rates

Group	Surveys Sent	Surveys Returned	Response Rate (%)
Administrators	229	145	63%
School Counselors	180	117	65%
Teachers	4,369	1,232	28%
Students	14,745	12,286	83%
Elementary	5,265	4,608	88%
Middle	4,827	4,070	84%
High	4,653	3,608	78%
Parents	3,772	335	9%
Community Partners	17	6	35%

The surveys consisted mainly of Likert-type items focused on elements of the school counseling program's college and career component. The response options were generally on a four-point scale: (1) Strongly Disagree; (2) Disagree; (3) Agree; (4) Strongly Agree. Where possible, comparable versions of survey items were included on all survey versions. Several survey items were consistent from the previous year to allow for comparison across years; however, it is important to note that the survey was introduced as having a focus on college and career preparation, which may have framed this survey differently. All surveys included the same two open-ended questions regarding strengths and possible improvements for the school counseling program.

Data Analysis

The division student enrollment and demographic data were extracted from the VBCPS data warehouse using query statements and exported to Microsoft Excel spreadsheet files to allow for data analysis. Research and evaluation staff downloaded survey results for each of the stakeholder surveys from SurveyMonkey.

Open-ended comments were analyzed for common themes. Other survey data were analyzed using frequency analyses in SPSS. Survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Survey agreement percentages are based on respondents who either “agreed” or “strongly agreed” with the survey statements. When survey results were disaggregated by school level, the school level was based on respondents’ answer to the first survey item that asked them to indicate their school level. This survey item controlled the skip logic to the appropriate list of schools and relevant survey items for respondents.

Evaluation Results and Discussion

This second-year evaluation describes actions taken regarding the School Board approved recommendations from the year-one evaluation, the operational components of the program, progress toward meeting goals and objectives specific to college and career preparation, and stakeholders’ perceptions.

Actions Taken Regarding Year-One Evaluation Recommendations

The first evaluation question focused on the actions taken regarding the recommendations from the year-one evaluation that focused on the program’s academic component. Information to address this evaluation question was provided by the coordinator of school counseling services.¹³ The first recommendation from the year-one evaluation was to continue the school counseling program with the following three recommendations requiring action:

Recommendation #2: Develop a plan to provide additional school counselor allocations for 2018-2019 at the high school level to ensure that high school students’ needs can be met.

The second recommendation focused on school counselor allocations. It was recommended that a plan be developed to provide additional school counselor allocations for 2018-2019 at the high school level to ensure that high school students’ needs were met. Throughout the 2017-2018 school year, there were several steps taken regarding developing a plan to provide additional school counselor allocations at the high school level. The coordinator of school counseling services drafted and finalized justification statements in

support of adding additional high school counselor allocations. These statements were then submitted to the Department of Teaching and Learning for budget consideration.¹⁴ In the 2018-2019 VBCPS Operating Budget, the School Board approved the budget, which added 12 high school counselor positions.¹⁵ Therefore, beginning in the 2018-2019 school year, there was an additional school counselor in every high school.

Recommendation #3: Ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals.

The third recommendation focused on students’ academic and career planning process. It was recommended that processes be put in place to ensure that middle and high school students identify goals through the academic and career planning process and that they were aware of academic and career pathways to meet their goals. In August 2017, a secondary student advisory planning meeting was held during which goal setting was identified as a required element of the advisory initiative. Subsequently, throughout the 2017-2018 school year, advisory sessions were conducted at all high schools for students, and these advisory sessions included a focus on goal setting and academic and career planning (e.g., career interest inventories, career exploration and research). Throughout the year, information nights were also held for students and parents with a focus on academic and career planning. In particular, in October 2017, the VBCPS divisionwide college night was held, which allowed students and families to learn about postgraduate education. Advanced Placement (AP) and PSAT information nights were held at all high schools in January 2018, and career fairs or visits were conducted at all secondary schools throughout January and March 2018. Additionally, throughout October 2017 and February 2018, staff from the Technical and Career Education Center (Tech Center) and the Advanced Technology Center (ATC) visited secondary schools to provide program information.

At certain points throughout the year, students met individually with their counselor to work directly on academic and career planning. During October 2017, seniors met individually with counselors regarding graduation status, goals, and post-secondary plans, and students in grades 6, 7 or 8, and 10 met with counselors to complete formal academic and career plans. From October 2017 through February 2018, individual

meetings were held between counselors and students in grades 6 through 11 to discuss academic plans and goals for the current school year along with course selections for the following school year. In December 2017, PSAT results were discussed with students in grade 10 and accounts for Khan Academy were created for each student in grade 10, which allowed for exploration into colleges and careers.

An additional step regarding this recommendation was providing school counselors with a resource from ASCA on working with students on career planning (i.e., Career Conversation Starters resource from ASCA). Lastly, to ensure that parents and students were knowledgeable about student planning, course history information was added to ParentVUE and StudentVUE to ensure ease of access, and course request verification sheets were mailed to parents for confirmation.

Although multiple activities occurred during 2017-2018 regarding the identification of goals through the academic and career planning process, in comparison to the 2016-2017 survey results, secondary students' agreement percentages remained low or declined further in 2017-2018 regarding whether school counselors helped students identify goals in the academic, career, and social-emotional areas, with between 44 percent and 75 percent agreement (see Table 3). Comparatively, elementary students' agreement remained relatively high regarding whether school counselors helped students to *explore* academic, career, and social-emotional goals (see Table 3). Additionally, approximately half of middle (52%) and high school students (49%) indicated they were provided the opportunity to identify college goals in 2017-2018 by thinking about colleges they might like to attend.

Table 3: Student Percentage Agreement Regarding Counselor Helping Explore or Identify Goals

Area	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Academic	88.1%	77.7%	70.5%	81.7%	75.3%	63.8%	-6.4%	-2.4%	-6.7%
Career	86.6%	65.5%	49.0%	83.3%	64.3%	45.0%	-3.3%	-1.2%	-4.0%
College	-	55.7%	53.3%	-	52.3%	49.4%		-3.4%	-3.9%
Social-Emotional	78.8%	63.4%	45.9%	73.0%	63.4%	43.9%	-5.8%	0.0%	-2.0%

Although secondary student agreement percentages were low, at least 90 percent of school counselors, 71 percent of teachers, and 81 percent of administrators at the secondary level agreed that school counselors helped students with identifying goals in the academic, career, and social-emotional areas (see Appendix C for all agreement percentages across stakeholders).

Agreement percentages also remained low for high school students (49% to 64%) with regards to whether their counselor helped with awareness of career options and programs available to them, as well as understanding the classes to take related to career interests and the transition process to the next school level (i.e., postsecondary for high school students). Although there were slight improvements for middle school students' agreement in some of these areas, agreement percentages were between 64 and 74 percent (see Table 4). Agreement percentages remained higher for elementary school students in these areas, with 76 to 88 percent agreement.

Table 4: Student Agreement Regarding Helping With Awareness of Academic and Career Pathways

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Career Options	85.9%	66.8%	50.8%	85.8%	66.9%	49.3%	-0.1%	+0.1%	-1.5%
Classes Related to Career Interests	81.1%	63.9%	57.1%	76.0%	64.4%	54.2%	-5.1%	+0.5%	-2.9%
Transition Process to Next Level	92.2%	67.1%	60.3%	87.7%	74.1%	53.4%	-4.5%	+7.0%	-6.9%
Programs Available	85.5%	72.5%	67.7%	82.1%	70.1%	63.6%	-3.4%	-2.4%	-4.1%

Recommendation #4: Publicize the school counseling program to parents, including school counselors' responsibilities and activities in working with students, so that parents are aware of the various services and opportunities for assistance that are offered.

The last recommendation focused on parents' awareness of services and opportunities offered by the school counseling program. It was recommended that the division publicize the school counseling program to parents, including school counselors' responsibilities and activities in working with students, so that parents were aware of the various services and opportunities for assistance that were offered. In November 2017, the parent connection night included a presentation by the school counseling program that outlined the components of the school counseling program (e.g., academic, college and career, and personal/social) as well as provided information regarding the role of counselors in academic planning, which was the focus of the parent connection night. Additionally, during the spring semester, targeted grade-level communication was sent home to parents at grade levels not completing an academic and career plan regarding the activities and resources provided by counselors in regards to the academic and career planning process. These communications also included links to Destination Graduation, the VBCPS ACP site, and requests to review ACP information with their student. In February 2018, principals were encouraged through a Principals' Packet memo to increase their efforts of communicating with parents through social media in regards to school counseling opportunities. In addition, Office of Student Support Services staff met with the Department of Media and Communications staff regarding additional publicizing opportunities, but no additional divisionwide efforts have been pursued.

Throughout the 2017-2018 school year, aspects of the school counseling program were publicized at various open house events, specialized information nights, and parent workshops. In particular, in August and September 2017, school counselors promoted their services during open house events at all schools, and in December 2017 and January 2018, the Tech Center and ATC held open house events.

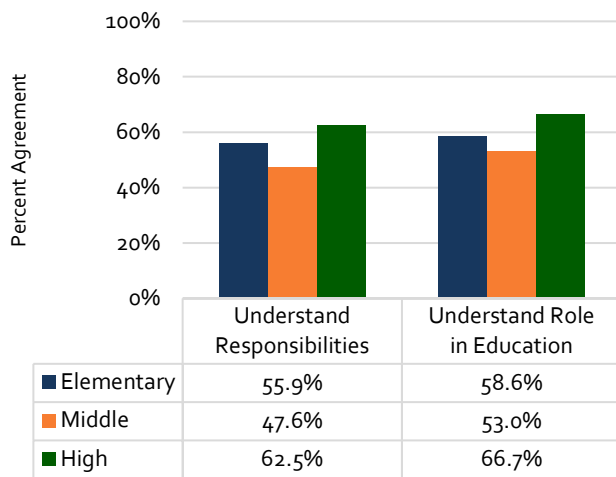
Senior parent/guardian information nights were held in September 2017 at all high schools when school counselors connected with parents and students to provide information about college admissions, scholarships, and other relevant information for

seniors. Similarly, rising sixth- and rising ninth-grade information nights were conducted in December 2017 and January 2018. Advanced Placement (AP) and PSAT information nights were conducted at all high schools, and PSAT 8/9 information nights were held at middle schools for school counselors to educate parents on details of these assessments. The divisionwide information sessions, "Navigating the Journey" and "VBCPS College Night," were held in October 2017 to provide information on various programs throughout VBCPS and postgraduate education.

Parent connection workshops on college planning and the college application process were held in September 2017 and on academic advising and academic and career planning in November 2017. In March 2018, academic and career plans were sent home to parents of students in grades 5, 7 or 8, and 10 to review and course request verification sheets were mailed home to parents of all students for confirmation. Two features were added to parentVUE, students' graduation status to track progress toward their diploma of choice and course history to keep parents informed about students' academic progress.

This recommendation was based on low parent agreement percentages during the first year of the evaluation across various survey items with concern that parents may not understand the scope of the school counselors' responsibilities or the role that school counselors play in students' education. In 2017-2018, parents were asked directly about their understanding of school counselors' responsibilities and the role school counselors play in students' overall education. At the division level, 56 percent of parents agreed they had a clear understanding of school counselors' responsibilities and 60 percent of parents agreed they had a clear understanding of the role school counselors play in students' overall education (see Figure 1 for results by school level). Therefore, it appears that publicizing the school counseling program to parents is a continued need to ensure that they are aware of the role that school counselors play in students development. As might be expected, parents who agreed that they understood school counselors' responsibilities or their role in the students' education were more highly satisfied with the school counseling program than parents who disagreed that they understood.

Figure 1: Parent Understanding of School Counselor's Role and Responsibilities



Operational Components

Components of Comprehensive School Counseling Program

A comprehensive school counseling program focuses on all aspects of student learning and involves a collaborative effort with other educators and parents to operate as an integral and essential component of a school's structure and organization.¹⁶ According to the ASCA national model, which provides a framework for school counseling programs, a comprehensive school counseling program consists of four components: foundation, management, delivery, and accountability.¹⁷ Information about each of these four components is described below in Table 5 based on descriptions from ASCA.

Table 5: Components of Comprehensive School Counseling Program

Component	Description
Foundation	Program focuses on student outcomes by teaching student competencies around three domains: academic, career, and social/emotional development. The program is delivered by school counselors with identified professional competencies.
Management	School counselors incorporate organizational assessments and tools that reflect the school's needs including annual agreements with administrators, advisory councils, use of data, and action plans.

Component	Description
Delivery	School counselors provide services to students, parents, school staff, and the community through direct and indirect student services.
Accountability	School counselors analyze school and program data to determine program's effectiveness and to guide future action.

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

According to ASCA, the Delivery component represents 80 percent or more of the activity in the ASCA National Model. Within the Delivery component of the program, school counselors provide direct and indirect student services. Direct student services are based on in-person interactions between the school counselor and students. Direct student services include delivering the school counseling core curriculum that is based on structured lessons to provide students with the developmentally appropriate knowledge, skills, and attitudes. The curriculum is systematically presented by school counselors in collaboration with teachers and is part of the school's overall curriculum. Direct services also include individual student planning to assist students in determining goals and developing future plans. Responsive services are also part of direct services where the school counselor responds to students' immediate needs and concerns through counseling in individual or small group settings or crisis response. According to ASCA, school counselors should "spend most of their time in direct service to and contact with students."¹⁸

Indirect student services are those services that are provided on behalf of students as a result of school counselors' interactions with others. These services may include referrals for other services and collaboration or consultation with parents or teachers.

While the ASCA model aims for at least 80 percent of school counselors' time spent within the Delivery component, the Virginia Standards of Accreditation indicate that the counseling program "shall provide a minimum of 60 percent of the time for each member of the guidance staff devoted to counseling of students."¹⁹ Therefore, based on either standard, counseling and interaction with students should be the focus of the school counselors' work. Survey results from school counselors suggested that 69 percent of elementary school counselors, 61 percent of middle school counselors, and 58 percent of high school

counselors spent most of their time (at least 80%) working directly or indirectly with students, including working with students on college and career matters. A slightly higher percentage of administrators at each school level agreed that school counselors spent most of their time (at least 80%) counseling students directly or indirectly, with 73 percent of elementary school administrators, 89 percent of middle school administrators, and 69 percent of high school administrators in agreement.

A review of research by Hanover Research showed that high school counselors' time spent specifically on college counseling was related to student college outcomes.²⁰ In particular, students whose counselors indicated spending more than 50 percent of their time on activities related to college counseling were more likely to enroll in college than counselors who indicated spending less than 20 percent of their time on college counseling activities. In the survey for this evaluation, school counselors were asked to estimate the percentage of their time spent in a typical week working with students across the four focus areas of academics, career, college, and personal/social by entering a number for each area totaling 100 percent. Elementary and middle school counselors indicated more than half of their time was spent on personal and social concerns followed by academics (see Table 6). Elementary and middle school counselors indicated they spent the least amount of time on the areas of career and college. High school counselors indicated they split their time approximately in thirds between the areas of academics (36%); college and career combined (31%); and personal and social (34%).

Table 6: Average School Counselor Reported Percentage of Time Spent Working With Students in Each Area

Area	ES	MS	HS
Academics	23.9%	31.5%	35.7%
Career	10.9%	11.0%	12.0%
College	5.0%	7.7%	18.7%
Personal and Social	61.4%	51.1%	33.6%

Stakeholders responded to several survey items related to components of the comprehensive school counseling program, particularly related to providing academic, college, and career counseling to students and collaborating with teachers. As shown in Table 7, across all school levels, less than 45 percent of school counselors agreed that their daily schedule allowed time to provide academic, college, or career counseling to students. As shown in Table 7, agreement was particularly low for middle school counselors when

they were asked about having a schedule that allowed time for college and career counseling (23% and 19%, respectively). In comparison to the year-one evaluation, there were declines in the percentages of elementary and middle school counselors who agreed that their schedule allowed time for academic counseling (from 54% to 39% at elementary and from 43% to 36% at middle), whereas there was an increase in the percentage of high school counselors who agreed (from 35% to 40%).

Table 7: School Counselor Perceptions About Daily Schedule Allowing Adequate Time to Counsel Students

Area	ES	MS	HS
Academic counseling	39.4%	35.5%	39.5%
College counseling	26.5%	22.6%	44.7%
Career counseling	31.4%	19.4%	31.6%

As shown in Table 8, 58 percent of teachers or less agreed that the school counselors had a daily schedule that allowed them adequate time to provide academic, college, or career counseling to students. Approximately half of middle school and high school teachers agreed that school counselors had a daily schedule that allowed time to provide college or career counseling, whereas only 33 and 41 percent of elementary teachers agreed that the schedule allowed time to provide college or career counseling, respectively. At least one-half of teachers agreed that academic counseling could be provided across all levels. However, in comparison to the year-one evaluation, there were declines in the percentages of teachers at all levels who agreed that the school counselors' schedule allowed time for academic counseling (from 62% to 52% at elementary, from 63% to 58% at middle, and from 57% to 52% at high).

Table 8: Teacher Perceptions About School Counselors' Daily Schedule Allowing Adequate Time to Counsel Students

Area	ES	MS	HS
Academic counseling	52.2%	58.4%	52.0%
College counseling	32.7%	47.1%	53.4%
Career counseling	40.8%	50.4%	49.4%

Administrators at the elementary and middle school levels were slightly more positive than school counselors and teachers that their school counselors had a daily schedule that allowed them adequate time to provide academic, college, or career counseling to students, particularly at the middle school level. Across all three areas of counseling, middle school administrators had noticeably higher agreement percentages than elementary and high school

administrators (see Table 9). Additionally, in comparison to the year-one evaluation, there were notable declines from 92 percent to 67 percent agreement for elementary and from 85 percent to 50 percent agreement for high school administrators regarding school counselors having adequate time to provide academic counseling. The percentage remained the same for middle school administrators.

Table 9: Administrator Perceptions About School Counselors' Daily Schedule Allowing Adequate Time to Counsel Students

Area	ES	MS	HS
Academic counseling	66.7%	86.5%	50.0%
College counseling	53.3%	69.4%	50.0%
Career counseling	57.4%	72.2%	38.2%

In addition to providing direct services to students, a comprehensive school counseling program involves a collaborative effort with students and parents to operate as an integral and essential component of a school's structure and organization. Stakeholders were also asked more specifically about whether students and parents were able to have enough time with school counselors to plan students' academic and career goals. Across the division, 45 percent of school counselors agreed that students and parents had enough time with school counselors to plan the child's academic and career goals (see Table 10 for breakdown by grade level). Declines were seen in comparison to the year-one evaluation (see Appendix D). Additionally, this year, between 48 percent and 58 percent of teachers and 51 percent and 65 percent of administrators agreed that students and parents had enough time with school counselors to plan goals (see Table 10). Overall, there were slight declines in these agreement percentages by school level in comparison to results from the year-one evaluation, with the exception of high school administrators (see Appendix D).

Students and parents were also asked about whether there was enough time with their school counselor to plan students' academic and career goals. Across the division, 53 percent of students and 44 percent of parents agreed that there was enough time to plan academic and career goals (see Table 10). There were declines in the agreement percentages of students at each level and of parents at the middle and high school levels, but an increase in agreement by elementary parents in comparison to the year-one evaluation (see Appendix D).

Table 10: Perceptions About Students and/or Parents Having Enough Time to Plan Goals

Group	ES	MS	HS
School Counselors	54.3%	48.4%	32.4%
Teachers	52.3%	58.1%	48.0%
Administrators	57.6%	64.9%	51.4%
Students	65.6%	48.0%	42.4%
Parents	53.6%	41.8%	38.6%

The final component of the school counseling program included in the survey involved the collaborative effort with other educators. When asked about staff collaboration, at least 87 percent of school counselors at each level agreed that teachers and other staff work cooperatively with school counselors (see Table 11). In addition, at least 78 percent of teachers agreed that school counselors worked cooperatively with teachers at all school levels. Almost all administrators agreed that teachers and other staff worked cooperatively with school counselors. Overall, these agreement percentages improved or remained relatively consistent from the year-one evaluation (see Appendix D).

Table 11: Perceptions About Collaboration Between School Counselors and Teachers and Other Staff

Group	ES	MS	HS
School Counselors	97.1%	96.8%	86.8%
Teachers	86.9%	84.7%	78.1%
Administrators	98.5%	94.6%	100%

Activities Related to College and Career Preparation and School Counselor Responsibilities

According to ASCA's website, the role of the school counselor has changed and "today's school counselors are vital members of the education team" who help all students in the areas of academic achievement, college and career planning and development, and personal/social development.²¹ While ASCA states that school counselors should "spend most of their time in direct service to and contact with students," other duties related to "system support" are also a part of school counselors' responsibilities although to a lesser extent. The Office of Student Support Services has provided guidance regarding activities and responsibilities for school counselors in various areas, including college and career preparation.

Activities and Resources to Promote College and Career Preparation

School counselors in VBCPS provide numerous activities to promote college and career preparation for

students. In particular, VBCPS implements an Academic and Career Planning (ACP) process, which is intertwined with activities that promote college and career preparation. As students progress through grades K-12, the goal of the ACP process shifts from career awareness for kindergarten through grade 5 to career exploration between grades 6 and 8 to finally career readiness between grades 9 and 12.²² This coincides with recommendations from the National Career Development Association (NCDA) that suggest different strategies for students in grades K through 6, 7 through 9, and 10 through 12.²³ It was recommended by the NCDA that general career awareness and work ethic should be the focus for students in grades K through 6 and that this focus should be extended along with volunteer opportunities in grades 7 through 9.²⁴ Then, career development programs should be provided for students in grades 10 through 12.

According to the coordinator of counseling services, in grades 5, 7 or 8, and 10, students were required to complete an academic and career plan that detailed their desired courses.²⁵ These plans ensured that students considered their desired career pathway when choosing courses. Overall, students were expected to meet with their school counselor to complete their academic and career plan. Other potential opportunities for working on their academic and career plan existed for high school students beyond meeting individually with their school counselor. For example, starting in the 2017-2018 school year, all VBCPS high schools scheduled time for advisory blocks during which small groups of students would meet with an advisor from their school.

Other additional opportunities for high school students during the 2017-2018 school year included working with community partners. A field trip opportunity to visit a corporation and tour the facility was provided to 8 to 10 students at each high school. While at the facility, students identified individual pathways of interest and were able to talk with staff members. Additionally, two high schools in the division offered students a “Professional for a Day” opportunity, in which they worked with an individual from a community partner organization at the professional’s place of employment.

Counselors and students were asked to select activities that were provided by counselors from a list of activities.²⁶ Results from school counselors are shown in Table 12, and results from students are shown in Table 13. Percentages for other stakeholder groups regarding activities provided by counselors are

provided in Appendix E. The activities that were selected from the list by the majority of counselors across all school levels were completing academic and career plans with students, discussing potential academic and career pathways with students, educating students about programs or academies in VBCPS, helping students with SMART goals, and working with community partners. The majority of middle and high school counselors also selected holding career fairs, and the majority of high school counselors selected helping with or facilitating college representatives’ school visits and students’ college visits in state, holding college nights, providing ASVAB preparation or testing, and helping with Advisory blocks relevant to career planning (see Table 12).

Results specific to the academic and career planning process showed that across the division 99 percent of school counselors and 51 percent of students indicated that school counselors completed academic and career plans with students (see Tables 12 and 13). Additionally, 70 percent of administrators and 54 percent of teachers selected this as an activity provided by counselors. For students in the grades required to complete an academic and career plan, 66 percent of grade 5 students, 45 percent of grade 7 students, 53 percent of grade 8 students, and 40 percent of grade 10 students indicated school counselors completed the plans with students.

In addition, the majority of high school counselors (89%) indicated that they helped with advisory block(s) relevant to academic and career planning. However, only 24 percent of high school students, 35 percent of high school teachers, and 49 percent of high school administrators indicated this was an activity that high school counselors provided. Examination by grade level showed that 22 percent of grade 10 students selected this as an activity provided by school counselors.

Table 12: Percentage of Counselors Indicating Activity Was Provided by Counselors

Activity	ES	MS	HS	Total
Complete academic and career plans with students.	100.0%	100.0%	97.1%	99.0%
Discuss potential academic and career pathways with students.	100.0%	96.7%	100.0%	99.0%
Educate students about programs or academies in VBCPS.	97.1%	93.3%	77.1%	88.9%
Help students set SMART goals.	73.5%	53.3%	57.1%	61.6%
Help with Advisory blocks relevant to academic and career planning.	5.9%	36.7%	88.6%	44.4%
Help with or facilitate college representatives' school visits.	0.0%	23.3%	91.4%	39.4%
Help with or facilitate students' college visits in state.	2.9%	10.0%	62.9%	26.3%
Help with or facilitate students' college visits out of state.	0.0%	6.7%	37.1%	15.2%
Hold Career Fairs.	41.2%	56.7%	100.0%	66.7%
Hold college nights.	2.9%	20.0%	88.6%	38.4%
Provide ASVAB preparation or testing.	0.0%	3.3%	91.4%	33.3%
Work with community partners.	55.9%	60.0%	91.4%	69.7%

Note: Bolded activities represent those activities selected by the majority of counselors.

The activities selected by the majority of elementary and middle school students were discussing programs or academies and helping with SMART goals. The majority of elementary school students also indicated counselors helped with completing academic and career plans, discussing potential academic and career pathways, and encouraging enrichment opportunities (see Table 13). There were no activities selected by the majority of high school students.

Table 13: Percentage of Students Indicating Activity Was Provided by Counselors

Activity	ES	MS	HS	Total
Complete academic and career plans with students.	66.4%	46.1%	37.7%	51.1%
Connects with community programs, mentoring, tutoring, or summer programming.	29.1%	30.8%	21.3%	27.4%
Discuss potential academic and career pathways with students.	68.0%	49.2%	39.4%	53.2%
Discuss programs or academies.	60.2%	56.8%	39.2%	52.8%
Encourages enrichment opportunities	54.1%	48.8%	31.5%	45.6%
Help with Advisory blocks relevant to academic and career planning.	33.4%	26.0%	24.0%	28.1%
Help with or facilitate college representatives' school visits.	23.3%	19.8%	18.5%	20.7%
Help with or facilitate students' college visits in state.	17.5%	16.0%	13.5%	15.8%
Help with or facilitate students' college visits out of state.	12.8%	13.5%	9.1%	11.9%
Help with SMART goals.	73.7%	59.0%	27.4%	55.0%
Hold Career Fairs.	22.5%	21.2%	22.7%	22.1%
Hold college nights.	11.0%	19.3%	20.4%	16.6%
Informs about college preparatory programs.	41.8%	35.4%	22.4%	33.9%

Activity	ES	MS	HS	Total
Provides information about options for acceleration or diversified learning.	45.5%	26.8%	16.4%	30.5%
Provide ASVAB preparation or testing.	15.7%	15.1%	15.1%	15.3%
Supports service learning opportunities.	42.5%	30.4%	18.3%	31.3%
Work with community partners.	29.9%	24.1%	13.1%	23.0%

Note: Bolded activities represent those activities selected by the majority of students.

School counselors also provided resources to students to help with college and career preparation. For example, a tool available to all secondary schools was an application called Major Clarity, which was a platform for academic and career planning. Major Clarity included access to a career interest inventory, career information organized by pathways, experiential activity for different careers with feedback, interviews of professionals, and connections with recommended courses to take within VBCPS. Other resources that were provided were from the College Board, Khan Academy, the Virginia Department of Education, and VBCPS.

Counselors and students were asked to select resources that were provided by counselors from a list.²⁷ The resources that were selected by the majority of counselors varied by school level with the exception of VBCPS academic and career planning websites, which was selected by the majority of counselors at all levels (see Table 14). The majority of elementary and middle school counselors indicated that they provided the VA Career View website. The majority of middle school and high school counselors indicated that they provided Major Clarity, the Virginia Education Wizard website, and Khan Academy as resources to students. The majority of high school counselors indicated that they provided the following resources: Scholarship Central, College Board Big Future, and the VBCPS Destination Graduation website. In contrast, relatively low percentages of students indicated that the resources were provided with no resources being selected by a majority of students at any level. Agreement percentages for other stakeholders regarding resources provided by counselors are provided in Appendix E.

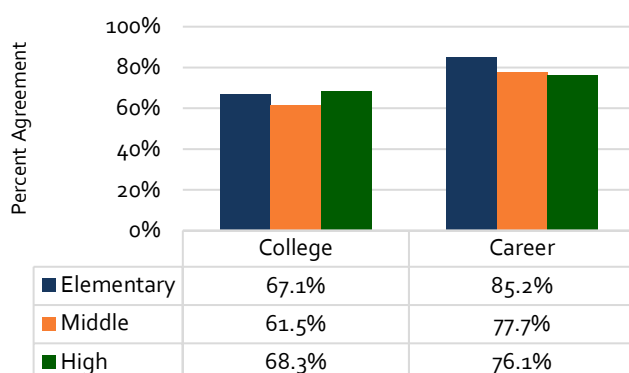
Table 14: Percentage Counselors and Students Indicating Resource Was Provided by Counselors

Resource	Counselors				Students			
	ES	MS	HS	Total	ES	MS	HS	Total
College Board Big Future	5.9%	20.0%	91.4%	40.4%	14.7%	11.9%	25.8%	17.1%
Khan Academy	23.5%	53.3%	88.6%	55.6%	16.9%	26.1%	39.0%	26.5%
Major Clarity	2.9%	63.3%	82.9%	49.5%	4.3%	8.4%	6.3%	6.3%
Scholarship Central	2.9%	23.3%	100%	44.4%	12.1%	12.3%	20.9%	14.8%
VA Career View Website	100%	66.7%	31.4%	65.7%	47.5%	24.8%	10.7%	28.9%
Virginia Education Wizard Website	14.7%	56.7%	54.3%	41.4%	8.5%	7.5%	11.0%	8.9%
VBCPS Academic and Career Planning Websites	82.4%	76.7%	71.4%	76.8%	37.3%	30.7%	18.0%	29.4%
VBCPS Destination Graduation Website	44.1%	40.0%	65.7%	50.5%	13.1%	14.7%	9.5%	12.6%

Note: Bolded resources represent those resources selected by the majority of counselors and students.

To examine students' progression through the ACP process and their awareness of college and career options based on the activities and resources provided by the school counseling program, students were asked about their awareness of their college and career options. Those who indicated they were aware were then asked to rate their level of preparation from awareness, to exploration, to readiness for college and career. Across the division, 66 percent of students indicated awareness of their college options and 80 percent indicated awareness of their career options. As shown in Figure 2, there was a slightly higher percentage of high school students who indicated they were aware of their college options (68%) than elementary (67%) or middle school students (62%). Interestingly, there was a higher percentage of elementary school students who indicated they were aware of their career options (85%) than middle (78%) or high school students (76%).

Figure 2: Percentage of Students Indicating Awareness of College and Career Options



Students who indicated being aware of their college or career options were also asked to rate their level of preparation on a sliding scale of 0 to 10 with 0 representing "I am aware of my options", 5 representing "I have explored my options", and 10 representing "I am prepared to pursue my goals." The average rating of preparation level for their career varied minimally by school level, with an average rating for the elementary and middle school levels at 5.5 and for high school at 5.6 ("I have explored my options."). For college preparation, the average rating increased from elementary to high school levels with the rating starting at 4.9 followed by 5.0 and 5.5. However, this average rating level for each school level was equivalent to having explored their college options.

Time Spent and Involvement in School Counseling Responsibilities

As noted previously in the Program Overview, according to the VBCPS Office of Student Support Services, the comprehensive school counseling program serves all students and includes the following services shown in Table 15.²⁸

Table 15: Services Provided by School Counselors

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

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

School counselors were asked on the survey to rank the various activities based on how much time they spent working in each area from 1 (spent the most time) to 7 (spent the least time). Average rankings by school level were calculated and are displayed in Table 16. At the elementary and middle school levels, school counselors ranked all items similarly, with students' mental health issues accounting for the most time, followed by academic planning.

At the high school level, school counselors ranked academic planning as accounting for the most time followed by students' mental health issues, college applications/scholarships/financial aid processes, and administrative tasks.

Administrative tasks were ranked as being the third most time consuming activity by the school counselors at all school levels. This could include administrative tasks that were related to providing direct or indirect services to students and would be considered "appropriate" based on the ASCA list, but could also include some tasks that ASCA notes are

“inappropriate” for school counselors such as coordinating paperwork and data entry of new students, maintaining student records, and keeping clerical records.²⁹ Several responses from stakeholders to an open-ended question about potential areas for improvement included the need for additional assistance with administrative tasks. Upon discussion with the coordinator of counseling services, there are tasks that additional support staff could assist school counselors with so that school counselors could reduce their time spent on administrative tasks, especially related to helping with 504 plans and follow-up regarding attendance issues.³⁰

Table 16: Counselor Rankings of Time Spent in School Counseling Activities

Responsibility/Activity	ES	MS	HS	Division
Mental health issues of students	1.5	1.4	2.7	1.9
Academic planning	3.0	2.3	1.8	2.3
Administrative tasks	3.8	3.4	3.5	3.6
Career counseling	4.2	4.6	4.9	4.6
Professional development	4.0	4.5	6.0	4.9
Building college-going culture	5.0	4.6	5.1	4.9
College application/scholarship financial	6.9	6.7	3.5	5.6

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

In addition to an assessment of general responsibilities, the VBCPS Essential Counseling Services by Level document published in July 2015 outlines specific key school counseling responsibilities in the area of college and career preparation. The key responsibilities are aligned with Virginia standards and ASCA student mindsets and behaviors and are identified by school level. The responsibilities noted in this document were used as a basis for a survey item asking school counselors to indicate the extent to which the school counselors at their school were actively involved in the various responsibilities. Response options included “To a Large Extent,” “To Some Extent,” and “Not Involved.” The percentages of school counselors who reported active involvement for each responsibility by school level are shown in Table 17. Responsibilities with 90 percent or more of respondents indicating involvement to a large extent were highlighted.

At least 90 percent of school counselors at the high school level indicated that they were involved to a large extent with the following responsibilities and activities: scheduling and/or promoting college and career day/fair, career connections, college representative visits, and college nights; supporting college admissions; and advising students on academic issues and course selection. School counselors at the middle school level indicated that they were involved to a large extent with advising students on academic issues and course selection, promoting and helping students identify specialty programs available to them, and helping students understand the transition process between school levels. Elementary school counselors indicated that they were involved to a large extent with helping students understand the transition process between school levels. Notably, these areas indicated by middle and elementary school counselors are responsibilities in relation to both academic and college/career areas within the school counseling program rather than the college and career area specifically. High percentages of school counselors at all levels indicated that they were involved to a large extent with facilitating students’ completion of academic and career plans (87% to 90%).

Table 17: 2017-2018 Percentage of School Counselors Indicating Extent of Involvement

Responsibility/Activity	Large Extent			Some Extent			Not Involved		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Support service learning opportunities.	31.4%	43.3%	35.1%	45.7%	33.3%	54.1%	22.9%	23.3%	10.8%
Conduct Career Interest Inventory.	82.9%	77.4%	68.4%	17.1%	22.6%	31.6%	0.0%	0.0%	0.0%
Provide college and career awareness, exploration, or selection through classroom guidance.	85.7%	62.5%	84.2%	14.3%	37.5%	13.2%	0.0%	0.0%	2.6%
Provide college and career awareness, exploration, or selection through schoolwide activities.	34.3%	45.2%	73.7%	48.6%	48.4%	26.3%	17.1%	6.5%	0.0%
Provide college and career awareness, exploration, or selection through individual planning.	51.4%	56.3%	86.8%	31.4%	43.8%	13.2%	17.1%	0.0%	0.0%
Provide College and Career Readiness sessions with parents.	2.9%	25.8%	47.4%	37.1%	41.9%	50.0%	60.0%	32.3%	2.6%
Encourage students to engage in enrichment opportunities.	22.9%	56.3%	81.1%	42.9%	31.3%	18.9%	34.3%	12.5%	0.0%
Inform, encourage, and refer students to college preparatory programs.	51.4%	71.9%	68.4%	28.6%	21.9%	31.6%	20.0%	6.3%	0.0%
Schedule and/or promote College and Career Day/Fair, Career Connections, college representative visits, and College Night.	14.7%	59.4%	94.7%	38.2%	25.0%	5.3%	47.1%	15.6%	0.0%
Connect students with community programs, mentoring, tutoring, enrichment activities, and summer programs.	37.1%	50.0%	47.4%	54.3%	46.9%	47.4%	8.6%	3.1%	5.3%
Inform students regarding options for Acceleration and Diversified Learning.	80.0%	46.9%	71.1%	14.3%	40.6%	13.2%	5.7%	12.5%	15.8%
Provide military recruiter visits.	2.9%	9.4%	86.8%	8.6%	25.0%	10.5%	88.6%	65.6%	2.6%
Support college admissions.	2.9%	9.4%	94.7%	2.9%	9.4%	5.3%	94.3%	81.3%	0.0%
Provide college and career admissions testing and interpretation.	2.9%	21.9%	83.8%	0.0%	34.4%	16.2%	97.1%	43.8%	0.0%
Support college affordability planning.	2.9%	16.1%	73.7%	11.4%	16.1%	26.3%	85.7%	67.7%	0.0%
Facilitate students' completion of academic and career plans.*	88.6	87.1	89.5%	11.4%	12.9%	10.5%	0.0%	0.0%	0.0%
Conduct parent workshops related to various assessments.*	5.7%	41.9%	39.5%	5.7%	25.8%	36.8%	88.6%	32.3%	23.7%
Advise students on academic issues and course selection.*	82.9%	90.3%	97.4%	17.1%	9.7%	2.6%	0.0%	0.0%	0.0%
Promote and help students identify specialty programs available to them.*	79.4%	90.3%	76.3%	20.6%	9.7%	10.5%	0.0%	0.0%	13.2%

Responsibility/Activity	Large Extent			Some Extent			Not Involved		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Help students understand transition process between school levels.*	97.1%	93.5%	84.2%	2.9%	6.5%	15.8%	0.0%	0.0%	0.0%

Note: Responsibilities are based on the VBCPS Essential Counseling Services by Level document for the College/Career area. Starred items were relevant responsibilities from the Academic area. Gray cells indicate responsibilities/activities that are not relevant for elementary or middle school levels, although some survey respondents indicated involvement in these responsibilities.

Areas of responsibility relevant to both academic and college and career preparation were also included on surveys from the year-one evaluation. In comparison to 2016-2017, for most areas, there were increases in the percentages of counselors who indicated they were involved to a large extent in these areas (see Appendix F). The largest increases were for elementary school counselors' involvement in facilitating students' completion of academic and career plans (+12%), middle school counselors' involvement in conducting parent workshops related to assessments (+17%), and high school counselors involvement in promoting and helping students identify specialty programs available to them (+13%).

In addition to school counselors, teachers and administrators were also asked to indicate the extent to which the school counselors at their school were actively involved in the various responsibilities and activities. The table of results for the division overall can be found in Appendix G and includes results from each staff group.

Perceptions of School Counselors' Roles

School counselors, teachers, and administrators were asked several survey items about the role of school counselors, including their perceptions about expectations related to college and career counseling. Results by school level are included in Table 18. School counselors and administrators at elementary and middle schools were more likely to agree that expectations in career counseling are clearly defined and reasonable than expectations related to college counseling. High school counselors were more likely to agree that expectations for career counseling were clearly defined, but less likely to agree that expectations for career counseling were reasonable. High school administrators were less likely to agree that expectations for career counseling were clearly defined or reasonable. Agreement percentages for school counselors increased from the elementary to middle to high school levels with one exception.

Table 18: Stakeholder Perceptions Regarding the Expectations of School Counselors

Survey Item	School Counselors			Administrators		
	ES	MS	HS	ES	MS	HS
Expectations in college counseling are clearly defined .	41.2%	51.6%	61.1%	46.7%	72.2%	76.5%
Expectations in college counseling are reasonable .	50.0%	54.8%	70.3%	46.7%	77.8%	79.4%
Expectations in career counseling are clearly defined .	68.6%	71.0%	76.3%	63.6%	86.1%	73.5%
Expectations in career counseling are reasonable .	74.3%	66.7%	65.8%	61.8%	88.9%	73.5%

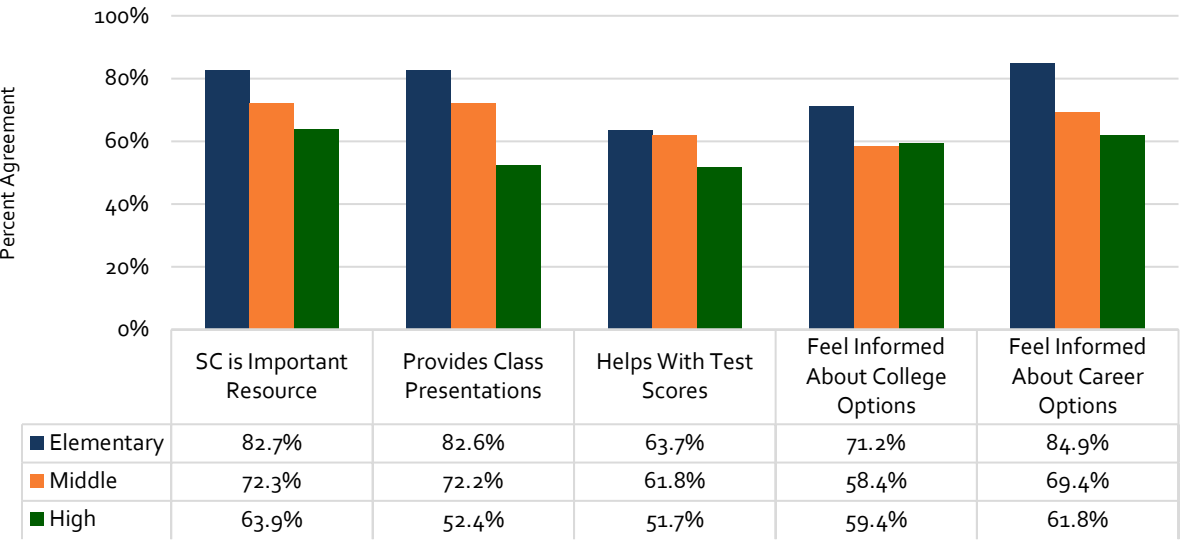
When teachers were asked about their perceptions of the school counselors' role, 80 percent of teachers across the division indicated that they clearly understood the overall role of school counselors, whereas 63 and 65 percent of teachers agreed they had a clear understanding of the role of school counselors as it related to college preparation and career preparation, respectively (see Table 19). Again, agreement percentages were notably lower at the elementary and middle school levels, especially regarding college preparation.

Table 19: Teacher Perceptions Regarding Understanding the Role of School Counselors

Area	ES	MS	HS
Overall role	77.1%	82.3%	80.4%
Role in college preparation	43.8%	62.3%	79.6%
Role in career preparation	52.6%	61.8%	76.1%

Students were also asked to respond to several survey items related to school counselors' areas of responsibility. Across the division, 74 percent of students agreed that their school counselor was an important resource for them in dealing with college and career issues at school and 70 percent agreed that their school counselor provided classroom presentations and small group instruction on preparation for college and career. In regards to whether their school counselor connected them with or informed them about resources, 63 percent agreed that they were well informed about different college options available and 73 percent agreed that they were well informed about different career options available. Additionally, 60 percent agreed that their school counselor helped them understand test scores. Results by school level in Figure 3 show that in general, agreement was highest at the elementary level and lowest at the high school level.

Figure 3: Student Perceptions Regarding School Counselors' Role in Preparation for College and Career



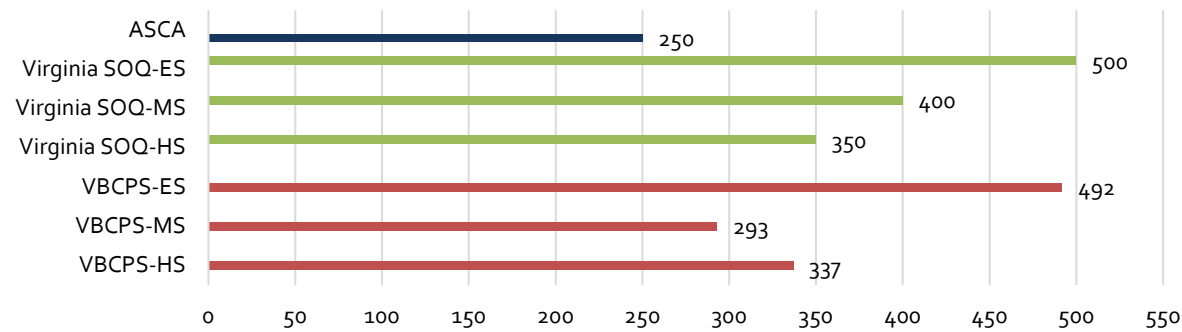
School Counseling Staff Allocations

The American School Counseling Association (ASCA) recommends staffing of comprehensive school counseling programs at a ratio of one counselor for every 250 students in a school.³¹ The Virginia Standards of Quality (SOQ) recommendations vary by school level.³² The Virginia SOQ indicates that one full-time equivalent (FTE) guidance counselor for every 500 students should be employed at elementary schools, one guidance counselor for every 400 students should be employed at middle schools, and one guidance counselor for every 350 students should be employed at high schools. A review of research by Hanover Research showed that hiring a counselor to meet minimum student to counselor ratios improved student college enrollment, and students from high schools with counselors who had lower caseloads were more likely to be enrolled in college.³³ Additionally, there was a correlation between the number of school counselors working at a school and whether a student applied to more than one college. Research also showed a relationship between caseload and average counselor time spent working on college counseling. There was a 10-percentage point difference in average time spent on college counseling with one counselor per 100 students (38% of time on average) compared to one counselor per 500 students (26% of time on average).³⁴

Staffing in each Virginia Beach school supports the school counseling function with a guidance department chair at each secondary school and from 1 to 1.8 school counselor FTE allocations at elementary schools, 2 to 4 school counselor FTE allocations at middle schools, and 5 to 6 school counselor FTE allocations at high schools. Appendix H provides VBCPS staffing information for the delivery of the comprehensive school counseling program at each school and provides total allocations by school level.

Based on the total school counselor FTE allocations at each school level in 2017-2018, VBCPS staffed school counseling departments at or above the SOQ guidelines, but below the ASCA recommendation (see Figure 4). The school division allocated one school counselor for approximately every 492 elementary school students. At middle schools, VBCPS staffed school counseling departments at a rate of one school counselor for every 293 students, which was a higher staffing ratio than the SOQ guideline of 1:400. The VBCPS staffing ratio was also higher at the high school level with one school counselor for every 337 students compared to the guideline of 1:350.

Figure 4: Recommended and Actual Number of Students Per Full-Time Counselor



When comparing the staffing allocations for the 2017-2018 school year to the 2016-2017 school year, there were improvements in the allocation ratios at all school levels (see Table 20). This change was likely due to changes in student enrollment as there were no staffing positions added in the 2017-2018 school year.³⁵

Table 20: Counselor Allocations by School Level

School Level	2016 2017	2017 2018
ES	1 to 501	1 to 492
MS	1 to 304	1 to 293
HS	1 to 341	1 to 337

Given the responsibilities of school counselors, the size of the student body, and the allocations, survey respondents were asked about their perceptions of whether the allocations that were provided allowed the school counseling program to meet the students' needs. Across the division, 30 percent of school counselors, 62 percent of teachers, and 57 percent of administrators agreed that the allocations provided to their school allowed the program to meet students' needs (see Table 21). The lowest agreement percentages were at the high school level, with only 16 percent of high school counselors agreeing that allocations allowed the program to meet students' needs. The percentages of counselors and administrators who agreed declined substantially across all school levels from the previous year, with smaller declines among teachers (see Appendix I).

Table 21: Percentage Agreement Regarding Allocations Allowing Program to Meet Students' Needs

Group	ES	MS	HS
Counselors	35.3%	41.9%	15.8%
Teachers	64.4%	68.6%	53.6%
Administrators	62.5%	70.3%	34.3%

Staff members were also asked whether school counselors' student caseloads afforded them adequate time to counsel students. Across the division, 14 percent of school counselors, 47 percent of teachers, and 49 percent of administrators agreed that the school counselors' caseloads allowed for adequate time to counsel students. Consistent with the perceptions on allocations meeting students' needs, the lowest agreement percentages remained at the high school level (see Table 22). There were declines in agreement percentages across all levels of the three stakeholder groups, especially counselors and administrators (see Appendix I).

Table 22: Percentage Agreement Regarding Caseloads Allowing Adequate Time to Counsel Students

Group	ES	MS	HS
Counselors	17.1%	22.6%	2.6%
Teachers	47.1%	53.3%	41.5%
Administrators	48.4%	64.9%	31.4%

School counselors and administrators were asked whether school counselors had adequate resources to counsel students on matters related to college and career preparation. In regards to having adequate resources for college matters, 71 percent of school counselors agreed and 72 percent of administrators agreed. In regards to having adequate resources for career matters, 75 percent of school counselors agreed and 74 percent of administrators agreed. Agreement percentages by school level for each staff group are shown in Figures 5 and 6. The lowest percentages were seen at the elementary school level regarding resources for college preparation and for elementary administrators and high school counselors for resources for career preparation.

Figure 5: Agreement Regarding Adequate Resources for Supporting Students' College Preparation

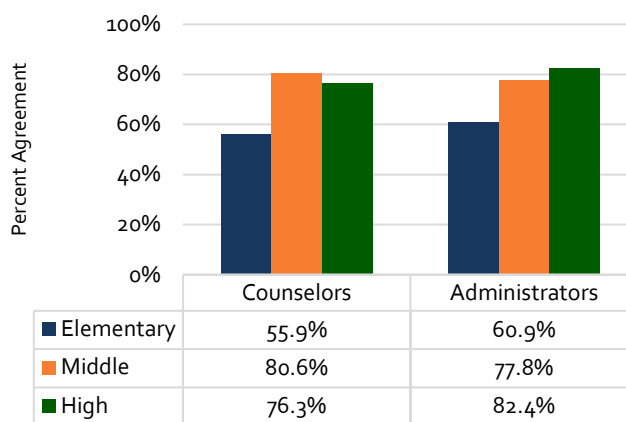
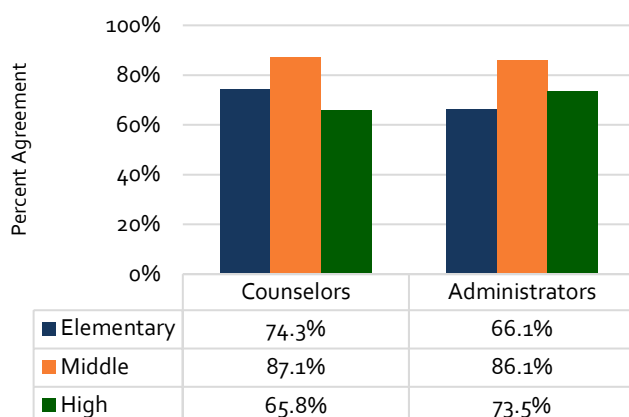


Figure 6: Agreement Regarding Adequate Resources for Supporting Students' Career Preparation



School counselors and administrators were also asked about resources to assist students academically. In comparison to 2016-2017, there were declines in the percentages of elementary counselors (68% to 62%) and elementary administrators (86% to 77%) and high school administrators (90% to 79%) who agreed. However, there were increases in the percentages of middle school (84% to 90%) and high school counselors (59% to 66%) and middle school administrators (94% to 97%) who agreed that counselors had adequate resources to counsel students academically.

Professional Learning Opportunities

One element of ASCA's model for school counseling programs is professional competencies. According to ASCA, school counselor competencies "outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession."³⁶ The competencies include knowledge, abilities and skills, and attitudes for each of the four components of the comprehensive school counseling program (i.e., foundation, management, delivery, accountability). The competencies published by ASCA can be used by school counselors for self-assessment purposes, to identify professional learning needs, and to develop a plan.

A wide variety of professional learning opportunities was offered for the division's school counselors in 2017-2018, including mandatory sessions and optional sessions. Four mandatory professional learning opportunities for all school counselors focused on the topics listed below.³⁷

- How to Use Student Data to Create School Counseling Program SMART Goals

- Mediation Training and Conflict Resolution
- Section 504 Synergy Training
- Section 504 Updates for Elementary and Secondary Counselors

Two mandatory professional learning opportunities were provided to new school counselors: Classroom Management for New School Counselors and Re-enrollment Training for New Assistant Principals and School Counselors. Listed below are seventeen optional sessions that were offered, covering numerous topics.

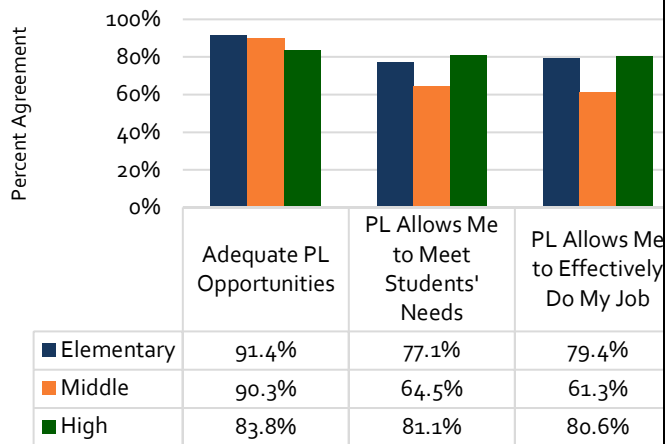
- Advanced Technology Center's (ATC) Celebrating 15 Years of Powerful Connections
- Anxiety: How Students are Impacted in School*
- Become a Parchment Pro!*
- Career and Technical Education at the Tech Center - Programs for All Students
- College Board: Big Future*
- Compassion Fatigue: Giving Until It Hurts
- Elementary Enrollment and Registration Updates
- Elementary School Counselor Learning Team Meetings
- Grief & Trauma in Schools*
- Help Students Develop Executive Functioning Skills (online)
- Introduction to Students' STEM Career Options (online)
- Major Clarity: How This Resource Supports Academic and Career Planning*
- MSCT: Youth Mental Health First Aid
- Secondary Enrollment and Registration Updates
- Supporting Military Students and Understanding the Military Interstate Compact
- Tragedy Assistance for Survivors Program (TAPS) Grief Education and Support Resources
- VDOE AdVantage Program Cohort: Recognized ASCA Model (RAMP)

Professional learning sessions noted with an asterisk (*) were offered as part of the annual summer professional learning which was held in August 2017. Summer professional learning for school counselors for the 2018-2019 school year was held August 2018.

When asked on the survey about their professional learning with a focus on college and career preparation, 88 percent of school counselors across the division reported that they received adequate professional learning opportunities, and results were relatively similar across school levels (see Figure 7). Regarding the efficacy of the professional learning as it related to

college and career preparation for students, 75 percent of school counselors across the division agreed that their professional learning allowed them to meet their students' needs and 74 percent agreed that it allowed them to effectively do their jobs. Results by school level in Figure 7 showed that 77 to 81 percent of the school counselors at the elementary and high school levels viewed the professional learning as effective. However, there were noticeably lower percentages of school counselors at middle schools who agreed that the professional learning allowed them to meet their students' needs and allowed them to effectively do their job.

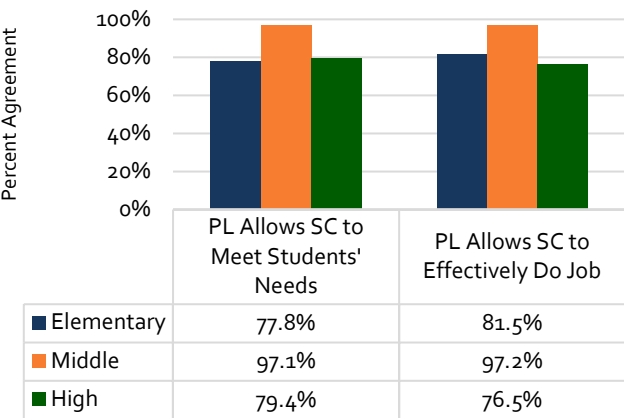
Figure 7: School Counselor Perceptions of Professional Learning on Students' College and Career Preparation



An open-ended survey item asked school counselors to list the professional learning opportunities that they participated in related to student preparation for college and/or career. Several counselors indicated they attended sessions at the Virginia School Counseling Association (VSCA) conference and professional learning through College Board. Other professional learning opportunities mentioned were attending the Advanced Technology Center (ATC) Open House, AVID trainings, and the divisionwide College Night. An open-ended survey item asked school counselors about the types of professional learning that would help school counselors do their job more effectively. Several counselors indicated that topics related to mental health would be most helpful to do their job more effectively. Additional areas noted by several counselors included career development tools or activities, especially related to vocational opportunities, as well as college preparation. A couple counselors commented that they felt as though they did not have a clear understanding of their role in college and career readiness at the elementary level.

Administrators were also asked their perceptions of the professional learning that their school counselors received related to preparing students for college and/or career. Across the division, 84 percent of administrators agreed that the professional learning allowed school counselors to meet their students' needs and 85 percent of administrators agreed that the professional learning allowed school counselors to do their job effectively. As shown in Figure 8 by school level, elementary and high school level administrators responded similarly to the school counselors with 77 to 82 percent in agreement. However, a higher percentage of administrators at middle schools agreed that the professional learning allowed school counselors to meet students' needs and do their job effectively (97%); whereas fewer middle school counselors agreed with those statements (65% and 61%, respectively).

Figure 8: Administrator Perceptions of Professional Learning on Students' College and Career Preparation



Parent Involvement and Engagement

According to the ASCA position statement on school-family-community partnerships, "school counselors have an essential and unique role in promoting, facilitating, and advocating for collaboration with parent/guardians..."³⁸ The ASCA position goes further to state that it is part of the school counselor's role to "actively pursue collaboration with family members..." which is believed will benefit the school's counseling program by increasing the program's effectiveness and improving the efficiency of delivering school counseling program services.

Parents of students in kindergarten through grade twelve were asked whether they knew who their child's school counselor was and whether they talked with their child's school counselor during the 2017-2018 school year. If parents did not talk with their child's

school counselor, they could indicate if they would have liked to talk with their child's school counselor or if they did not need to. As seen in Table 23, 47 percent of elementary parents, 69 percent of middle school parents, and 73 percent of high school parents knew who their child's school counselor was. In regards to whether parents talked with their child's school counselor, 31 percent of elementary parents, 53 percent of middle school parents, and 45 percent of high school parents reported talking with their child's school counselor. Across the division, 18 percent of parents indicated that they would have liked to talk to their child's school counselor but did not, whereas 40 percent indicated they did not need to talk with their child's school counselor.

Table 23: Percentage of Parents by Indicated Communication With Child's School Counselor

Survey Item	ES	MS	HS
Knew counselor	47.3%	68.7%	72.5%
Yes, talked with counselor	31.3%	53.0%	45.0%
No, would have liked to talk with counselor	16.1%	14.5%	22.5%
No, did not need to talk with counselor	52.7%	32.5%	32.5%

When asked about their satisfaction regarding the level of communication with their child's school counselor, 65 percent of elementary parents indicated being satisfied, whereas 45 percent of middle school parents and 41 percent of high school parents were satisfied (see Table 24). Overall 58 percent of parents agreed that their children's school counselors communicated with them about their children's needs, with the highest agreement at elementary school and the lowest at high school.

Table 24: Agreement Percentage of Parents Regarding Communication With Child's School Counselor

Survey Item	ES	MS	HS
Parents satisfied with communication	64.9%	44.8%	41.1%
School counselor communicated with parents about child's needs	74.1%	51.8%	48.3%

A variety of opportunities for parental engagement were listed on the stakeholder surveys, and parents and school counselors were asked to indicate the activities that were used by the school counseling program to engage parents in supporting their child's development. Both parents and school counselors indicated that

academic planning and individual conferences were the predominant modes of parental participation. The most often selected opportunity for involvement by parents across the division was "academic planning," while school counselors were most likely to select "individual conferences" (see Tables 25 and 26).

Table 25: Ways the School Counseling Program Encouraged Parent Involvement - Parents

Opportunity	ES	MS	HS	Division
Academic Planning	23.1%	35.7%	35.4%	31.8%
GAC Representation	13.8%	12.5%	5.1%	9.5%
Parent Workshops	23.1%	21.4%	13.1%	18.2%
Individual Conferences	33.8%	32.1%	28.3%	30.9%
Parent Volunteer Opportunities	10.8%	5.4%	3.0%	5.9%

Table 26: Ways the School Counseling Program Encouraged Parent Involvement - Counselors

Opportunity	ES	MS	HS	Division
Academic Planning	91.4%	80.6%	89.2%	87.4%
GAC Representation	77.1%	38.7%	51.4%	56.3%
Parent Workshops	22.9%	48.4%	54.1%	41.7%
Individual Conferences	100%	96.8%	100%	99.0%
Parent Volunteer Opportunities	54.3%	25.8%	13.5%	31.1%

School counselors were asked to provide additional information about topics addressed during parent workshops. Counselors indicated that workshops included information on academics (e.g., course offering/planning, diploma or graduation information), college readiness and preparation (e.g., admissions, financial aid, general planning, and testing information), various programs throughout the division (e.g., AVID, academies, Old Donation School, and other middle school options), and transition issues for rising sixth- and ninth-grade students.

Parents who attended parent workshops were asked to list the topics that were addressed. Parent responses indicated that they attended workshops on internet use, gifted programs, academic planning, college readiness, and academy and technical school options.

Parent involvement was examined further to determine whether there was a relationship between parental involvement and parents' understanding of school counselors' responsibilities. Interestingly, parents who noted that they were involved in these opportunities generally were more likely to agree that they had a clear understanding of counselors' responsibilities than those who disagreed, especially for academic planning and individual conferences (see Appendix J). Further, elementary parents who had a clear understanding of counselors' responsibilities were much more likely to attend individual conferences with counselors.

According to the coordinator of school counseling services, several parent engagement activities specifically related to college and career preparation were provided during 2017-2018.³⁹ These included Parent Connection Nights focused on academic and career planning, the divisionwide College Night, the divisionwide PSAT and course information nights, and individual schools holding college nights, rising sixth- and ninth-grade information nights, and senior nights.

Parents of secondary students were asked whether their child's school counselor provided college and career readiness sessions with parents, such as those mentioned above. Approximately a third of parents across the secondary level indicated that their child's school counselor provided college and career readiness sessions with parents, whereas approximately another third indicated their child's counselor had not provided this opportunity and the last third indicated that they did not know (see Table 27).

Table 27: Parent Agreement Regarding School Counselor Providing Parent Sessions Related to College and Career Readiness

Response	MS	HS
Yes	30.2%	33.3%
No	34.9%	29.6%
Don't Know	34.9%	37.0%

Parents were also asked to indicate if they had attended a College Night at their child's school. Approximately one-fourth (26%) of parents at the high school level and 9 percent of parents at the middle school level indicated that they had attended a College Night.

Lastly, parents and staff were asked to rate their perceptions of the extent to which school counselors engaged parents to support children's development. All school counselors at each school level (100%) agreed that school counselors engaged parents with the goal of helping them support their child's development. Across the division, 55 percent of parents, 83 percent of teachers, and 92 percent of administrators agreed that the school counselors engaged parents with the goal of helping parents support their child's development. Agreement by school level is shown in Table 28 for each group. Notably, parents of secondary students indicated lower levels of agreement and there were larger declines in their agreement percentages from 2016-2017 compared to the other stakeholder groups (see Appendix K).

Table 28: Stakeholder Perceptions of School Counselors Engaging Parents to Support Children's Development

Group	ES	MS	HS
Parents	70.8%	44.6%	49.5%
Teachers	83.7%	86.4%	79.1%
Administrators	93.1%	89.2%	91.2%

Characteristics of Students

Student Demographic Characteristics

The school division's comprehensive school counseling program serves all students from kindergarten through grade twelve. Based on September 30, 2017 data, this included a total of 67,001 students (30,433 in elementary school, 15,872 in middle school, and 20,696 in high school). Table 29 provides the demographic information for 2017-2018 students by school level.

Table 29: Demographic Characteristics of Students Served by School Counseling

Characteristic	ES		MS		HS		Division	
	#	%	#	%	#	%	#	%
Female	14,707	48.3%	7,826	49.3%	10,056	48.6%	32,589	48.6%
Male	15,726	51.7%	8,046	50.7%	10,640	51.4%	34,412	51.4%
African American	6,848	22.5%	3,891	24.5%	5,063	24.5%	15,802	23.6%
American Indian	68	0.2%	34	0.2%	55	0.3%	157	0.2%
Caucasian	14,679	48.2%	7,713	48.6%	10,438	50.4%	32,830	49.0%
Hispanic	3,781	12.4%	1,763	11.1%	2,009	9.7%	7,553	11.0%
Asian	1,747	5.7%	929	5.9%	1,379	6.7%	4,055	6.1%
Hawaiian/Pacific Islander	157	0.5%	76	0.5%	110	0.5%	343	0.5%
Multiracial	3,153	10.4%	1,466	9.2%	1,642	7.9%	6,261	9.3%
Economically Disadvantaged	13,832	43.7%	6,233	38.3%	7,321	34.8%	27,386	39.7%
Special Education	2,906	9.5%	1,851	11.7%	2,107	10.2%	6,864	10.2%
English Learner	842	2.8%	465	2.9%	348	1.7%	1,655	2.5%
Gifted	3,071	10.1%	2,911	18.3%	3,380	16.3%	9,362	14.0%
Military Connected	7,568	24.9%	3,058	19.3%	3,014	14.6%	13,640	20.4%

Note: Based on September 30, 2017 data. Free/reduced lunch data based on November 2017 data.

Students Working With School Counselors

Although the comprehensive school counseling program serves all of the division's students through various activities and programs, several survey items asked students the extent to which they knew their school counselor and met with him or her during the school year. Of the 11,893 students across the division who responded to the survey item, 93 percent indicated that they knew who their school counselor was. Percentages varied by school level with 98 percent of fifth-grade students, 91 percent of middle school students, and 88 percent of high school students reporting that they knew who their school counselor was. Students were also asked how many times they met with their school counselor as well as how many times they worked with their counselor individually and in a classroom setting during the 2017-2018 school year. Results are shown in Table 30.

As reported by fifth through twelfth graders across the division, overall, the majority of students met with their school counselor one to four times during the school year (55%). The largest percentage of students at the secondary level reported meeting with their counselor one to two times during the school year, whereas the largest percentage of fifth grade students reported meeting with their counselor seven or more times. Consistent with the previous year, middle school students were most likely to report that they did not meet with their school counselor during the school year (28%), and high school students were the least likely to report never meeting with their school counselor (14%).

Responses varied when asked about meeting with school counselors individually and within a classroom setting. The majority of students across the division indicated never meeting with a school counselor individually (51%) or only meeting one to two times (33%). The largest percentages of students at elementary and middle school levels indicated never meeting with a school counselor individually, whereas the largest percentage of high school students indicated meeting with their school counselor one to two times individually. In contrast, nearly 81 percent of elementary students indicated they worked with their counselor three or more times in the classroom. The highest percentage of elementary students indicated they worked with their school counselor in the classroom seven or more times. Approximately half of middle school students indicated they have worked with their school counselor in the classroom one or two times, whereas 51 percent of high schools indicated they have never worked with their school counselor in the classroom.

Table 30: Percent of Students Who Met With Their School Counselor

Met With Counselor	ES	MS	HS	Division
Overall				
Never	16.6%	27.6%	14.3%	19.6%
1-2 times	18.5%	38.6%	46.4%	33.4%
3-4 times	17.7%	21.8%	25.6%	21.4%
5-6 times	12.0%	4.2%	6.7%	7.8%
7+ times	35.2%	7.9%	7.0%	17.8%
Individually				
Never	54.9%	61.8%	34.1%	51.1%
1-2 times	28.1%	27.9%	43.8%	32.7%
3-4 times	9.1%	6.7%	14.6%	9.9%
5-6 times	3.0%	1.3%	3.7%	2.6%
7+ times	4.9%	2.3%	3.8%	3.7%
In class				
Never	8.5%	21.0%	50.7%	25.1%
1-2 times	10.7%	49.5%	40.9%	32.6%
3-4 times	24.2%	24.6%	6.7%	19.2%
5-6 times	19.4%	3.1%	0.9%	8.4%
7+ times	37.2%	1.8%	0.8%	14.7%

Progress Toward Meeting Goals and Objectives

The year-two evaluation of the school counseling program assessed the second program goal, which focused on the role of the school counseling program in students' college and career preparation. The overall goal of the program's college and career component

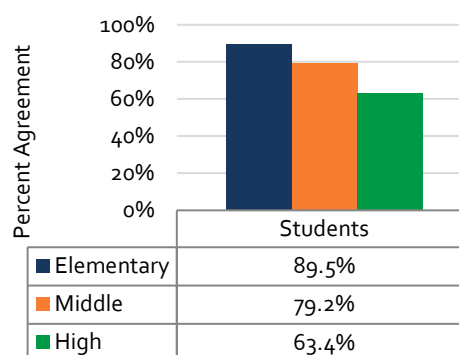
was to ensure that students investigate the world of work in order to make informed career decisions. Eleven specific objectives outlined the areas in which the school counseling program supported students' college and career preparation. Data from stakeholder surveys were used to assess the extent to which each objective was met.

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

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

Objective 1 focused on the school counseling program's role in helping students believe that efforts to use their abilities were connected with outcomes. Overall, 78 percent of students agreed that school counselors helped them believe that using their abilities was connected with high-quality results. Figure 9 shows results by school level. Elementary school students had the highest agreement percentage (90%), whereas high school students had the lowest agreement percentage (63%).

Figure 9: Perceptions Regarding Counselors Helping Students Believe Impact of Abilities



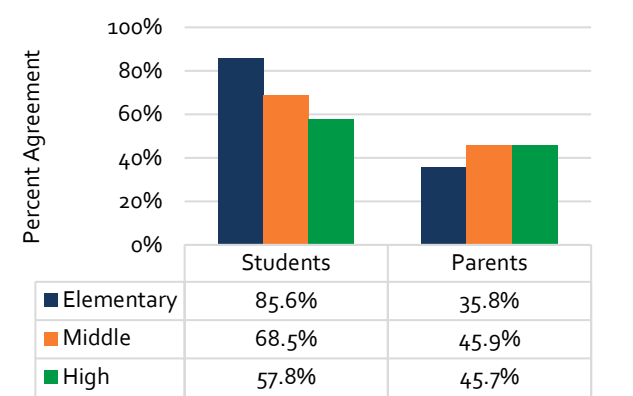
Objective 2: Students and their parents will be aware of academic and career pathways and their program enrollment options in middle school and high school (e.g., academy programs, TCE, ATC, etc.) as measured by student and parent survey responses.

Objective 2 focused on the school counseling program's role in educating students and parents about academic and career pathways and program enrollment options in middle and high schools. Overall, 72 percent of students agreed that their counselor helped with

awareness of academic and career pathways. Figure 10 shows results by school level. Elementary school students had the highest agreement percentage (86%), whereas high school students had the lowest agreement percentage (58%).

Parents were also asked agreement about whether school counselors helped their child become aware of academic and career pathways. Overall, 43 percent of parents agreed that school counselors helped their child with this awareness. Parents with students at the elementary level had the lowest agreement percentage (36%) regarding school counselors helping their child with awareness of academic and career pathways in comparison to parents with students at the middle and high school levels (46%).

Figure 10: Perceptions Regarding Counselors Helping With Awareness of Academic and Career Pathways



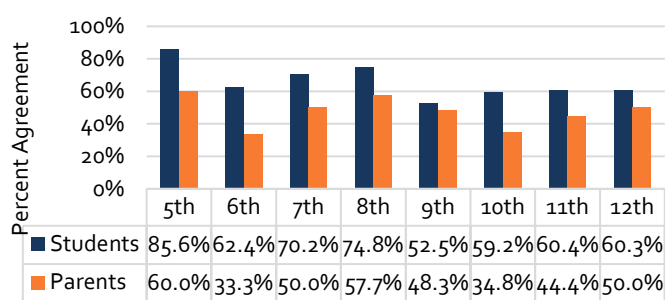
Although not part of the program objective, overall, 80 percent of teachers, 98 percent of school counselors, and 95 percent of administrators agreed that school counselors helped students with awareness of academic and career pathways.

When looking at student agreement specifically at the grade levels in which students were required to discuss their academic and career plans with their school counselor (i.e., grade 5, 7 or 8, and 10), there was at least 70 percent agreement that their counselor helped with awareness of academic and career pathways, with the exception of grade 10, where agreement was 59 percent (see Figure 11).

However, when looking at parent agreement by grade level (see Figure 11), the highest agreement percentages were in grades 5 (60%) and 8 (58%), which were two of the grades that students were required to discuss their academic and career plans with their school counselor and plans were sent home to parents. It would have

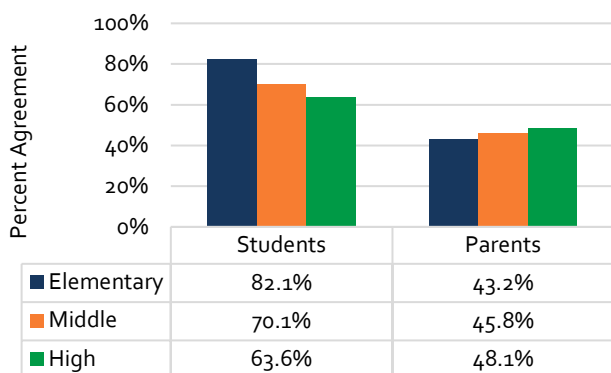
been expected that parent agreement would have been higher in grades 7 and 10 as students must obtain parent approval for their academic and career plans at those grade levels.

Figure 11: Perceptions Regarding Counselors Helping With Awareness of Academic and Career Pathways



Elementary school students were asked their agreement regarding their school counselor helping them become aware of programs available to them in middle school, and middle and high school students were asked about their school counselor helping them become aware of programs available to them in high school. Elementary school students again had high agreement (82%) regarding having received help with becoming aware of middle school programs, whereas 70 percent of middle and 64 percent of high school students agreed their counselor helped them become aware of high school programs (see Figure 12). This pattern was opposite for parents with the lower agreement percentage at elementary school (43%) regarding awareness of middle school programs and slightly higher agreement percentages at the secondary level (46% to 48%) regarding high school programs.

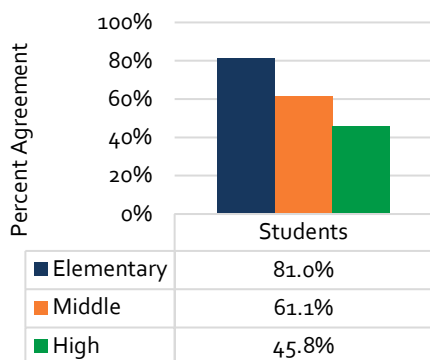
Figure 12: Perceptions Regarding Counselors Helping With Awareness of Programs in Middle or High



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

Objective 3 focused on the school counseling program's role in helping students better understand their career options. Overall, 64 percent of students agreed that their counselor helped them better understand career options. Results by school level are shown in Figure 13. The majority of elementary (81%) and middle school (61%) students agreed that their school counselor helped them better understand career options, whereas 46 percent of high school students agreed.

Figure 13: Perceptions Regarding Counselors Helping With Understanding Career Options

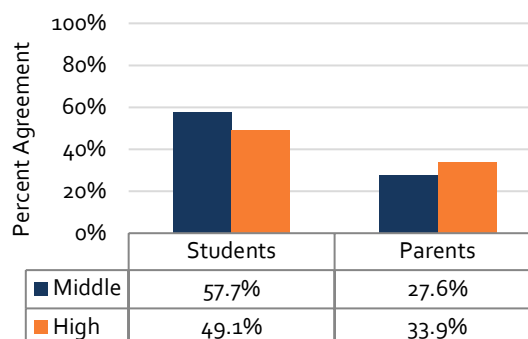


Although not part of the program objective, at the division level, there was low parent agreement (37%) regarding school counselors helping students better understand their career options. Overall, 74 percent of teachers, 99 percent of school counselors, and 89 percent of administrators agreed that school counselors helped students improve their understanding of career options.

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

Objective 4 focused on the school counseling program's role in educating secondary students about their scholarship opportunities. Overall, 54 percent of secondary students indicated agreement that their counselor helped them become aware of scholarship opportunities. Unexpectedly, there was higher agreement at the middle school level (58%) than at the high school level (49%) for students (see Figure 14). A higher percentage of parents at the high school level (34%) agreed that school counselors helped their child become aware of scholarship opportunities in comparison to parents at the middle school level (28%), but both of these percentages were relatively low.

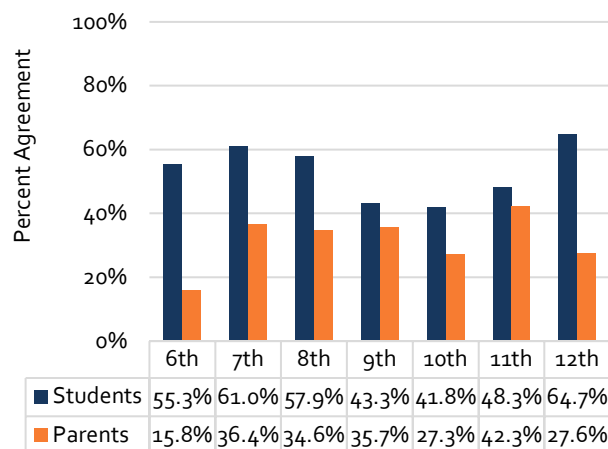
Figure 14: Perceptions Regarding Counselors Helping With Awareness of Scholarship Opportunities



Although not part of the program objective, across all other stakeholder groups, there was higher agreement at the high school level than middle school level. Between 83 and 100 percent of high school teachers, counselors, and administrators agreed that school counselors helped with awareness of scholarship opportunities, whereas between 63 and 71 percent agreed at the middle school level.

When looking at student agreement percentages by grade level, there were higher agreement percentages at the middle school grade levels (from 55% to 61%) and grade 12 (65%) in comparison to the other grades (see Figure 15). The largest agreement percentage for parents was for parents of students in grade 11 (42%).

Figure 15: Perceptions Regarding Counselors Helping With Awareness of Scholarship Opportunities by Grade Level



Scholarship data were analyzed to determine the percentages of graduating students who were offered and who accepted scholarships. Approximately 24 percent of students who graduated in 2017-2018 were offered scholarships and 21 percent of students accepted these scholarships. This was consistent with the prior year in which 26 percent of students who graduated in 2016-2017 were offered scholarships and 23 percent accepted these scholarships.

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

Objective 5 focused on the school counseling program's role in helping students apply self-motivation and self-direction to learning. This objective was applicable for students who indicated that they specifically worked with their school counselor on self-motivation or self-direction during 2017-2018. Approximately one-third of students indicated that they worked with their school counselor on either self-motivation or self-direction during the school year. Of those students, between 82 and 92 percent of students agreed that their school counselor helped them in these areas depending on school level (see Table 31).

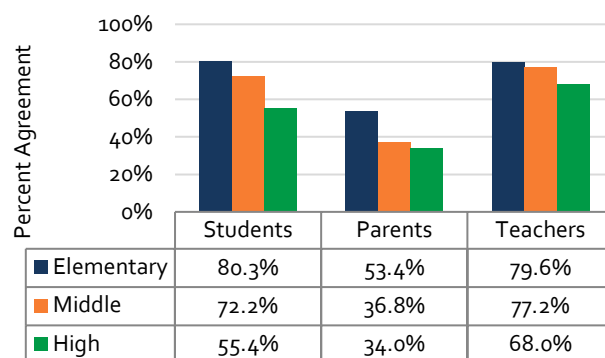
Table 31: Percent of Students Who Worked on Self-Motivation or Self-Direction

School Level	Worked With Counselor	Agreed Helped With Motivation	Agreed Helped With Direction
Elementary	46.8%	91.8%	89.8%
Middle	31.1%	83.5%	84.9%
High	21.8%	82.2%	84.9%
Total	34.2%	87.5%	87.4%

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

Objective 6 focused on the school counseling program's role in helping students demonstrate advocacy skills and assert oneself, when necessary. Overall, 70 percent of students indicated that their counselor helped them with demonstrating advocacy skills and the ability to assert themselves. In particular, 80 percent of elementary students and 72 percent of middle school students agreed, whereas 55 percent of high school students agreed (see Figure 16). Teachers and parents were also asked about the school counseling program's role in developing students' advocacy skills and ability to assert oneself. Overall, 41 percent of parents and 74 percent of teachers agreed. By school level, approximately half of elementary parents agreed, whereas between 37 and 34 percent of middle and high school parents agreed (see Figure 16). For teachers, 80 percent of elementary teachers, 77 percent of middle school teachers, and 68 percent of high school teachers agreed.

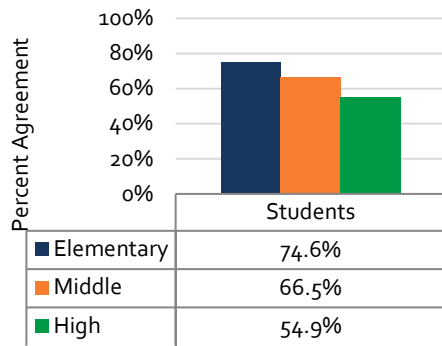
Figure 16: Perceptions Regarding Counselors Helping With Advocacy Skills



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

Objective 7 focused on the school counseling program's role in helping students apply media and technology skills related to career interests. In particular, students were asked their agreement regarding whether their school counselor helped them ensure they selected courses that allowed them to apply media and technology skills (e.g., using PowerPoint, creating videos) related to college and career interests. Overall, 66 percent of students agreed that their counselor helped ensure they selected courses that allowed them to apply technology and media skills. As shown in Figure 17, there were higher agreement percentages among elementary students (75%) and middle school students (67%) than high school students (55%).

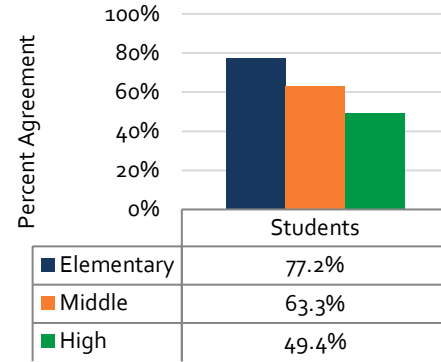
Figure 17: Perceptions Regarding Counselors Helping With Media and Technology Skills



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

Objective 8 focused on the school counseling program's role in helping students participate in enrichment and/or extracurricular activities related to career exploration and career interests. Overall, 64 percent of students agreed that their school counselor helped students with participating in enrichment and/or extracurricular activities related to career exploration and career interests. As shown in Figure 18, elementary school students had the highest agreement percentage (77%), whereas high school students had the lowest agreement percentage (49%).

Figure 18: Perceptions Regarding Counselors Helping With Participation in Enrichment or Extracurricular Activities

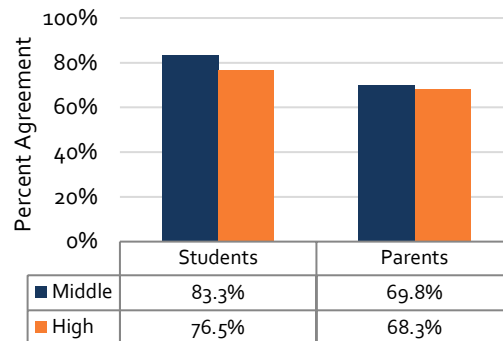


Although not part of this objective, overall, 67 percent of teachers agreed that school counselors helped students participate in these activities related to career exploration and interests.

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

Objective 9 focused on the students' experiences in VBCPS allowing secondary students to reach their post-high school goals. Overall, 80 percent of secondary students agreed that their experiences in VBCPS would allow them to reach their goals after high school. In particular, 83 percent of middle school students and 77 percent of high school students agreed with this statement (see Figure 19). Overall, 69 percent of secondary parents agreed that the experiences in VBCPS would allow their child to reach their goals after high school.

Figure 19: Perceptions Regarding Reaching Post-High School Goals

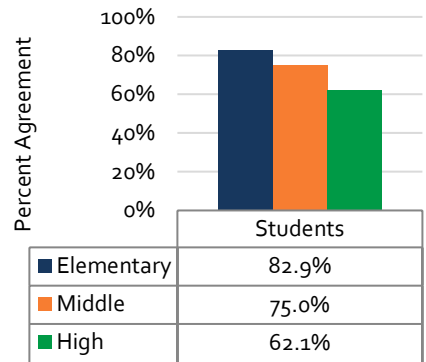


Objective 10: Students will understand that life-long learning and postsecondary education are necessary for

long-term career success as measured by student survey responses.

Objective 10 focused on the school counseling program’s role in helping students’ understand that life-long learning and/or postsecondary education are necessary for long-term career success. Overall, 74 percent of students agreed that their school counselor helped them understand the necessity of life-long learning and/or postsecondary education. Between 62 and 83 percent of students agreed with this statement depending on school level with the lowest agreement percentage for high school students (see Figure 20).

Figure 20: Perceptions Regarding Counselors Helping With Understanding Necessity of Life-Long Learning and/or Postsecondary Education



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

Objective 11 focused on students’ enrollment in postsecondary education, acceptance into the military, or their plan to be employed. Survey responses showed that 64 percent of middle school students and 68 percent of high school students planned to be employed immediately after graduating high school in some capacity. According to the *Compass to 2020* Navigational Markers, 63 percent of graduates from 2015-2016 enrolled in two- and four-year colleges within one year of graduation.⁴⁰ Additionally, of the graduates from 2016-2017, 3 percent reported acceptance into the military, service academies, or receiving ROTC scholarships. Therefore, based on the most recent available data, after high school, the majority of students planned to be employed and enrolled in college and a small percentage were in the

military. As a note, these items were not mutually exclusive.

Stakeholder Perceptions

Overall Perceptions

In addition to survey items focused on operational aspects of the program and the goals and objectives of the program, stakeholders also answered general perception questions.

Students and parents were asked several general survey items about their school counselor, including the school counselor’s availability, ability to help them, and understanding of their goals/challenges. Results in Table 32 demonstrate that overall, students have positive perceptions of their school counselors. At least 77 percent of students at all school levels agreed that their school counselor was available if they needed him or her. At least 81 percent of students at all school levels agreed that their school counselor helped them if they had a question or a problem. At least 87 percent of students at all levels agreed that their school counselor believed all students can succeed, and at least 74 percent of secondary students agreed that their school counselor was an advocate for all students. While percentages were relatively high across all school levels as noted, the general pattern showed that the least positive perceptions were at the high school level. There were minimal changes to agreement percentages compared to the previous year (see Appendix L).

Results for parents also shown in Table 32 demonstrate that parents’ perceptions were less positive than students’ perceptions. While a majority of parents agreed with each of the statements, agreement percentages across each level were relatively low ranging from 61 percent to 76 percent for all but one item at elementary school (see Table 32). Between 63 and 72 percent of parents, depending on school level, agreed that their child’s school counselor was available to talk to him/her and between 63 and 65 percent agreed that they helped them if they had a question or a problem. Between 61 and 75 percent of parents at all levels agreed that their child’s school counselor was an advocate for all students, and between 75 and 81 percent of parents agreed that their child’s school counselor believed all students could succeed. In comparison to the year-one evaluation, there were improvements in the agreement percentages for elementary parents, whereas there were declines in the agreement percentages for middle and high school parents (see Appendix L).

Table 32: Student and Parent Percentage Agreement Regarding School Counselors

Survey Item	Student			Parent		
	ES	MS	HS	ES	MS	HS
Is available if I need to talk to him/her	89.5%	88.4%	77.2%	69.3%	71.9%	63.0%
Helps me if I have a question/problem	93.3%	88.9%	80.9%	63.0%	63.2%	65.3%
Is an advocate for all students	-	87.8%	74.3%	75.0%	66.7%	60.7%
Believes all students can succeed	97.1%	92.9%	87.3%	80.8%	75.0%	76.1%

In comparison to these general perceptions of school counselors, there was lower student and parent agreement regarding counselors' understanding of students' goals and challenges. Only 73 percent of fifth-grade students, 48 percent of middle school students, and 43 percent of high school students agreed that their school counselors understood their college and career goals/challenges. Parent agreement levels were 38 to 43 percent depending on the school level (see Table 33).

Table 33: Percentage Agreement Regarding School Counselors Understanding Students' College and Career Goals/Challenges

Group	ES	MS	HS
Student	72.6%	48.0%	43.1%
Parent	42.9%	37.5%	41.2%

Among staff, perceptions about the school counselors' accessibility, actions, and beliefs were positive overall. From 86 to 100 percent of school counselors at each school level agreed that counselors were accessible to students, accessible to teachers, helped students if they had a question/problems, advocated for all students, and believed all students can succeed (see Table 34). In comparison to the year-one evaluation, the largest declines in school counselors' perceptions were for their accessibility to students at the elementary and high schools (see Appendix I).

Table 34: Overall Perceptions - Counselor Agreement

Survey Item	ES	MS	HS
Accessible to students	87.9%	86.7%	86.2%
Accessible to teachers	93.9%	90.0%	91.7%
Help students if they have a question/problem	97.0%	96.7%	100%
Are advocates for all students	97.0%	100%	100%
Believe all students can succeed	96.9%	100%	100%

Teachers at all school levels also demonstrated relatively high agreement percentages with at least 81 percent agreeing that school counselors were accessible, helped students if needed, advocated for students, and believed all students can succeed (see Table 35). In comparison to the year-one evaluation, there were small declines in the agreement percentages of elementary teachers, whereas the percentages remained relatively consistent for middle and high school teachers (See Appendix I).

Finally, administrators at all school levels demonstrated high agreement percentages with 92 percent or more agreeing that school counselors were accessible, helped students if needed, advocated for students, and believed all students can succeed (see Table 35). In comparison to the year-one evaluation, there were small improvements in agreement percentages for high school administrators (See Appendix I).

Table 35: Overall Perceptions – Teacher and Administrator Agreement

Survey Item	Teacher			Administrator		
	ES	MS	HS	ES	MS	HS
Accessible to students	81.5%	87.9%	83.2%	98.3%	91.9%	97.1%
Accessible to teachers	81.2%	85.9%	83.8%	98.3%	91.9%	100%
Help students if they have a question/problem	88.9%	93.3%	88.3%	98.3%	91.9%	100%
Are advocates for all students	91.6%	90.4%	81.7%	93.1%	91.7%	94.1%
Believe all students can succeed	95.6%	95.4%	92.9%	96.6%	94.6%	94.1%

Community partners were also asked questions about their experiences with school counselors at schools with which they worked most closely. Half of community partners indicated that they knew who the school counselors were at the schools with which they worked most closely; however, all were aware of how to contact school counselors to offer opportunities for students. Two-thirds of the community partners indicated they worked with school counselors as it related to college or career preparation for students. Of those community partners who worked with school counselors in this area, half indicated communicating with school counselors monthly as it related to college and career preparation for students and the other half indicated communicating with school counselors yearly. However, all of these community partners indicated being either very satisfied or satisfied with the communication. All of these community partners also indicated that school counselors were available for questions or problems. Only one-third of the community partners who responded to the survey indicated that they worked directly with VBCPS students. All of these partners agreed that students had the necessary skills for the career field, were knowledgeable about local academic and career pathways, were self-motivated to learn, were able to self-direct, and demonstrated advocacy skills and asserted themselves when necessary. These partners also indicated being very satisfied with the students' preparedness to work in the career field.

Overall Satisfaction

All stakeholder groups were asked to indicate their level of overall satisfaction with the school counseling program. In 2017-2018, approximately 91 percent of fifth graders were satisfied, and 78 percent of middle school students were satisfied. Consistent with the pattern of high school students' perceptions on other survey items, a lower percentage of high school students were satisfied (60%). There were also larger declines in the satisfaction percentages for high school

and middle school students in comparison to the elementary students from the year-one evaluation (see Appendix M). Approximately 52 percent of parents divisionwide indicated they were satisfied with the school counseling program with large differences across the school levels. At the elementary level, 70 percent of parents were satisfied, which was an improvement from the year-one evaluation (see Table 36 and Appendix M). However, 41 percent of middle school parents and 46 percent of high school parents were satisfied, which were 22 and 13 percentage point declines from the year-one evaluation.

Table 36: Student and Parent Percent Overall Satisfaction in 2017-2018

School Level	2017 2018
Students	
Elementary	91.3%
Middle	78.4%
High	60.4%
Total	77.8%
Parents	
Elementary	70.4%
Middle	41.3%
High	45.7%
Total	51.6%

Parent satisfaction was also examined by whether parents had a clear understanding of school counselors' responsibilities and of the role school counselors played in students' overall education. Parents who agreed that they understood counselors' responsibilities or counselors' role in education were also more highly satisfied with the school counseling program (53% to 94%) than parents who disagreed that they understood (16% to 42%) (see Tables 37 and 38). However, the amount of difference between those who understood the responsibilities and role and those who did not understand varied by school level. The difference for parents of elementary and middle school students was large with a difference of between 44 and 57 percentage points for elementary and between 55 and 65

percentage points for middle. This difference was smaller for parents of high school students with a difference of between 26 and 32 percentage points. Further, at high school, 53 to 57 percent of parents who understood the roles/responsibilities were satisfied with the program compared to 25 to 27 percent of parents who disagreed that they understood the roles/responsibilities. These results suggest a relationship between parents' perceptions of the school counseling program and their level of understanding about school counselors' roles. Additional educational efforts to directly inform parents of the school counseling program and its role in students' education could help improve parents' perceptions of the program.

Table 37: Parent Satisfaction by Agreement of Understanding School Counselor Responsibilities

School Level	Agree Understood Responsibilities	Disagree Understood Responsibilities	Difference in Satisfaction
Elementary	93.8%	36.4%	57.4%
Middle	82.3%	17.2%	65.1%
High	56.7%	25.0%	31.7%
Total	71.6%	25.3%	46.3%

Table 38: Parent Satisfaction by Agreement of Understanding School Counselor Role in Education

School Level	Agree Understood Role	Disagree Understood Role	Difference in Satisfaction
Elementary	85.7%	42.1%	43.6%
Middle	71.4%	16.0%	55.4%
High	53.0%	26.9%	26.1%
Total	65.6%	27.1%	38.5%

Staff satisfaction levels were relatively high for all groups (see Table 39). Between 80 to 85 percent of school counselors were satisfied with the program depending on school level. However, there was a large decline in the percentage of elementary school counselors who were satisfied compared to the year-one evaluation (see Appendix M). Between 71 and 78 percent of teachers depending on level were satisfied with the school counseling program. Similar to the school counselors, the largest decline in satisfaction percentage from the year-one evaluation was at the elementary level. Finally, at least 90 percent of administrators reported being satisfied with the program. The satisfaction percentage improved by 11 percentage points for high school administrators, whereas the percentages remained relatively consistent from the year-one evaluation for elementary and middle school administrators (see Appendix M).

Table 39: Stakeholder Percent Satisfaction in 2017-2018

School Level	2017 2018
School Counselors	
Elementary	85.3%
Middle	83.3%
High	80.0%
Total	82.8%
Teachers	
Elementary	74.4%
Middle	77.6%
High	70.9%
Total	74.0%
Administrators	
Elementary	90.0%
Middle	91.9%
High	93.9%
Total	91.4%

Program Strengths and Areas for Improvement

An open-ended survey item allowed respondents to provide comments concerning the strengths of the school counseling program. Several general themes emerged from the comments regarding program strengths. General themes across all stakeholders (students, parents, school counselors, administrators, and teachers) focused on certain traits of school counselors, including being caring, kind, and passionate towards students and their work. For specific stakeholder groups, students who provided comments about areas of strengths focused on the school counselors' ability to help students in various areas, including academics, scheduling, career preparation, and social-emotional concerns. Students also noted that a strength was the ability to have someone to talk to and that counselors were understanding and listened to them. Several students commented that school counselors were available and always there when they needed them. In response to this open-ended item, several parents indicated that there were not any strengths, either due to mostly having concerns about the program or lack of awareness of the program. Of those parents who indicated strengths, comments focused on the accessibility and visibility of the counselors and the resources and information they provided, such as through information nights. School counselors also indicated that areas of strength included the dedication of school counselors, including the willingness to work extra hours as needed, as well as their ability to collaborate and work with one another as a team. Additional school counselor comments mentioned school counselors' relationships and rapport with students as well as the

student-centered approach the counseling program takes and the comprehensiveness of the program. Administrators also commented that a strength was school counselors' willingness to help and their hard working nature and commitment to their work. Administrators also indicated that they were knowledgeable, took a student-centered approach, and held regular meetings with students. Teachers commented that school counselors were approachable for students, positive, compassionate, friendly, and helpful. Additional comments by teachers indicated that school counselors were accessible to students and teachers, that they provided support to students and teachers, and that the regular lessons they provide to students were helpful.

A second open-ended survey item allowed respondents to comment on any needed improvements to the program. Several students indicated that they did not know of any improvements (either because none needed to be made, they did not participate in the school counseling program, or they did not know who their school counselor was). Of those students who provided areas for improvement, many students indicated that an improvement would be school counselors having more availability to meet with students, especially individually; and that school counselors should meet with more students or with a greater variety of students. Additionally, several students indicated that they would like the school counselor to reach out to students more and form a closer relationship. Other areas that were frequently mentioned by students included providing additional resources for college and career preparation. Parents indicated that an area of improvement was primarily communication between school counselors and parents. These comments included suggestions for more communication between school counselors and parents in general and concerns about previously having trouble receiving responses from counselors or having no communication at all.

Across all stakeholder groups, a frequently identified area for improvement included the need for more counselors or support staff due to concerns regarding counselors' caseload and lack of time to work directly with students. In particular, students indicated that they felt more counselors were needed, and parents noted concerns that counselors were unable to be as involved with students and parents as much as parents would like. Many school counselors also noted that the program could be improved by having additional support, less time spent on unnecessary tasks, relieving

their caseloads, and needing additional time for them to spend working directly with students. Several counselors also commented that they spend significant amounts of time doing administrative tasks, such as work related to conducting 504 or Student Response Team (SRT) meetings, or other non-school counseling related tasks. Other comments noted the need for additional support working with students' mental health concerns, such as having a counselor specifically focused on this area. Similar concerns were provided by administrators and teachers, including concerns regarding time spent on unnecessary tasks and not enough time for students, the need to relieve school counselors' caseload, and additional allocations needed either for school counselors or support staff.

Recommendations and Rationale

Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 6. (*Responsible Group: Department of Teaching and Learning*)

Rationale: The first recommendation is to continue the school counseling program with modifications noted in the recommendations 2 through 6. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. Because the school counseling program is already intended to be an integral part of the educational experience for all students across the division and serves all students through a variety of activities, the recommendation to continue the program with modifications is made to enhance continuous improvement efforts toward meeting Virginia and ASCA standards for school counseling programs.

Recommendation #2: Develop a plan to provide additional staff (e.g., social workers, psychologists, school counselors, etc.) for 2019-2020 to support the school counseling program to allow school counselors to have additional time to meet students' needs. (*Responsible Groups: Department of Teaching and Learning, Department of Budget and Finance*)

Rationale: The second recommendation is to develop a plan to provide additional staff (e.g., social workers, psychologists, school counselors, etc.) for 2019-2020 to support the school counseling program to allow school counselors to have additional time to meet students' needs. School counselors, teachers, and administrators across all levels had relatively low agreement that school counselors' allocations, caseloads, and daily schedules allowed school counselors adequate time to counsel students, especially in the area of college and career preparation. In particular, between 3 percent and 45 percent of high school counselors agreed that allocations, caseloads, and daily schedule allowed adequate time to counsel students, whereas between 19 and 42 percent of middle school counselors agreed and 17 percent and 39 percent of elementary school counselors agreed. Additionally, 32 to 66 percent of all stakeholders surveyed agreed that students and parents had enough time with school counselors to plan the child's academic and career goals. When ranking time spent across seven activities, school counselors at all levels ranked administrative tasks as third. Administrative tasks were ranked above time spent on college- and career-related activities at elementary and middle schools and were ranked at the same level as time spent on college applications, scholarships, and the financial aid processes for high school. Upon discussion with the coordinator of counseling services, there are tasks that additional staff could provide assistance with, especially related to helping with 504 plans, Student Response Teams (SRT), and attendance follow up. A review of research by Hanover Research showed that high school counselors' time spent specifically on college counseling was related to student college outcomes. In particular, students whose counselors indicated spending more than 50 percent of their time on activities related to college counseling were more likely to enroll in college than counselors who indicated spending less than 20 percent of their time on college counseling activities. As of 2015-2016, the percentage of VBCPS students who attended two- or four-year colleges within the year after graduation was 63 percent. Additionally, relatively low percentages (43% of high school students, 48% of middle school students, and 73% of elementary students) agreed that school counselors understood their college and career goals/challenges, and the highest percentages of students indicated that they either never met with their school counselor individually or only met with them once or twice. In response to an open-ended question about areas for improvement, a common theme from all stakeholders (school counselors, administrators, teachers, students, and parents) was the need for more support due to concerns regarding school counselors' caseloads and lack of time to work directly with students. In particular, students indicated that they felt more school counselors were needed, and parents noted concerns that school counselors were unable to be as involved with students and parents as much as parents would like. Many school counselors also noted that the program could be improved by having additional support, less time spent on unnecessary tasks, relieving their caseloads, and needing additional time for them to spend working directly with students. Several counselors also commented that they spend a significant amount of time doing administrative tasks, such as work related to conducting 504 or SRT meetings, or other non-school counseling related tasks.

Recommendation #3: Continue to seek additional parent engagement and education strategies to ensure increased interaction with parents and parent awareness of the role and responsibilities of school counselors. (Responsible Groups: Department of Teaching and Learning, Department of Media and Communications)

Rationale: The third recommendation is to seek additional parent engagement and education strategies to ensure increased interaction with parents and parent awareness of the role and responsibilities of school counselors. The ASCA position statement on school-family-community partnerships states that it is part of the school counselor's role to "actively pursue collaboration with family members..." which is believed will benefit the school's counseling program by increasing the program's effectiveness and improving the efficiency of delivering school counseling program services. Depending on the school level, between 31 and 53 percent of parents talked with their child's school counselor; however, between 16 and 23 percent of parents indicated that they did not talk with their child's counselors but would have liked to. Additionally, relatively low percentages of parents were satisfied with the communication with their child's school counselor (65% for elementary parents, 45% for middle school parents, and 41% for high school parents.) Also consistent with the year-one evaluation, parents' perceptions of the school counseling program were less positive overall than other stakeholder groups throughout all areas of the evaluation. In addition, a common theme from the open-ended question about potential areas for improvement for the school counseling program included communication between school counselors and parents. These comments included suggestions for more communication between school counselors and parents in general and concerns regarding previously having trouble receiving responses from school counselors or having no communication at all. In addition, a continued need is to ensure that parents are aware of the role that school counselors play in students' educational experience and their development. When asked directly, 48 percent of middle school parents, 56 percent of elementary parents, and 63 percent of high school parents indicated that they had a clear understanding of the responsibilities of school counselors and 53 percent of middle school parents, 59 percent of elementary parents, and 67 percent of high school parents indicated that they had a clear understanding of the role counselors play in students' education. As might be expected, parents who agreed that they understood school counselors' responsibilities or their role in the students' education were more likely to be satisfied with the school counseling program than parents who disagreed that they understood school counselors' responsibilities. Additionally, understanding the school counselors' responsibilities or their role in the students' education was also related to parents' involvement in parent engagement opportunities, especially about involvement in academic planning and individual conferences.

Recommendation #4: Develop alternative methods for publicizing activities and resources available to secondary students for college and career preparation. (Responsible Group: Department of Teaching and Learning, Department of Media and Communications)

Rationale: The fourth recommendation is to develop alternative methods for publicizing activities and resources available to secondary students for college and career preparation. Throughout the areas in which the school counseling program could support students' college and career preparation, secondary students had relatively low agreement levels regarding receiving help from their school counselor as it related to understanding their career options (61% at middle school and 46% at high school), helping with participation in enrichment or extracurricular activities related to their career exploration and interests (63% at middle school and 49% at high school), and awareness of scholarship opportunities (58% at middle school and 49% at high school). When looking exclusively at student awareness of scholarship opportunities at grades 11 and 12, 48 percent and 65 percent of students agreed, respectively. In addition, there appeared to be a discrepancy between school counselors' agreement regarding providing these resources and students' agreement. At the high school level specifically, when selecting activities provided by school counselors, at least 89 percent of high school counselors indicated holding career fairs and college nights and facilitating college representatives' school visits, whereas the majority of high school students did not indicate that these activities were provided. In addition, at the high school level specifically, when selecting resources provided by school counselors, all school counselors indicated that they provided Scholarship Central to students as a resource; however, only 21 percent of high school students indicated this resource was provided.

Overall, communication about resources and activities may need to be more widespread to increase students' participation and knowledge of the resources.

Recommendation #5: Review, revise as needed, and communicate expectations for elementary school counselors' responsibilities regarding college and career activities. (Responsible Group: Department of Teaching and Learning)

Rationale: The fifth recommendation is to review and revise expectations for elementary school counselors' responsibilities regarding college and career activities and then communicate those responsibilities to schools. The VBCPS Essential Counseling Services outlined responsibilities for school counselors related to the college and career preparation component of the school counseling program. When asked to rate the extent of involvement with these responsibilities, there were no activities that over 90 percent of elementary counselors indicated being involved with to a large extent. Further, there were six responsibilities relevant to the elementary school level that less than half of elementary school counselors indicated being involved with to a large extent. Therefore, the outlined responsibilities specific to college and career preparation appear to align more closely with the secondary level. In regards to the perceptions of expectations related to the school counseling program's college and career component, school counselors and administrators at the elementary level had low agreement percentages (41% and 47%, respectively) that expectations in **college** counseling were clearly defined, and teachers had low agreement that they had a clear understanding of school counselors' role in **college** preparation (44%). Relatively low percentages were also found regarding school counselors' and administrators' agreement that expectations in **career** counseling were clearly defined (69% and 64%, respectively), as well as teachers' understanding of school counselors' role in **career** preparation (53%). In addition, elementary school counselors and administrators had relatively low agreement regarding having adequate resources to counsel students on matters related to college (56% and 61%, respectively) and career (74% and 66%, respectively). In response to an open-ended question related to areas of improvement, a few counselors commented that they felt as though they did not have a clear understanding of their role in college and career readiness at the elementary level.

Recommendation #6: Continue to ensure that students are aware of the academic and career planning process and work to develop their academic and career plans. (Responsible Group: Department of Teaching and Learning)

Rationale: The final recommendation is to ensure that students are aware of the academic and career planning process and work to develop their academic and career plans. In grades 5, 7 or 8, and 10, students were required to complete an academic and career plan with their school counselors that detailed their desired courses. These plans ensured that students considered their desired career pathway when choosing courses. When surveyed about whether school counselors helped students complete academic and career plans, 66 percent of grade 5 students, 45 percent of grade 7 students, 53 percent of grade 8 students, and 40 percent of grade 10 students selected this as an activity their school counselor helped them with, compared to 99 percent of school counselors. Among other staff, 70 percent of administrators and 54 percent of teachers selected this as an activity that school counselors assisted with. Another opportunity for high school students to work on their ACP was through advisory blocks. Although the majority of high school counselors (89%) indicated that they helped with advisory block(s) relevant to academic and career planning, only 22 percent of grade 10 students indicated that school counselors assisted with this activity. Further, when examining students' progression through the ACP process, students were asked about their awareness of their college and career options and then asked to rate their level of preparation from awareness to exploration to readiness for college and career. In regards to college awareness, 67 percent of fifth-grade students, 62 percent of middle school students, and 68 percent of high school students agreed they were aware of their college options. For career awareness, 85 percent of fifth-grade students, 78 percent of middle school students, and 76 percent of high school students indicated they were aware of their career options.

Appendices

Appendix A: VBCPS Essential Counseling Services by Level

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

Appendix A: VBCPS Essential Counseling Services by Level (continued)

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

VBCPS Office of Student Support Services

*American School Counselor Association Mindsets & Behaviors

Questions? Please contact Robert B. Jamison, Coordinator – Robert.jamison@vbschools.com

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Appendix B: School Counseling Program Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix C: Perceptions Regarding Counselors Helping Students Explore or Identify Goals

Goal Area	School Counselors			Teachers			Administrators			Parents		
	ES	MS	HS	ES	MS	HS	ES	MS	HS	ES	MS	HS
Academic	100%	100%	100%	79.2%	81.4%	78.9%	89.4%	89.2%	97.2%	48.2%	40.7%	47.1%
Career	97.2%	97.1%	95.1%	77.4%	70.8%	73.3%	87.0%	81.1%	91.7%	43.2%	40.0%	35.9%
Social-Emotional	100%	94.1%	90.2%	84.7%	79.3%	70.6%	95.6%	89.5%	91.7%	56.0%	37.7%	33.0%

Appendix D: Perceptions About School Counselors' Behaviors From 2016-2017 to 2017-2018

Perceptions About Students and/or Parents Having Enough Time to Plan Goals

Group	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
School Counselors	61.0%	48.6%	44.9%	54.3%	48.4%	32.4%	-6.7%	-0.2%	-12.5%
Teachers	56.7%	63.5%	53.2%	52.3%	58.1%	48.0%	-4.4%	-5.4%	-5.2%
Administrators	66.7%	71.0%	50.0%	57.6%	64.9%	51.4%	-9.1%	-6.1%	1.4%
Students	70.1%	53.8%	54.0%	65.6%	48.0%	42.4%	-4.5%	-5.8%	-11.6%
Parents	43.1%	50.8%	47.4%	53.6%	41.8%	38.6%	10.5%	-9.0%	-8.8%

Perceptions About Collaboration Between School Counselors and Teachers and Other Staff

Group	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
School Counselors	100%	81.1%	83.7%	97.1%	96.8%	86.8%	-2.9%	15.7%	3.1%
Teachers	88.5%	85.4%	76.8%	86.9%	84.7%	78.1%	-1.6%	-0.7%	1.3%
Administrators	96.2%	96.8%	85.0%	98.5%	94.6%	100%	2.3%	-2.2%	15.0%

Appendix E: Perceptions Regarding Activities and Resources Provided By School Counselors

Percentage of Activities Provided by Counselors - Students

Activity	ES	MS	HS	Total
Complete academic and career plans with students.	66.4%	46.1%	37.7%	51.1%
Connects with community programs, mentoring, tutoring, or summer programming.	29.1%	30.8%	21.3%	27.4%
Discuss potential academic and career pathways with students.	68.0%	49.2%	39.4%	53.2%
Discuss programs or academies.	60.2%	56.8%	39.2%	52.8%
Encourages enrichment opportunities.	54.1%	48.8%	31.5%	45.6%
Help with Advisory blocks relevant to academic and career planning.	33.4%	26.0%	24.0%	28.1%
Help with or facilitate college representatives' school visits.	23.3%	19.8%	18.5%	20.7%
Help with or facilitate students' college visits in state.	17.5%	16.0%	13.5%	15.8%
Help with or facilitate students' college visits out of state.	12.8%	13.5%	9.1%	11.9%
Helps with SMART goals.	73.7%	59.0%	27.4%	55.0%
Hold Career Fairs.	22.5%	21.2%	22.7%	22.1%
Hold college nights.	11.0%	19.3%	20.4%	16.6%
Informs about college preparatory programs.	41.8%	35.4%	22.4%	33.9%
Informs about options for acceleration or diversified learning.	45.5%	26.8%	16.4%	30.5%
Provide ASVAB preparation or testing.	15.7%	15.1%	15.1%	15.3%
Supports service learning opportunities.	42.5%	30.4%	18.3%	31.3%
Work with community partners.	29.9%	24.1%	13.1%	23.0%

Percentage of Activities Provided by Counselors – Counselors and Parents

Activity	Counselors				Parents			
	ES	MS	HS	Total	ES	MS	HS	Total
Complete academic and career plans with students.	100.0%	100.0%	97.1%	99.0%	20.4%	30.4%	34.8%	29.7%
Discuss potential academic and career pathways with students.	100.0%	96.7%	100.0%	99.0%	20.4%	23.9%	23.9%	22.9%
Educate students about programs or academies in VBCPS.	97.1%	93.3%	77.1%	88.9%	13.0%	26.1%	21.7%	20.3%
Help students set SMART goals.	73.5%	53.3%	57.1%	61.6%	14.8%	13.0%	5.4%	9.9%

Activity	Counselors				Parents			
	ES	MS	HS	Total	ES	MS	HS	Total
Help with Advisory blocks relevant to academic and career planning.	5.9%	36.7%	88.6%	44.4%	5.6%	8.7%	22.8%	14.6%
Help with or facilitate college representatives' school visits.	0.0%	23.3%	91.4%	39.4%	7.4%	4.3%	14.1%	9.9%
Help with or facilitate students' college visits in state.	2.9%	10.0%	62.9%	26.3%	3.7%	4.3%	5.4%	4.7%
Help with or facilitate students' college visits out of state.	0.0%	6.7%	37.1%	15.2%	3.7%	0.0%	1.1%	1.6%
Hold Career Fairs.	41.2%	56.7%	100.0%	66.7%	7.4%	0.0%	8.7%	6.3%
Hold college nights.	2.9%	20.0%	88.6%	38.4%	3.7%	6.5%	20.7%	12.5%
Provide ASVAB preparation or testing.	0.0%	3.3%	91.4%	33.3%	5.6%	0.0%	5.4%	4.2%
Work with community partners.	55.9%	60.0%	91.4%	69.7%	14.8%	6.5%	8.7%	9.9%

Percentage of Activities Provided by Counselors - Administrators and Teachers

Activity	Administrators				Teachers			
	ES	MS	HS	Total	ES	MS	HS	Total
Complete academic and career plans with students.	55.2%	75.7%	87.9%	69.5%	34.6%	59.3%	67.0%	53.9%
Discuss potential academic and career pathways with students.	69.0%	81.1%	90.9%	78.1%	49.5%	61.8%	70.6%	61.0%
Educate students about programs or academies in VBCPS.	79.3%	89.2%	69.7%	79.7%	47.8%	75.5%	58.1%	59.5%
Help students set SMART goals.	56.9%	48.6%	30.3%	47.7%	39.1%	41.5%	23.2%	33.7%
Help with Advisory blocks relevant to academic and career planning.	5.2%	40.5%	48.5%	26.6%	7.6%	26.6%	35.2%	23.5%
Help with or facilitate college representatives' school visits.	1.7%	13.5%	90.9%	28.1%	3.8%	11.6%	74.3%	32.9%
Help with or facilitate students' college visits in state.	3.4%	8.1%	48.5%	16.4%	2.8%	7.9%	33.6%	16.0%

Activity	Administrators				Teachers			
	ES	MS	HS	Total	ES	MS	HS	Total
Help with or facilitate students' college visits out of state.	0.0%	2.7%	30.3%	8.6%	2.1%	4.6%	20.2%	9.7%
Hold Career Fairs.	19.0%	43.2%	93.9%	45.3%	10.0%	27.0%	74.9%	39.6%
Hold college nights.	0.0%	18.9%	69.7%	23.4%	2.1%	10.0%	57.8%	25.6%
Provide ASVAB preparation or testing.	0.0%	2.7%	81.8%	21.9%	1.4%	8.7%	72.8%	30.7%
Work with community partners.	48.3%	64.9%	48.5%	53.1%	39.8%	40.7%	35.2%	38.3%

Percentage of Resources Provided by Counselors – Students, Counselors, and Parents

Resource	Students				Counselors				Parents			
	ES	MS	HS	Total	ES	MS	HS	Total	ES	MS	HS	Total
College Board Big Future	14.7%	11.9%	25.8%	17.1%	5.9%	20.0%	91.4%	40.4%	3.7%	0.0%	15.2%	8.3%
Khan Academy	16.9%	26.1%	39.0%	26.5%	23.5%	53.3%	88.6%	55.6%	1.9%	10.9%	14.1%	9.9%
Major Clarity	4.3%	8.4%	6.3%	6.3%	2.9%	63.3%	82.9%	49.5%	1.9%	0.0%	1.1%	1.0%
Scholarship Central	12.1%	12.3%	20.9%	14.8%	2.9%	23.3%	100%	44.4%	3.7%	0.0%	13.0%	7.3%
VA Career View Website	47.5%	24.8%	10.7%	28.9%	100%	66.7%	31.4%	65.7%	3.7%	4.3%	6.5%	5.2%
Virginia Education Wizard Website	8.5%	7.5%	11.0%	8.9%	14.7%	56.7%	54.3%	41.4%	3.7%	4.3%	4.3%	4.2%
VBCPS Academic and Career Planning Websites	37.3%	30.7%	18.0%	29.4%	82.4%	76.7%	71.4%	76.8%	11.1%	10.9%	16.3%	13.5%
VBCPS Destination Graduation Website	13.1%	14.7%	9.5%	12.6%	44.1%	40.0%	65.7%	50.5%	3.7%	2.2%	6.5%	4.7%

Percentages of Resources Provided by Counselors - Administrators and Teachers

Resource	Admin				Teachers			
	ES	MS	HS	Total	ES	MS	HS	Total
College Board Big Future	3.4%	5.4%	36.4%	12.5%	0.7%	4.1%	26.6%	11.6%
Khan Academy	6.9%	32.4%	66.7%	29.7%	9.7%	24.9%	40.7%	25.8%
Major Clarity	0.0%	5.4%	39.4%	11.7%	0.7%	2.5%	16.2%	7.1%
Scholarship Central	3.4%	24.3%	84.8%	30.5%	1.7%	5.8%	53.2%	22.5%
VA Career View Website	19.0%	32.4%	42.4%	28.9%	10.0%	13.7%	22.6%	15.9%

Resource	Admin				Teachers			
	ES	MS	HS	Total	ES	MS	HS	Total
Virginia Education Wizard Website	6.9%	16.2%	42.4%	18.8%	2.1%	5.4%	19.6%	9.7%
VBCPS Academic and Career Planning Websites	32.8%	59.5%	75.8%	51.6%	11.8%	27.4%	35.2%	25.1%
VBCPS Destination Graduation Website	25.9%	24.3%	69.7%	36.7%	4.2%	10.8%	30.0%	15.9%

**Appendix F: Percentage of School Counselors Indicating A Large Extent of
Involvement From 2016-2017 to 2017-2018**

Responsibility/Activity	2016 2017			2017 2018			Change		
	ES %	MS %	HS %	ES %	MS %	HS %	ES %	MS %	HS %
Facilitate students' completion of academic and career plans.	76.2	81.1	81.3	88.6	87.1	89.5	12.4	6.0	8.2
Conduct parent workshops related to various assessments.	4.9	25.0	40.8	5.7	41.9	39.5	0.8	16.9	-1.3
Advise students on academic issues and course selection.	73.8	97.3	93.9	82.9	90.3	97.4	9.1	-7.0	3.5
Promote and help students identify specialty programs available to them.	73.8	81.1	61.2	79.4	90.3	76.3	5.6	9.2	15.1
Help students understand transition process between school levels.	90.5	83.8	71.4	97.1	93.5	84.2	6.6	9.7	12.8

Appendix G: School Counselor Responsibilities and Activities – Division Perceptions

Responsibility/Activity	Large Extent			Some Extent			Not Involved		
	C	T	A	C	T	A	C	T	A
Support service learning opportunities.	36.3%	30.3%	30.4%	45.1%	50.2%	51.9%	18.6%	19.5%	17.8%
Conduct Career Interest Inventory.	76.0%	34.5%	47.1%	24.0%	44.8%	39.7%	0.0%	20.6%	13.2%
Provide college and career awareness, exploration, or selection through classroom guidance.	78.1%	33.5%	44.1%	21.0%	41.4%	39.7%	1.0%	25.2%	16.2%
Provide college and career awareness, exploration, or selection through schoolwide activities.	51.9%	29.0%	30.7%	40.4%	44.1%	46.0%	7.7%	26.9%	23.4%
Provide college and career awareness, exploration, or selection through individual planning.	65.7%	29.8%	35.0%	28.6%	39.8%	41.6%	5.7%	30.4%	23.4%
Provide College and Career Readiness sessions with parents.	26.%	19.3%	11.7%	43.3%	40.5%	46.0%	30.8%	40.2%	42.3%
Encourage students to engage in enrichment opportunities.	53.8%	28.0%	29.4%	30.8%	43.0%	39.0%	153.4%	29.0%	31.6%
Inform, encourage, and refer students to college preparatory programs.	63.8%	35.3%	46.3%	27.6%	39.0%	35.3%	8.6%	25.7%	18.4%
Schedule and/or promote College and Career Day/Fair, Career Connections, college representative visits, and College Night.	57.7%	36.5%	43.8%	22.1%	32.3%	24.8%	20.2%	31.1%	31.4%
Connect students with community programs, mentoring, tutoring, enrichment activities, and summer programs.	44.8%	29.6%	31.4%	49.5%	46.5%	48.9%	5.7%	23.9%	19.7%
Inform students regarding options for Acceleration and Diversified Learning.	66.7%	33.4%	40.1%	21.9%	46.3%	48.9%	11.4%	20.2%	10.9%
Provide military recruiter visits.	35.2%	29.6%	21.2%	14.3%	29.5%	19.7%	50.5%	41.0%	59.1%
Support college admissions.	38.1%	29.9%	23.0%	5.7%	22.6%	17.8%	56.2%	47.5%	59.3%
Provide college and career admissions testing and interpretation.	37.5%	32.7%	25.5%	16.3%	24.1%	22.6%	46.2%	43.2%	51.8%
Support college affordability planning.	32.7%	22.4%	17.5%	18.3%	27.1%	21.9%	49.0%	50.5%	60.6%
Facilitate students' completion of academic and career plans.*	88.5%	30.9%	42.3%	11.5%	38.5%	30.7%	0.0%	30.6%	27.0%
Conduct parent workshops related to various assessments.*	28.8%	17.5%	10.9%	23.1%	34.7%	34.3%	48.1%	47.8%	54.7%
Advise students on academic issues and course selection.*	90.4%	46.5%	56.9%	9.6%	37.2%	35.8%	0.0%	16.3%	7.3%

Responsibility/Activity	Large Extent			Some Extent			Not Involved		
	C	T	A	C	T	A	C	T	A
Promote and help students identify specialty programs available to them.*	81.6%	40.4%	53.3%	13.6%	41.0%	37.2%	4.9%	18.6%	9.5%
Help students understand transition process between school levels.*	91.3%	45.9%	65.7%	8.7%	42.0%	30.7%	0.0%	12.1%	3.6%

Note: C=Counselors, T=Teachers, A=Administrators

*Starred items were relevant responsibilities from the Academic area.

**Appendix H: Total Staffing Allocations Including
Guidance Department Chairs and School Counselors – 2017-2018**

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

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

Middle Schools	Staffing Allocation
Bayside 6	2
Bayside	3
Brandon	4
Corporate Landing	5
Great Neck	4
Independence	4
Kempsville	3
Landstown	5
Larkspur	5
Lynnhaven	3
Old Donation	3
Plaza	3
Princess Anne	4
Salem	3
Virginia Beach	3
TOTAL	54

High Schools	Staffing Allocation
Bayside	5
Frank W. Cox	5
First Colonial	5.5
Green Run	5
Floyd E. Kellam	6
Kempsville	5
Landstown	6
Ocean Lakes	6
Princess Anne	5
Salem	5
Tallwood	6
TOTAL	59.5

Specialty Schools	Staffing Allocation
Green Run Collegiate	1
Renaissance Academy	4
Student Support Services*	2
Tech & Career Ed Center	1
TOTAL	8

Note: Data as of July 16, 2017.

Total counselor FTEs = 182.5

*Military-connected

**Appendix I: Perceptions Regarding Allocations and
Caseloads From 2016-2017 to 2017-2018**

Percentage Agreement Regarding Allocations Allowing Program to Meet Students' Needs

Group	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Counselors	51.2%	64.9%	30.6%	35.3%	41.9%	15.8%	-15.9%	-23.0%	-14.8%
Teachers	69.9%	73.7%	58.0%	64.4%	68.6%	53.6%	-5.5%	-5.1%	-4.4%
Administrators	85.9%	87.1%	68.3%	62.5%	70.3%	34.3%	-23.4%	-16.8%	-34.0%

Percentage Agreement Regarding Caseloads Allowing Adequate Time to Counsel Students

Group	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Counselors	34.1%	38.9%	12.2%	17.1%	22.6%	2.6%	-17.0%	-16.3%	-9.6%
Teachers	53.4%	58.8%	47.7%	47.1%	53.3%	41.5%	-6.3%	-5.5%	-6.2%
Administrators	71.8%	77.4%	50.0%	48.4%	64.9%	31.4%	-23.0%	-12.5%	-18.6%

**Appendix J: Parent Participation in School Counseling Program Parent
Activities by Parent Understanding of Counselor Responsibilities**

Opportunity	Understood Responsibilities			Did Not Understand Responsibilities		
	ES	MS	HS	ES	MS	HS
Academic Planning	28.2	44.0	48.4	15.4	29.0	11.4
GAC Representation	20.5	16.0	6.3	3.8	9.7	3.2
Parent Workshops	25.6	24.0	18.8	19.2	19.4	2.9
Individual Conferences	51.3	40.0	37.5	7.7	25.8	11.4
Parent Volunteer Opportunities	12.8	8.0	4.7	7.7	3.2	0.0

**Appendix K: Perceptions of School Counselors Engaging Parents to
Support Children's Development From 2016-2017 to 2017-2018**

Group	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Parents	61.3%	59.0%	53.2%	70.8%	44.6%	49.5%	9.5%	-14.4%	-3.7%
Teachers	84.3%	85.1%	77.0%	83.7%	86.4%	79.1%	-0.6%	1.3%	2.1%
Administrators	94.7%	90.0%	85.0%	93.0%	89.2%	91.2%	-1.7%	-0.8%	6.2%

Appendix L: Overall Perceptions Regarding School Counselors
From 2016-2017 to 2017-2018

Student Percentage Agreement Regarding School Counselors

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Is available if I need him/her.	90.1%	88.5%	80.6%	89.5%	88.4%	77.2%	-0.6%	-0.1%	-3.4%
Helps me if I have a question/problem.	92.7%	88.8%	84.2%	93.3%	88.9%	80.9%	0.6%	0.1%	-3.3%
Is an advocate for all students.	-	88.4%	78.8%	-	87.8%	74.3%	-	-0.6%	-4.5%
Believes all students can succeed.	97.9%	94.4%	89.6%	97.1%	92.9%	87.3%	-0.8%	-1.5%	-2.3%

Parent Percentage Agreement Regarding School Counselors

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Is available if I need to talk to him/her.	66.4%	82.5%	73.1%	69.3%	71.9%	63.0%	2.9%	-10.6%	-10.1%
Helps me if I have a question/problem.	62.9%	78.3%	76.6%	63.0%	63.2%	65.3%	0.1%	-15.1%	-11.3%
Is an advocate for all students.	70.6%	75.8%	63.8%	75.0%	66.7%	60.7%	4.4%	-9.1%	-3.1%
Believes all students can succeed.	73.1%	80.3%	76.7%	80.8%	74.0%	76.0%	7.7%	-6.3%	-0.7%

Overall Perceptions - Counselor Agreement

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Accessible to students.	100%	87.5%	95.8%	87.8%	86.7%	86.2%	-12.2%	-0.8%	-9.6%
Accessible to teachers.	97.4%	96.9%	97.9%	93.9%	90.0%	91.7%	-3.5%	-6.9%	-6.2%
Help students if they have a question/problem.	100%	97.0%	100%	97.0%	96.7%	100%	-3.0%	-0.3%	0.0%
Are advocates for all students.	100%	100%	100%	97.0%	100%	100%	-3.0%	0.0%	0.0%
Believe all students can succeed.	100%	100%	100%	96.9%	100%	100%	-3.1%	0.0%	0.0%

Overall Perceptions - Teacher Agreement

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Accessible to students.	88.1%	89.1%	84.5%	81.5%	87.9%	83.2%	-6.5%	-1.2%	-1.3%
Accessible to teachers.	86.4%	85.2%	83.9%	81.2%	85.9%	83.8%	-5.2%	0.7%	-0.1%
Help students if they have a question/problem.	91.4%	90.9%	86.8%	88.9%	93.3%	88.3%	-2.5%	2.4%	1.5%
Are advocates for all students.	92.3%	88.7%	81.3%	91.6%	90.4%	81.7%	-0.7%	1.7%	0.4%

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Believe all students can succeed.	97.0%	96.7%	89.5%	95.6%	95.4%	92.9%	-1.4%	-1.3%	3.4%

Overall Perceptions - Administrator Agreement

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Accessible to students.	97.4%	96.7%	95.0%	98.3%	91.9%	97.1%	0.9%	-4.8%	2.1%
Accessible to teachers.	96.1%	93.3%	92.5%	98.3%	91.9%	100%	2.2%	-1.4%	7.5%
Help students if they have a question/problem.	98.7%	100%	97.5%	98.3%	91.9%	100%	-0.4%	-8.1%	2.5%
Are advocates for all students.	97.4%	93.3%	87.5%	93.1%	91.7%	94.1%	-4.3%	-1.6%	6.6%
Believe all students can succeed.	98.7%	100%	90.0%	96.6%	94.6%	94.1%	-2.1%	-5.4%	4.1%

Appendix M: Overall Satisfaction From 2016-2017 to 2017-2018

Student and Parent Percent Overall Satisfaction

School Level	2016 2017	2017 2018	Change
Students			
Elementary	92.4%	91.3%	-1.1%
Middle	84.3%	78.4%	-5.9%
High	71.2%	60.4%	-10.8%
Total	82.9%	77.8%	-5.1%
Parents			
Elementary	63.4%	70.3%	6.9%
Middle	63.3%	41.3%	-22.0%
High	58.9%	45.7%	-13.2%
Total	61.8%	51.6%	-10.2%

Stakeholder Percent Satisfaction

School Level	2016 2017	2017 2018	Change
School Counselors			
Elementary	100%	85.3%	-14.7%
Middle	87.9%	83.3%	-4.6%
High	80.8%	80.0%	-0.8%
Total	89.1%	82.8%	-6.3%
Teachers			
Elementary	81.6%	74.4%	-7.2%
Middle	80.8%	77.6%	-3.2%
High	70.5%	70.9%	0.4%
Total	78.0%	74.0%	-4.0%
Administrators			
Elementary	89.5%	90.0%	0.5%
Middle	93.3%	91.9%	-1.4%
High	82.5%	93.9%	11.4%
Total	88.4%	91.4%	3.0%

Endnotes

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

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

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

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

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

⁶ While goals and objectives were developed for each area during the evaluation readiness process, modifications to the goals and objectives might be necessary as the proposed multiyear evaluation continues based on potential changes to the program.

⁷ Due to the anticipated complexity of determining the additional cost to the school division for the school counseling program, a separate cost analysis of the school counseling program would need to be conducted as a separate project at a later date if necessary.

⁸ Hanover Research (June 2016). Research Brief: Evaluating Guidance Programming.

⁹ W.K. Kellogg Foundation Handbook, W.K. Kellogg Foundation, January 2004, pgs. 6-7. Retrieved from <http://www.wkkf.org/~media/62EF77BD5792454B807085B1AD044FE7.ashx>

¹⁰ Examples of activities include the following: facilitate academic and career planning; facilitate registration process including academic advising and course selection aligned to students' academic and career pathways; lead small group counseling; offer classroom presentations; consult with students individually; offer parent workshops and informational sessions on SOL, PSAT, SAT and ACT; facilitate transitional orientations; parent conferences; facilitate completion of academic and career plans in grades 5, 7, 8, and 10; refer students to academy programs including Academy Information Night; facilitate re-enrollments and promote drop-out prevention.

¹¹ Source for sample size calculations: <http://www.raosoft.com/samplesize.html>

¹² Two additional elementary schools were not included in the student survey administration due to not having any fifth-grade students.

¹³ Source: R. Jamison, Personal communication, May 22, 2018.

¹⁴ Source: R. Jamison, Personal communication, May 22, 2018.

¹⁵ Source: FY 2018/2019 School Board Operating Budget. Virginia Beach City Public Schools.

¹⁶ Source: http://www.doe.virginia.gov/support/school_counseling/counselingstandards.pdf

¹⁷ Source: <https://schoolcounselor.org/Ascanationalmodel/media/ANM-templates/ANMExecSumm.pdf>

¹⁸ Source: <https://www.schoolcounselor.org/administrators/role-of-the-school-counselor>

¹⁹ Source: http://www.doe.virginia.gov/administrators/superintendents_memos/2006/inf180.html (Section 8VAC20-131-240. Administrative and support staff; staffing requirements.)

²⁰ Source: Hanover Research (October 2017). Effective College and Career Counseling Services.

²¹ Source: <https://www.schoolcounselor.org/administrators/role-of-the-school-counselor>

²² Source: R. Jamison, Personal Communication, December 19, 2017.

²³ Source: Hanover Research (October 2017). Effective College and Career Counseling Services.

²⁴ Source: Hanover Research (October 2017). Effective College and Career Counseling Services.

²⁵ Source: R. Jamison, Personal Communication, December 19, 2017.

²⁶ Percentages for activity selections were calculated based on the number of respondents for the question following this item (i.e., satisfaction).

²⁷ Percentages for activity selections were calculated based on number of respondents for the question following this item (i.e., satisfaction).

²⁸ Source: <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121>

²⁹ Source: <https://www.schoolcounselor.org/asca/media/asca/home/appropriate-activities-of-school-counselors.pdf>

³⁰ Source: R. Jamison, Personal communication, October 30, 2018.

³¹ Source: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SupportStaff.pdf

³² Source: 2017 Standards of Quality: §22.1-253.13.2. Standard 2. Instructional, administrative, and support personnel. Paragraph H.4.

³³ Source: Hanover Research (October 2017). Effective College and Career Counseling Services.

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- ³⁴ Source: Hanover Research (October 2017). Effective College and Career Counseling Services.
- ³⁵ Source: R. Jamison, Personal communication, August 20, 2018.
- ³⁶ Source: <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
- ³⁷ Source: R. Jamison, Personal communication, May 3, 2018.
- ³⁸ Source: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Partnerships.pdf
- ³⁹ Source: R. Jamison, Personal communication, December 19, 2017.
- ⁴⁰ Source: VBSchools.com website to Nav Markers

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

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

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

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

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November 2018



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

School Counseling Program (K-12): Comprehensive Evaluation – College and Career Component Recommendations

The table below indicates the proposed recommendations resulting from the **School Counseling Program (K-12): Comprehensive Evaluation – College and Career Component**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2018 Program Evaluation	Administration's Recommendations
<u>Information</u> November 27, 2018 <u>Consent</u> December 11, 2018	School Counseling Program (K-12): Comprehensive Evaluation – College and Career Component	<ol style="list-style-type: none">1. Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 6. (<i>Responsible Group: Department of Teaching and Learning</i>)2. Recommendation #2: Develop a plan to provide additional staff (e.g., social workers, psychologists, school counselors, etc.) for 2019-2020 to support the school counseling program's functions to allow school counselors to have additional time to meet students' needs. (<i>Responsible Groups: Department of Teaching and Learning, Department of Budget and Finance</i>)3. Recommendation #3: Continue to seek additional parent engagement and education strategies to ensure increased interaction with parents and parent awareness of the role and responsibilities of school counselors. (<i>Responsible Groups: Department of Teaching and Learning, Department of Media and Communications</i>)	The administration concurs with the recommendations from the program evaluation.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2018 Program Evaluation	Administration's Recommendations
		<p>4. Recommendation #4: Develop alternative methods for publicizing activities and resources available to secondary students for college and career preparation. (<i>Responsible Groups: Department of Teaching and Learning, Department of Media and Communications</i>)</p> <p>5. Recommendation #5: Review, revise as needed, and communicate expectations for elementary school counselors' responsibilities regarding college and career activities. (<i>Responsible Group: Department of Teaching and Learning</i>)</p> <p>6. Continue to ensure that students are aware of the academic and career planning process and work to develop their academic and career plans. (<i>Responsible Group: Department of Teaching and Learning</i>)</p>	



Subject: Strategic Plan Ad Hoc Committee Appointments **Item Number:** 13B

Section: Information **Date:** November 27, 2018

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

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

Presenter(s): Lisa A. Banicky

Recommendation:

That the School Board receive the recommended appointments to the Ad Hoc Strategic Plan Steering Committee.

Background Summary:

School Board Policy 7-21 requires the Superintendent to recommend members of the Ad Hoc Strategic Plan Steering Committee to the School Board.

Source:

School Board Policy 7-21

Budget Impact:

None



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Ad Hoc Strategic Plan Committee

Name	Title/School/Organization
Freddie Alarcon	Principal, Corporate Landing Middle School
Natalie Allen	Chief Media and Communications Officer, Department of Media and Communications
Lisa Banicky	Executive Director, Office of Planning, Innovation, and Accountability
Maggie Barber	Associate Dean of Educator Preparation, Old Dominion University
Diana Burke	Executive Director, Virginia Beach Hotel Association
James Cervera	Chief of Police, Virginia Beach
Matt Delaney	Principal, Salem High School
Charlene Garran	Principal, Alanton Elementary School
Catherine Gettier	Small Business Owner, Catherine's Catering
Debra Grant	Chair of the Interfaith Alliance Board
Shawn Hirano	Instructional Technology Specialist, Plaza Middle School
Chris Jacobs	Teacher, Green Run High School
Laretha Johnson	Teacher, Newtown Elementary School
Shelley Jones	Tidewater District Director for the PTA, VBCPS Social Worker
Scott Miller	President, Virginia Wesleyan University
Roni Myers-Daub	Executive Director, Office of Programs for Exceptional Children
Debbie Patch	Regional School Liaison Officer, Navy Region Mid-Atlantic
Suzanne Phelps	Community Relations Specialist, Virginia Beach Parks and Recreation
Christopher Poulos	Member of the Technical and Career Education General Advisory Council
Donald Robertson	Chief Schools Officer, Department of School Leadership
Kipp Rogers	Chief Academic Officer, Department of Teaching and Learning
Leon Rouson	Dean, School of Education, Norfolk State University
Tina Santee	Parent, Member of the Special Education Community Advisory Committee
Laura Solomon	Parent, Military Spouse
Aaron Spence	Superintendent
Angelique Stallings	Student, Green Run High School
Alexis Starks	Student, Ocean Lakes High School
Michael Summers	Provost, Tidewater Community College
Ron Taylor	President, Men of Faith
Chad Vincelette	Captain, Executive Director, Naval Air Station Oceana
Kelly Walker	President, Virginia Beach Education Association
Guenter Weissenseel	President, IMS Gear Virginia Inc.

Office of Planning, Innovation, and Accountability



Subject: ACT and SAT Results for 2017-2018 Graduates **Item Number:** 13C

Section: Information **Date:** November 27, 2018

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

Prepared by: Douglas G. Wren, Ed.D., Educational Measurement and Assessment Specialist

Presenter(s): Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Recommendation:

That the School Board receive a presentation summarizing the ACT and SAT results from 2017-2018 graduating seniors from Virginia Beach City Public Schools.

Background Summary:

Every year, ACT, Inc. and the College Board report on the performance of graduating seniors on the ACT and SAT college entrance examinations. This presentation provides a brief overview for seniors in the Virginia Beach City Public Schools graduating class of 2017-2018 who took the ACT or SAT during high school. Participation as well as the mean scores for the ACT and SAT will be compared at the division, state and national levels.

Source:

None

Budget Impact:

None



Subject: Interim Financial Statements – October 2018 **Item Number:** 13D

Section: Information **Date:** November 27, 2018

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

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

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

Recommendation:

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

Background Summary:

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

Source:

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

Budget Impact:

None



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INTERIM FINANCIAL STATEMENTS
FISCAL YEAR 2018-2019
OCTOBER 2018

The financial statements include the following:

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

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

School Operating Fund

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

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

Revenues realized this month totaled **\$68.0 million**. Revenues realized to date are **32.70%** of the current fiscal year estimate (**30.88%** of FY 2018 actual, **31.01%** of FY 2017 actual). Of the amount realized for the month, **\$40.8 million** was realized from the City, **\$6.4 million** was received in state sales tax and **\$20.4 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue.

School Operating Fund Expenditures (pages A3, B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **27.60%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2018 was **27.76%**, and FY 2017 was **27.57%**. Please note that **\$7,038,446** of the current year budget is funded by the prior year fund balance for encumbrances.

Athletics Fund (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. A total of **\$77,701** in revenue (includes **\$72,983** in football receipts) was realized this month. This fund has realized **93.7%** of the estimated revenue for the current fiscal year compared to **86.0%** of FY 2018 actual. Expenditures totaled **\$624,521** for this month. This fund has incurred expenditures and encumbrances of **37.4%** of the current fiscal year budget compared to **28.6%** of FY 2018 actual. Please note that **\$394,082** of the current year budget is funded by the prior year fund balance for encumbrances.

Cafeterias Fund (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. A total of **\$2,375,444** in revenue (includes **\$984,992** in charges for services and **\$1,336,820** from National School Meal Program) was realized this month. This fund has realized **10.9%** of the estimated revenue for the current fiscal year compared to **13.4%** of FY 2018 actual. Expenditures totaled **\$2,866,746** for this month. This fund has incurred expenditures and encumbrances of **16.0%** of the current fiscal year budget compared to **19.2%** of FY 2018 actual. Please note that **\$2,026,534** of the current year budget is funded by the prior year fund balance (**\$1,945,288**) and prior year fund balance reserve for encumbrance (**\$81,246**).

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. A total of **\$339,261** in revenue (includes **\$332,679** from the Department of Education) was realized this month. This fund has realized **33.4%** of the estimated revenue for the current fiscal year compared to **33.2%** of FY 2018 actual. Expenditures totaled **\$76,798** for this month. This fund has incurred expenditures and encumbrances of **74.6%** of the budget for the current fiscal year compared to **95.8%** of FY 2018 actual. Please note that **\$2,163,315** of the current year budget is funded by the prior year fund balance (**\$2,140,110**) and prior year fund balance reserve for encumbrance (**\$23,205**).

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$401,540** in revenue (includes **\$385,284** in insurance proceeds) this month. Expenses for this month totaled **\$271,373** (includes **\$156,288** in Worker's Compensation payments, **\$22,175** in Motor Vehicle Insurance premiums, and **\$55,978** in General Liability Insurance premiums).

Communication Towers/Technology Fund (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. A total of **\$13,842** in revenue was realized this month (includes **\$1,789** in cell tower rent – Cox High, **\$1,453** in cell tower rent – Ocean Lakes High, **\$6,646** in cell tower rent – Tech Center and **\$1,233** in cell tower rent – Woodstock Elementary). This fund has realized **46.7%** of the estimated revenue for the current fiscal year compared to **44.6%** of FY 2018 actual. Expenses for this month totaled **\$1,456**. This fund has incurred expenditures and encumbrances of **4.4%** of the budget for the current fiscal year compared to **4.6%** of FY 2018 actual. Please note that **\$340,764** of the current year budget is funded by the prior year fund balance (**\$340,000**) and prior year fund balance reserve for encumbrance (**\$764**).

Grants Fund (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$3,794,956** in expenditures was incurred for various grants this month.

Health Insurance Fund (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$15,641,172** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$9,226,666**. This includes medical and prescription drug claim payments for City and School Board employees.

Vending Operations Fund (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of **\$13,856** in revenue (vending receipts) was realized this month. This fund has realized **34.7%** of the estimated revenue for the current fiscal year compared to **32.9%** of FY 2018. This fund has incurred expenditures and encumbrances of **99.4%** of the budget for the current fiscal year compared to **99.7%** of FY 2018 actual. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

Instructional Technology Fund (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. A total of **\$7,310** in revenue (interest) was realized this month. Please note that **\$260,244** of the current year budget is funded by the prior year fund balance.

Equipment Replacement Fund (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. A total of **\$1,031** in revenue (interest) was realized this month. Please note that **\$1,088,036** of the current year budget is funded by the prior year fund balance.

Capital Projects Funds (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$5,715,015** in expenditures was incurred for various school capital projects this month. This includes **\$746,599** for the John B. Dey Elementary Modernization project, **\$420,518** for Thoroughgood Elementary Replacement project, **\$1,714,319** for Princess Anne Middle Replacement project, **\$18,324** for Kemps Landing/ODC Replacement project, **\$1,033,238** for the Grounds Phase III Renovation and Replacement projects, **\$246,604** for HVAC Systems Phase II Renovation and Replacement projects, **\$441,094** for HVAC Phase III Renovation and Replacement projects, and **\$429,520** for the Student Data Management System project.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$3,803,031** in revenue for the current fiscal year from the School Operating Fund or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **19.6%** of the current year fiscal year budget compared to **23.2%** of FY 2018 actual. Please note that **\$19,102** of the current year budget is funded by the prior year fund balance for encumbrances.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000
October 1, 2018 through October 31, 2018

5

Entry		Description		Account From		Account To	Transfer Amount
JV NUMBER	19-10-04	To record the Challenge Funds for Bayside MS	FROM	Office of the Principal-Middle School Other Purchased Services	TO	Bayside MS Administrative Draw	\$ 14,074
JV NUMBER	19-10-04	To record the Challenge Funds for Bayside 6th Grade Campus	FROM	Office of the Principal-Middle School Other Purchased Services	TO	Bayside 6th Grade Administrative Draw	\$ 2,000
JV NUMBER	19-10-07	To cover professional learning activities for principals during the FY 2018/19 school year.	FROM	Planning, Innovation and Accountability Other Purchased Services	TO	School Leadership Travel/Professional Improvement	\$ 25,000
JV NUMBER	19-10-21	To cover the cost of School Retool training for HS Principals and teacher representative	FROM	Senior Classroom Computer Software	TO	Office of the Principal-Senior High Other Purchased Services	\$ 20,000
JV NUMBER	19-10-25	To cover elementary school Start Strong tutoring	FROM	Elementary Classroom Computer Software	TO	Elementary Classroom Other Instructional Personnel-ES	\$ 106,000
JV NUMBER	19-10-25	To cover middle school Start Strong No Red Ink program	FROM	Elementary Classroom Computer Software	TO	Middle School Classroom Computer Software	\$ 74,900

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

A 1

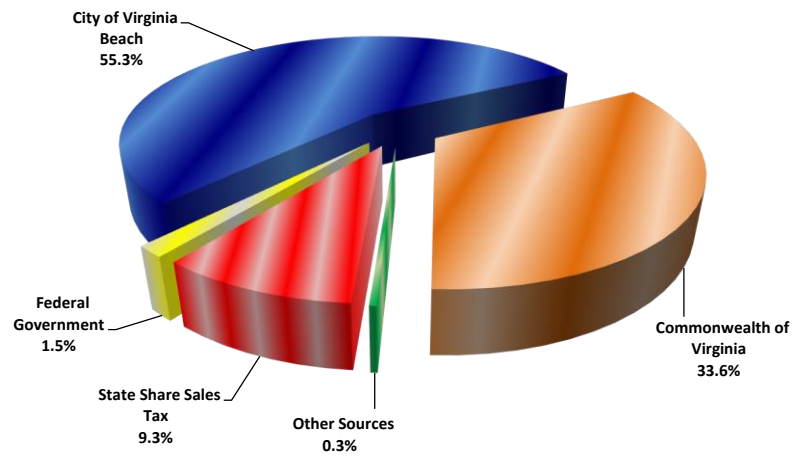
REVENUES

OCTOBER 2018

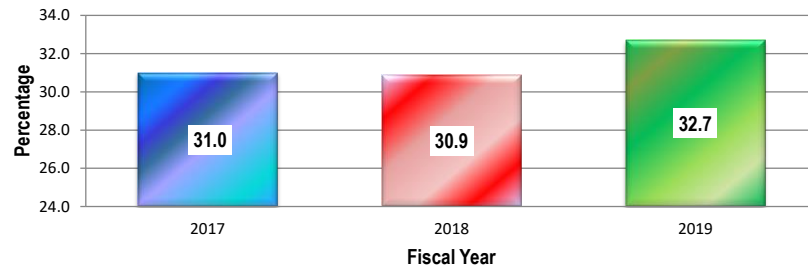
BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (2)	TREND *
COMMONWEALTH OF VIRGINIA	2019	272,725,078	<-----	81,576,252	29.91%	A
	2018	273,443,481	273,210,535	81,627,461	29.88%	
	2017	263,423,825	260,283,753	79,761,360	30.64%	
STATE SALES TAX	2019	75,344,490	<-----	15,200,826	20.18%	A
	2018	73,718,340	74,264,875	18,758,898	25.26%	
	2017	74,741,805	73,084,563	18,662,696	25.54%	
FEDERAL GOVERNMENT	2019	12,200,000	<-----	4,602,538	37.73%	A
	2018	12,200,000	12,614,392	3,288,625	26.07%	
	2017	12,476,532	13,464,377	1,476,377	10.97%	
CITY OF VIRGINIA BEACH	2019	449,564,953	<-----	163,210,696	36.30%	A
	2018	448,113,765	448,113,765	145,641,082	32.50%	
	2017	424,077,954	424,077,954	138,895,924	32.75%	
OTHER SOURCES	2019	2,782,803	<-----	1,209,716	43.47%	A
	2018	2,782,803	3,404,755	1,284,990	37.74%	
	2017	2,782,803	2,759,412	1,115,724	40.43%	
SCHOOL OPERATING FUND TOTAL	2019	812,617,324	<-----	265,800,028	32.71%	A
	2018	810,258,389	811,608,322	250,601,056	30.88%	
	2017	777,502,919	773,670,059	239,912,081	31.01%	

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

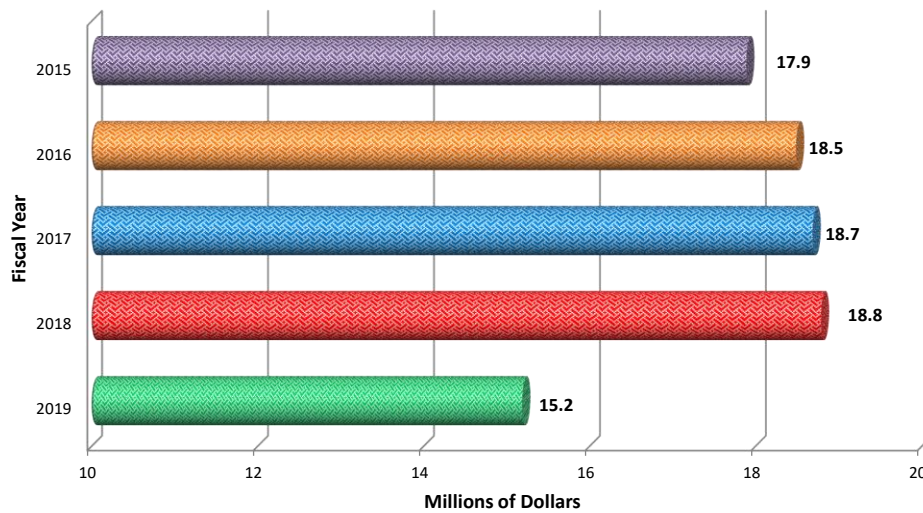
Fiscal Year 2019 Revenue Budget by Major Source



**School Operating Fund Revenue
 Percentage of Actual to Budget/Actual as of October 31, 2018**



State Sales Tax Revenue through October 31, 2018



VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

A 3

EXPENDITURES/ENCUMBRANCES

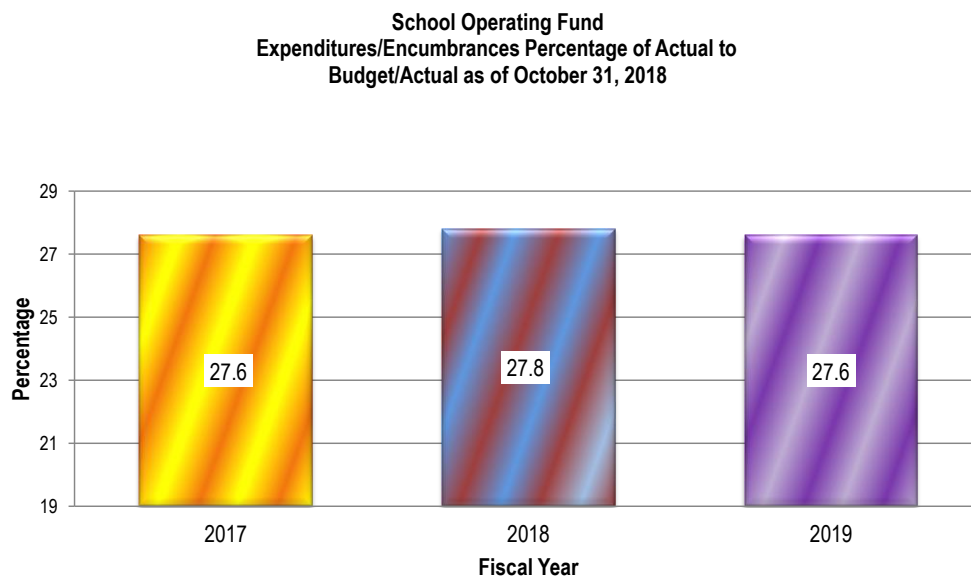
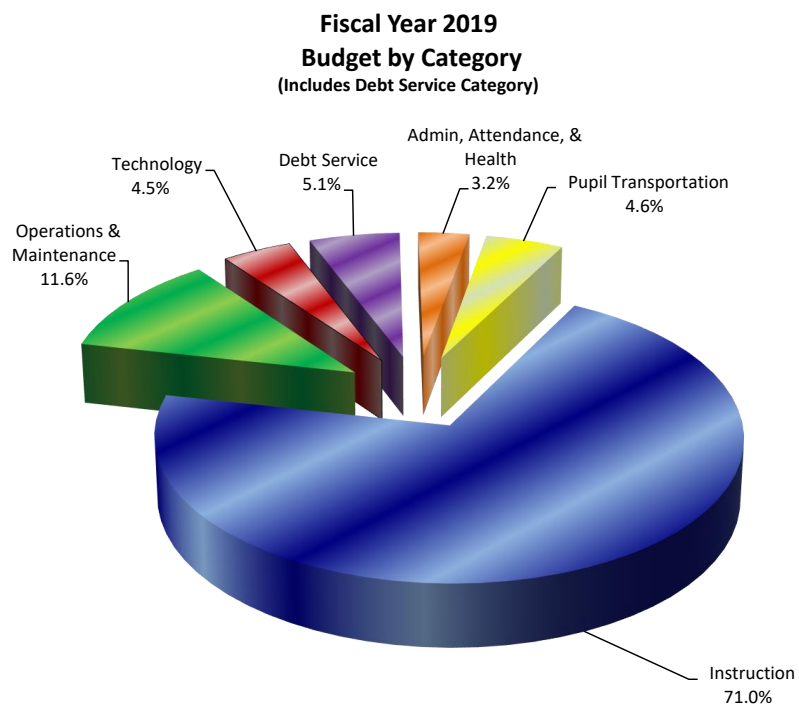
OCTOBER 2018

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (2)	TREND *
INSTRUCTION	2019	582,363,452	<-----	141,441,060	24.29%	A
CATEGORY	2018	566,031,486	555,182,270	138,521,947	24.95%	
	2017	547,382,834	533,960,741	132,717,380	24.86%	
ADMINISTRATION,	2019	25,944,510	<-----	7,216,949	27.82%	A
ATTENDANCE & HEALTH	2018	25,140,520	23,861,911	7,009,640	29.38%	
CATEGORY	2017	24,339,437	23,322,078	6,761,032	28.99%	
PUPIL TRANSPORTATION	2019	37,755,231	<-----	13,062,984	34.60%	A
CATEGORY	2018	47,622,296	46,649,944	14,319,477	30.70%	
	2017	40,132,386	38,393,774	10,588,113	27.58%	
OPERATIONS AND	2019	94,796,218	<-----	34,148,963	36.02%	A
MAINTENANCE	2018	94,061,627	90,389,774	31,322,745	34.65%	
CATEGORY	2017	92,216,393	88,249,457	31,587,629	35.79%	
TECHNOLOGY	2019	36,845,039	<-----	18,776,640	50.96%	A
CATEGORY	2018	40,886,252	39,490,916	18,582,331	47.05%	
	2017	35,470,704	34,587,905	16,412,975	47.45%	
SCHOOL OPERATING FUND	2019	777,704,450	<-----	214,646,596	27.60%	A
TOTAL	2018	773,742,181	755,574,815	209,756,140	27.76%	
(EXCLUDING DEBT SERVICE)	2017	739,541,754	718,513,955	198,067,129	27.57%	
DEBT SERVICE	2019	41,951,320	<-----	17,278,309	41.19%	A
CATEGORY	2018	44,947,680	42,173,255	13,648,314	32.36%	
	2017	45,819,477	45,704,383	14,735,162	32.24%	

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

A 4



VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

A 5

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
INSTRUCTION CATEGORY:						
ELEMENTARY CLASSROOM	155,802,087	14,607,478	31,948,229	62,010	123,791,848	20.5%
SENIOR HIGH CLASSROOM	79,216,439	7,806,074	15,650,727	186,990	63,378,722	20.0%
TECHNICAL AND CAREER EDUCATION	19,367,364	1,607,948	3,740,628	19,359	15,607,377	19.4%
GIFTED EDUCATION AND ACADEMY PROGRAMS	14,518,905	1,944,640	3,410,749	23,446	11,084,710	23.7%
SPECIAL EDUCATION	96,881,411	7,370,118	22,250,836	225,128	74,405,447	23.2%
SUMMER SCHOOL	1,730,766	(4,377)	1,734,311	395	(3,940)	100.2%
SUMMER SLIDE PROGRAM	276,002	980	165,476		110,526	60.0%
GENERAL ADULT EDUCATION	2,027,974	140,856	463,265	5,717	1,558,992	23.1%
ALTERNATIVE EDUCATION-RENAISSANCE	7,063,249	637,132	1,454,401	696	5,608,152	20.6%
STUDENT ACTIVITIES	8,065,705	330,192	5,522,211	13,941	2,529,553	68.6%
OFFICE OF THE PRINCIPAL-ELEMENTARY	27,080,862	2,272,790	8,167,774	11,413	18,901,675	30.2%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	12,282,269	999,874	3,741,301	16,532	8,524,436	30.6%
OFFICE OF THE PRINCIPAL-TECHNICAL	675,956	55,973	204,671		471,285	30.3%
GUIDANCE SERVICES	18,379,317	1,643,500	4,731,120		13,648,197	25.7%
SOCIAL WORK SERVICES	3,966,666	311,635	942,131	4	3,024,531	23.8%
MEDIA AND COMMUNICATIONS	2,091,798	150,217	557,723		1,534,075	26.7%
TEACHING AND LEARNING SUPPORT	17,117,059	884,771	9,614,130	304,624	7,198,305	57.9%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	1,242,819	44,428	216,309	57,672	968,838	22.0%
OPPORTUNITY AND ACHIEVEMENT	88,765	2,764	984	10,000	77,781	12.4%
SPECIAL EDUCATION SUPPORT	3,635,204	319,507	1,083,588	708	2,550,908	29.8%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	2,334,860	188,615	637,355	1,544	1,695,961	27.4%
MEDIA SERVICES SUPPORT	13,246,565	1,274,065	2,696,993	88,463	10,461,109	21.0%
PLANNING INNOVATION AND ACCOUNTABILITY	2,618,365	196,173	665,371	50,863	1,902,131	27.4%
MIDDLE SCHOOL CLASSROOM	61,954,390	6,004,657	11,945,226	195,888	49,813,276	19.6%
REMEDIAL EDUCATION	8,335,824	681,331	2,046,605	13,636	6,275,583	24.7%
OFFICE OF THE PRINCIPAL-MIDDLE	10,985,552	954,629	3,409,273	1,848	7,574,431	31.1%
HOMEBOUND SERVICES	413,388	16,150	34,146		379,242	8.3%
TECHNICAL AND CAREER EDUCATION SUPPORT	949,000	78,943	299,404		649,596	31.5%
STUDENT LEADERSHIP	1,444,200	78,580	457,219		986,981	31.7%
PSYCHOLOGICAL SERVICES	4,669,234	405,734	1,321,620	272	3,347,342	28.3%
AUDIOLOGICAL SERVICES	487,058	45,740	184,850	553	301,655	38.1%
SCHOOL LEADERSHIP	1,985,970	113,218	537,690		1,448,280	27.1%
ALTERNATIVE EDUCATION	1,428,429	105,990	311,363	1,679	1,115,387	21.9%
TOTAL INSTRUCTION	582,363,452	51,270,325	140,147,679	1,293,381	440,922,392	24.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

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	FY 2019	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
PUPIL TRANSPORTATION CATEGORY:						
MANAGEMENT	2,729,260	218,143	838,831		1,890,429	30.7%
VEHICLE OPERATIONS	21,882,338	1,733,327	5,291,878	3,439,207	13,151,253	39.9%
VEHICLE OPERATIONS-SPECIAL EDUCATION	6,452,499	606,282	1,284,579	416,304	4,751,616	26.4%
VEHICLE MAINTENANCE	3,653,111	281,228	1,076,278		2,576,833	29.5%
MONITORING SERVICES	3,038,023	330,547	715,907		2,322,116	23.6%
TOTAL PUPIL TRANSPORTATION	37,755,231	3,169,527	9,207,473	3,855,511	24,692,247	34.6%
OPERATIONS AND MAINTENANCE CATEGORY:						
FACILITIES PLANNING AND CONSTRUCTION	832,081	63,405	198,013		634,068	23.8%
SCHOOL PLANT	48,475,044	3,670,534	16,038,108	3,152,326	29,284,610	39.6%
DISTRIBUTION SERVICES	1,874,214	168,130	588,635		1,285,579	31.4%
GROUNDS SERVICES	4,442,908	1,110,791	2,221,518		2,221,390	50.0%
CUSTODIAL SERVICES	28,442,083	2,321,002	7,251,926	979,058	20,211,099	28.9%
SAFETY AND LOSS CONTROL	7,351,142	705,315	1,606,528	5,262	5,739,352	21.9%
VEHICLE SERVICES	2,301,058	85,190	583,949	823,014	894,095	61.1%
TELECOMMUNICATIONS	1,077,688	40,018	577,312	123,314	377,062	65.0%
TOTAL OPERATIONS AND MAINTENANCE	94,796,218	8,164,385	29,065,989	5,082,974	60,647,255	36.0%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	1,291,088	7,578	342,489	453,668	494,931	61.7%
SENIOR HIGH CLASSROOM	834,841	8,007	51,557	302,614	480,670	42.4%
TECHNICAL AND CAREER EDUCATION	254,918	22,385	64,234	42,822	147,862	42.0%
GIFTED EDUCATION AND ACADEMY PROGRAMS	116,303	4,444	40,366	31,161	44,776	61.5%
SPECIAL EDUCATION	220,687	5,300	102,760	205,078	(87,151)	139.5%
SUMMER SCHOOL	2,489			2,485	4	99.8%
GENERAL ADULT EDUCATION	59,133	1,904	1,904	9,148	48,081	18.7%
ALTERNATIVE EDUCATION-RENAISSANCE			1,132	16,886	(18,018)	
STUDENT ACTIVITIES	1,493		64	18,316	(16,887)	1231.1%
OFFICE OF THE PRINCIPAL-ELEMENTARY	54,614	6,802	30,464	68,160	(44,010)	180.6%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	24,915	7,327	21,802	38,202	(35,089)	240.8%
OFFICE OF THE PRINCIPAL-TECHNICAL	511	205	397	1,535	(1,421)	378.1%
GUIDANCE SERVICES	29,353	17,800	17,800	43,357	(31,804)	208.4%
SOCIAL WORK SERVICES	11,742			8,500	3,242	72.4%
MEDIA AND COMMUNICATIONS	259,956	2,815	177,943	2,686	79,327	69.5%
INSTRUCTIONAL TECHNOLOGY	14,136,295	1,005,486	6,187,668	21,044	7,927,583	43.9%
TEACHING AND LEARNING SUPPORT	231,908	7,759	200,977	24,036	6,895	97.0%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	33,027			1,535	31,492	4.6%
OPPORTUNITY AND ACHIEVEMENT	4,655		50		4,605	1.1%
SPECIAL EDUCATION SUPPORT	10,149	1,080	1,829	6,906	1,414	86.1%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	38,355	2,206	4,236	3,886	30,233	21.2%
MEDIA SERVICES SUPPORT	596,689	34,015	602,548	40,923	(46,782)	107.8%
PLANNING INNOVATION AND ACCOUNTABILITY	501,438	644	296,534	85,063	119,841	76.1%
MIDDLE SCHOOL CLASSROOM	504,901	2,486	13,603	223,331	267,967	46.9%
REMEDIAL EDUCATION	18,627		13,363	14,831	(9,567)	151.4%
OFFICE OF THE PRINCIPAL-MIDDLE	16,862	2,315	12,274	27,275	(22,687)	234.5%
HOMEBOUND SERVICES	40,962	867	1,964	2,878	36,120	11.8%
TECHNICAL AND CAREER EDUCATION SUPPORT	3,011		673	2,110	228	92.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

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TECHNOLOGY CATEGORY:	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
STUDENT LEADERSHIP	3,619	144	1,149	2,110	360	90.1%
PSYCHOLOGICAL SERVICES	17,379		7,010	12,438	(2,069)	111.9%
AUDIOLOGICAL SERVICES	575			767	(192)	133.4%
SCHOOL LEADERSHIP	30,289	113	113	3,837	26,339	13.0%
ALTERNATIVE EDUCATION	166,588	7,196	30,413	44,356	91,819	44.9%
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	2,757			2,302	455	83.5%
OFFICE OF THE SUPERINTENDENT	8,574		101	1,584	6,889	19.7%
BUDGET AND FINANCE	253,545	14,235	79,571	11,448	162,526	35.9%
HUMAN RESOURCES	305,959	783	170,444	86,276	49,239	83.9%
INTERNAL AUDIT	2,118		21	1,453	644	69.6%
PURCHASING SERVICES	57,027	273	27,385	4,345	25,297	55.6%
PROFESSIONAL GROWTH AND INNOVATION	141,507	96	100,698	1,721	39,088	72.4%
OFFICE OF TECHNOLOGY	898,154	71,772	275,301	6,874	615,979	31.4%
BENEFITS	33,853	1,200	2,471	4,723	26,659	21.3%
HEALTH SERVICES	10,339		9,441	20,431	(19,533)	288.9%
MANAGEMENT	204,581	27,900	74,874	117,533	12,174	94.0%
VEHICLE OPERATIONS	364,807	35,687	71,375	168,786	124,646	65.8%
VEHICLE OPERATIONS-SPED				7,752	(7,752)	
VEHICLE MAINTENANCE	29,645		9,519	5,304	14,822	50.0%
MONITORING SERVICES				7,930	(7,930)	
FACILITIES PLANNING AND CONSTRUCTION	17,997		3,180	4,118	10,699	40.6%
MAINTENANCE SERVICES	1,082,069	99,328	346,525	122,584	612,960	43.4%
DISTRIBUTION SERVICES	54,926		40,892	2,984	11,050	79.9%
CUSTODIAL SERVICES	3,645	7	13	63,619	(59,987)	1745.7%
SAFETY AND LOSS CONTROL	46,700	46	45,191	39,100	(37,591)	180.5%
VEHICLE SERVICES	37,848	6,308	12,616	25,410	(178)	100.5%
TELECOMMUNICATIONS	10,420			384	10,036	3.7%
TECHNOLOGY MAINTENANCE	13,761,196	674,292	5,409,465	1,401,636	6,950,095	49.5%
TOTAL TECHNOLOGY	36,845,039	2,080,805	14,906,399	3,870,241	18,068,399	51.0%
 TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	 777,704,450	 66,751,691	 200,433,577	 14,213,019	 563,057,854	 27.6%
 DEBT SERVICE CATEGORY:	 41,951,320	 999,147	 17,278,309	 	 24,673,011	 41.2%

Virginia Beach City Public Schools
Interim Financial Statements
School Operating Fund Summary
For the period July 1, 2018 through October 31, 2018

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Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	272,725,078	33.56%	81,576,252	(191,148,826)	29.91%
State Share Sales Tax	75,344,490	9.27%	15,200,826	(60,143,664)	20.18%
Federal Government	12,200,000	1.50%	4,602,538	(7,597,462)	37.73%
City of Virginia Beach	449,564,953	55.33%	163,210,696	(286,354,257)	36.30%
Other Sources	2,782,803	0.34%	1,209,716	(1,573,087)	43.47%
Total Revenues	812,617,324	100.0%	265,800,028	(546,817,296)	32.71%
Prior Year Local Contribution*	7,038,446				
	<u>819,655,770</u>				

Expenditures/Encumbrances:

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	582,363,452	71.05%	141,441,060	440,922,392	24.29%
Administration, Attendance and Health	25,944,510	3.16%	7,216,949	18,727,561	27.82%
Pupil Transportation	37,755,231	4.61%	13,062,984	24,692,247	34.60%
Operations and Maintenance	94,796,218	11.56%	34,148,963	60,647,255	36.02%
Technology	36,845,039	4.50%	18,776,640	18,068,399	50.96%
Debt Service	41,951,320	5.12%	17,278,309	24,673,011	41.19%
Total Expenditures/Encumbrances	<u>819,655,770</u>	<u>100.00%</u>	<u>231,924,905</u>	<u>587,730,865</u>	<u>28.30%</u>

*Fiscal year 2017-2018 encumbrances brought forward into the current year

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL OPERATING FUND
BALANCE SHEET
JULY 1, 2018 THROUGH OCTOBER 31, 2018

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ASSETS:

CASH	(33,718,953)
DUE FROM GENERAL FUND	97,456,539
DUE FROM COMMONWEALTH OF VA	4,539,371
PREPAID ITEM	10,537

TOTAL ASSETS

68,287,494

LIABILITIES:

VOUCHERS PAYABLE	118,912
ACCOUNTS PAYABLE	114,772
ACCOUNTS PAYABLE - SCHOOLS	79,357
SALARIES PAYABLE-OPTIONS	10,533,701
FICA PAYABLE-OPTIONS	790,324
WIRES PAYABLE	999,147
ACH PAYABLES	95,080
TOTAL LIABILITIES	<u>12,731,293</u>

FUND EQUITY:

FUND BALANCE	429,613
ESTIMATED REVENUE	(812,617,324)
APPROPRIATIONS	819,655,770
ENCUMBRANCES	14,213,019
RESERVE FOR ENCUMBRANCES	(14,213,019)
EXPENDITURES	(217,711,886)
REVENUES	<u>265,800,028</u>
TOTAL FUND EQUITY	<u>55,556,201</u>

TOTAL LIABILITIES AND FUND EQUITY

68,287,494

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

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	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REIMB-SOCIAL SECURITY	10,633,306	882,168	3,528,671	(7,104,635)	33.2%
REIMB-RETIREMENT	23,456,993	1,946,056	7,784,221	(15,672,772)	33.2%
REIMB-LIFE INSURANCE	716,852	59,472	237,888	(478,964)	33.2%
BASIC SCHOOL AID	179,992,491	14,916,034	59,664,135	(120,328,356)	33.1%
SP ED-SOQ	18,797,454	1,559,487	6,237,949	(12,559,505)	33.2%
VOCATIONAL FUNDS-SOQ	1,911,606	158,592	634,368	(1,277,238)	33.2%
FOSTER HOME CHILDREN-REGULAR	362,823			(362,823)	
SUMMER SCHOOLS-REMEDIAL	236,411			(236,411)	
GIFTED & TALENTED AID-SOQ	1,991,256	165,200	660,800	(1,330,456)	33.2%
REMEDIAL ED-SOQ	4,619,713	383,263	1,533,055	(3,086,658)	33.2%
SP ED-HOME BOUND	151,776			(151,776)	
SP ED-REGIONAL PROG PAYMENT	9,709,693			(9,709,693)	
VOCATIONAL ED-OCCUPATIONAL/TECH ED	294,035			(294,035)	
ENGLISH AS A SECOND LANG PAYMENTS	736,632	61,386	245,544	(491,088)	33.3%
AT-RISK INITIATIVE	3,162,986	262,405	1,049,621	(2,113,365)	33.2%
CLASS SIZE INITIATIVE	5,090,675			(5,090,675)	
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	10,860,376			(10,860,376)	
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>272,725,078</u>	<u>20,394,063</u>	<u>81,576,252</u>	<u>(191,148,826)</u>	29.9%
STATE SHARE SALES TAX	<u>75,344,490</u>	<u>6,404,465</u>	<u>15,200,826</u>	<u>(60,143,664)</u>	20.2%
TOTAL FROM STATE SHARE SALES TAX	<u>75,344,490</u>	<u>6,404,465</u>	<u>15,200,826</u>	<u>(60,143,664)</u>	20.2%
PUBLIC LAW 874	9,935,191		2,981,210	(6,953,981)	30.0%
DEPT OF THE NAVY-NJROTC	100,000	50,210	50,210	(49,790)	50.2%
DEPT OF DEFENSE	1,500,000			(1,500,000)	
IMPACT AID-SPECIAL ED			1,454,097	1,454,097	
MEDICAID REIMBURSEMENT	664,809	9,035	68,062	(596,747)	10.2%
MEDICAID REIMBURSEMENT-TRANSPORTATION			48,959	48,959	
TOTAL FROM FEDERAL GOVERNMENT	<u>12,200,000</u>	<u>59,245</u>	<u>4,602,538</u>	<u>(7,597,462)</u>	37.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

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	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	442,029,415	40,184,492	160,737,969	(281,291,446)	36.4%
TRANSFER FROM SCHOOL RESERVE FUND	6,800,000	618,182	2,472,727	(4,327,273)	36.4%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538			(735,538)	
TOTAL TRANSFERS	449,564,953	40,802,674	163,210,696	(286,354,257)	36.3%
SALE OF SCHOOL VEHICLES	15,000	8,087	17,275	2,275	115.2%
RENT OF FACILITIES	450,000	16,140	99,447	(350,553)	22.1%
SECEP-RENT OF FACILITIES		82,500	82,500	82,500	
RENT OF PROPERTY		2,000	8,000	8,000	
TUITION-REGULAR DAY	100,000	14,539	64,346	(35,654)	64.3%
TUITION-GEN ADULT ED	142,839			(142,839)	
TUITION-SUMMER SCHOOL	700,000		556,649	(143,351)	79.5%
TUITION-VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION-DRIVERS ED	322,125	29,400	39,638	(282,487)	12.3%
COLLEGE NIGHT FEES		3,085	12,835	12,835	
TUITION-LPN PROGRAM	25,575	1,000	1,000	(24,575)	3.9%
TUITION-RENAISSANCE ACADEMY	20,811			(20,811)	
PLANETARIUM FEES		1,875	3,126	3,126	
DONATION			4	4	
MISCELLANEOUS REVENUE	224,703	141,540	141,624	(83,079)	63.0%
SALE OF SALVAGE MATERIALS	12,000	13,957	26,255	14,255	218.8%
INDIRECT COST-GRANTS	600,000	65,320	154,341	(445,659)	25.7%
LOST & STOLEN-TECHNOLOGY		431	601	601	
LOST & DAMAGED-TECHNOLOGY		695	1,210	1,210	
LOST & DAMAGED-CALCULATORS		805	805	805	
LOST & DAMAGED-HEARTRATE MONITORS		60	60	60	
TOTAL FROM OTHER SOURCES	2,782,803	381,434	1,209,716	(1,573,087)	43.5%
TOTAL SCHOOL OPERATING FUND	812,617,324	68,041,881	265,800,028	(546,817,296)	32.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

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ASSETS:		LIABILITIES:	
CASH	3,484,652	VOUCHERS PAYABLE	45,612
		ACH PAYABLES	4,196
		TOTAL LIABILITIES	<u>49,808</u>
		FUND EQUITY:	
		FUND BALANCE	211,019
		ESTIMATED REVENUE	(5,028,774)
		APPROPRIATIONS	5,422,856
		ENCUMBRANCES	141,234
		RESERVE FOR ENCUMBRANCES	(141,234)
		EXPENDITURES	(1,884,732)
		REVENUES	<u>4,714,475</u>
		TOTAL FUND EQUITY	<u>3,434,844</u>
TOTAL ASSETS	<u>3,484,652</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>3,484,652</u>

	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 18 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	3,555	16,871	11,871	337.4%	44.0%
BASKETBALL	120,000			(120,000)		
FOOTBALL	250,000	72,983	148,238	(101,762)	59.3%	80.6%
GYMNASTICS	4,000			(4,000)		
WRESTLING	13,000			(13,000)		
SOCCER	42,000			(42,000)		
MIDDLE SCHOOL	65,000			(65,000)		
TRANSFER FROM SCHOOL OPERATING	4,524,774		4,524,774		100.0%	90.9%
OTHER INCOME	<u>5,000</u>	<u>1,163</u>	<u>24,592</u>	<u>19,592</u>	491.8%	80.8%
TOTAL REVENUES	5,028,774	<u>77,701</u>	<u>4,714,475</u>	<u>(314,299)</u>	93.7%	86.0%
PYFB-ENCUMBRANCES	<u>394,082</u>					
TOTAL REVENUES AND PYFB	<u>5,422,856</u>					

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 18 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	2,554,767	280,027	678,477		1,876,290	26.6%	28.3%
FICA BENEFITS	195,437	21,456	51,936		143,501	26.6%	28.3%
PURCHASED SERVICES	1,252,979	148,878	287,861	950	964,168	23.0%	21.4%
VA HIGH SCHOOL LEAGUE DUES	51,250		20,245		31,005	39.5%	98.6%
ATHLETIC INSURANCE	175,000		190,774		(15,774)	109.0%	100.0%
MATERIALS AND SUPPLIES	630,538	125,431	386,589	24,102	219,847	65.1%	45.4%
CAPITAL OUTLAY	270,976		88,601		182,375	32.7%	2.9%
LAND, STRUCTURES AND IMPROVEMENTS	<u>291,909</u>	<u>48,729</u>	<u>180,249</u>	<u>116,182</u>	<u>(4,522)</u>	101.5%	
TOTAL	<u>5,422,856</u>	<u>624,521</u>	<u>1,884,732</u>	<u>141,234</u>	<u>3,396,890</u>	37.4%	28.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

B 6

ASSETS:		LIABILITIES:	
CASH	10,508,073	VOUCHERS PAYABLE	13
CASH WITH CAFETERIAS	19,588	SALARIES PAYABLE-OPTIONS	189,288
FOOD INVENTORY	252,267	FICA PAYABLE-OPTIONS	14,423
FOOD-USDA INVENTORY	260,290	ACH PAYABLES	44,436
SUPPLIES INVENTORY	112,497	UNEARNED REVENUE	431,264
		TOTAL LIABILITIES	679,424
		FUND EQUITY:	
		FUND BALANCE	10,264,338
		ESTIMATED REVENUE	(31,787,925)
		APPROPRIATIONS	33,814,459
		ENCUMBRANCES	129,125
		RESERVE FOR ENCUMBRANCES	(129,125)
		EXPENDITURES	(5,290,595)
		REVENUES	3,473,014
		TOTAL FUND EQUITY	10,473,291
TOTAL ASSETS	11,152,715	TOTAL LIABILITIES AND FUND EQUITY	11,152,715

	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 18 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	50,000	10,035	48,175	(1,825)	96.4%	26.7%
CHARGES FOR SERVICES	11,230,670	984,992	1,866,138	(9,364,532)	16.6%	21.9%
USDA REBATES	673,583	16,102	17,762	(655,821)	2.6%	3.6%
MISCELLANEOUS REVENUE			10,000	10,000		
TOTAL LOCAL REVENUE	11,954,253	1,011,129	1,942,075	(10,012,178)	16.2%	20.8%
SCHOOL MEAL PAYMENTS	500,000			(500,000)		
TOTAL REVENUE FROM COMMONWEALTH	500,000			(500,000)		
NATIONAL SCHOOL MEAL PROGRAM	17,410,089	1,336,820	1,350,751	(16,059,338)	7.8%	10.4%
USDA COMMODITIES	1,923,583			(1,923,583)		
SUMMER FEEDING PROGRAM			152,693	152,693		91.6%
CHILD AND ADULT CARE FOOD PROGRAM		27,023	27,023	27,023		
OTHER FEDERAL FUNDS		472	472	472		
TOTAL REVENUE FROM FEDERAL GOV'T	19,333,672	1,364,315	1,530,939	(17,802,733)	7.9%	9.8%
TOTAL REVENUES	31,787,925	2,375,444	3,473,014	(28,314,911)	10.9%	13.4%
PRIOR YEAR FUND BALANCE (PYFB)	1,945,288					
PYFB-ENCUMBRANCES	81,246					
TOTAL REVENUES AND PYFB	33,814,459					

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 18 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	10,937,689	901,416	1,979,701		8,957,988	18.1%	21.4%
FRINGE BENEFITS	4,610,424	347,997	755,142		3,855,282	16.4%	20.7%
PURCHASED SERVICES	456,466	37,755	132,639	17,274	306,553	32.8%	67.2%
OTHER CHARGES	74,802	2,821	22,259		52,543	29.8%	74.2%
MATERIALS AND SUPPLIES	16,439,734	1,557,354	2,076,435	13,440	14,349,859	12.7%	15.7%
CAPITAL OUTLAY	1,295,344	19,403	324,419	98,411	872,514	32.6%	50.8%
TOTAL	33,814,459	2,866,746	5,290,595	129,125	28,394,739	16.0%	19.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

B 7

ASSETS:		LIABILITIES:	
CASH	4,738,765	VOUCHERS PAYABLE	6,174
		TOTAL LIABILITIES	6,174
		FUND EQUITY:	
		FUND BALANCE	5,850,426
		ESTIMATED REVENUE	(4,066,474)
		APPROPRIATIONS	6,229,789
		ENCUMBRANCES	7,182
		RESERVE FOR ENCUMBRANCES	(7,182)
		EXPENDITURES	(4,637,563)
		REVENUES	1,356,413
		TOTAL FUND EQUITY	4,732,591
TOTAL ASSETS	4,738,765	TOTAL LIABILITIES AND FUND EQUITY	4,738,765

	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 18 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	29,483	4,228	22,735	(6,748)	77.1%	26.2%
PURCHASES		14	14	14		
LOST AND DAMAGED	27,000	2,221	2,405	(24,595)	8.9%	43.0%
MISCELLANEOUS		119	541	541		77.8%
TOTAL LOCAL REVENUE	56,483	6,582	25,695	(30,788)	45.5%	33.7%
DEPT OF EDUCATION	4,009,991	332,679	1,330,718	(2,679,273)	33.2%	33.1%
TOTAL REVENUE-COMMONWEALTH	4,009,991	332,679	1,330,718	(2,679,273)	33.2%	33.1%
TOTAL REVENUES	4,066,474	339,261	1,356,413	(2,710,061)	33.4%	33.2%
PRIOR YEAR FUND BALANCE (PYFB)	2,140,110					
PYFB-ENCUMBRANCES	23,205					
TOTAL REVENUES AND PYFB	6,229,789					

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 18 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	87,067	8,522	32,430		54,637	37.2%	35.2%
FRINGE BENEFITS	28,076	3,323	10,177		17,899	36.2%	28.1%
PURCHASED SERVICES	725,930		160,500		565,430	22.1%	94.9%
MATERIALS AND SUPPLIES	5,388,716	64,953	4,434,456	7,182	947,078	82.4%	104.1%
TOTAL	6,229,789	76,798	4,637,563	7,182	1,585,044	74.6%	95.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

B 8

ASSETS:		LIABILITIES:	
CASH	17,104,289	EST CLAIMS/JUDGMENTS PAYABLE	7,971,000
PREPAID ITEM	115,595	TOTAL LIABILITIES	7,971,000
		FUND EQUITY:	
		RETAINED EARNINGS	5,402,583
		ENCUMBRANCES	21,131
		RESERVE FOR ENCUMBRANCES	(21,131)
		EXPENSES	(3,430,574)
		REVENUES	7,276,875
		TOTAL FUND EQUITY	9,248,884
TOTAL ASSETS	17,219,884	TOTAL LIABILITIES AND FUND EQUITY	17,219,884

	MONTH'S	YR-TO-DATE
REVENUES:	REALIZED	REALIZED
INTEREST ON BANK DEPOSITS	15,924	70,533
RISK MANAGEMENT CHARGES		6,805,724
INSURANCE PROCEEDS	385,284	399,559
MISCELLANEOUS REVENUE	332	1,059
TOTAL REVENUES	401,540	7,276,875

	MONTH'S	YR-TO-DATE	OUTSTANDING
EXPENSES:	EXPENSES	EXPENSES	ENCUMBRANCES
PERSONNEL SERVICES	23,116	87,561	
FRINGE BENEFITS	8,000	26,316	
OTHER PURCHASED SERVICES	4,122	424,379	20,544
FIRE AND PROPERTY INSURANCE		1,585,812	
MOTOR VEHICLE INSURANCE	22,175	451,657	
WORKER'S COMPENSATION	156,288	662,143	
SURETY BONDS		200	
GENERAL LIABILITY INSURANCE	55,978	189,055	
MISCELLANEOUS	169	364	
MATERIALS AND SUPPLIES	1,525	3,087	587
TOTAL	271,373	3,430,574	21,131

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

B 9

ASSETS:		DEPOSITS PAYABLE	75,000
CASH	2,920,172	TOTAL LIABILITIES	75,000
		FUND EQUITY:	
		FUND BALANCE	2,286,320
		ESTIMATED REVENUE	(510,000)
		APPROPRIATIONS	850,764
		ENCUMBRANCES	17,521
		RESERVE FOR ENCUMBRANCES	(17,521)
		EXPENDITURES	(19,906)
		REVENUES	237,994
		TOTAL FUND EQUITY	2,845,172
TOTAL ASSETS	2,920,172	TOTAL LIABILITIES AND FUND EQUITY	2,920,172

	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 18 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	10,000	2,721	12,020	2,020	120.2%	29.4%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			27,500	27,500		100.0%
TOWER RENT-COX HIGH		1,789	52,487	52,487		38.2%
TOWER RENT-FIRST COLONIAL HIGH			76,734	76,734		100.0%
TOWER RENT-OCEAN LAKES HIGH		1,453	20,402	20,402		22.9%
TOWER RENT-TALLWOOD HIGH			30,731	30,731		100.0%
TOWER RENT-TECH CENTER		6,646	15,654	15,654		15.6%
TOWER RENT-WOODSTOCK ELEMENTARY		1,233	2,466	2,466		15.6%
TOTAL REVENUES	510,000	13,842	237,994	(272,006)	46.7%	44.6%
PRIOR YEAR FUND BALANCE (PYFB)	340,000					
PYFB-ENCUMBRANCES	764					
TOTAL REVENUES AND PYFB	850,764					

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 18 PERCENT OF ACTUAL
EXPENDITURES:							
PURCHASED SERVICES				675	(675)		
MATERIALS AND SUPPLIES	850,764	1,456	19,906	16,846	814,012	4.3%	4.8%
TOTAL	850,764	1,456	19,906	17,521	813,337	4.4%	4.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

B10

Revenues :

	FY 2019 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	14,090,639	92	1,099,139	(12,991,500)	7.80%
Federal Government	41,210,110	303,485	320,236	(40,889,874)	0.78%
Other Sources	1,139,630	15,904	76,872	(1,062,758)	6.75%
Transfers from School Operating Fund	5,046,271	(6,261)	5,037,059	(9,212)	99.82%
Total Revenues	61,486,650	313,220	6,533,306	(54,953,344)	10.63%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

B 11

	<u>FY 2019</u>	<u>MONTH'S</u>	<u>YR-TO-DATE</u>	<u>OUTSTANDING</u>	<u>REMAINING</u>	<u>PERCENT</u>
	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
ADULT BASIC EDUCATION 18/19	321,573	49,970	84,057		237,516	26.1%
ALGEBRA READINESS 17/18	407,642	20,691	61,734		345,908	15.1%
ALGEBRA READINESS 18/19	1,034,033	7,970	7,970		1,026,063	0.8%
ASIA SOCIETY CONFUCIUS CLASSROOMS 12/13	2,089				2,089	
ASSESSMENT FOR LEARNING PROJECT 15/16	32,802				32,802	
CAREER & TECHNICAL EDUCATON STATE EQUIP 18/19	79,442			41,605	37,837	52.4%
CAREER SWITCHER PROGRAM MENTOR REIMBURSE 17/18	3,800				3,800	
CAREER SWITCHER PROGRAM MENTOR REIMBURSE 18/19	20,000				20,000	
CARL PERKINS 17/18	142,921		140,420		2,501	98.3%
CARL PERKINS 18/19	851,171	85,379	226,862	48,737	575,572	32.4%
CTE SPECIAL STATE EQUIP ALLOCATION 18/19	62,205				62,205	
DODEA-MCASP OPERATION GRIT 17/18	32,965	518	18,573		14,392	56.3%
DODEA-MCASP OPERATION GRIT 18/19	400,805	12,338	89,107	75,420	236,278	41.0%
DODEA SPECIAL EDUCATION 17/18	85,976	31,843	84,203	1,741	32	99.9%
DUAL ENROLLMENT-TCC 18/19	507,676				507,676	
EARLY READING INTERVENTION 17/18	891,588	171,393	514,622	13,100	363,866	59.2%
EARLY READING INTERVENTION 18/19	1,948,735		3,619		1,945,116	0.2%
GENERAL ADULT EDUCATION-GAE 18/19	30,993	8,688	10,506		20,487	33.9%
IDEA CO-TEACHING INITIATIVE THREE OAKS ES PART 1 18/19	8,000	3,000	8,000			100.0%
INCLUSION PROJECT MINI- GRANT 17/18	2,000		900		1,100	45.0%
INDUSTRY CERTIFICATION EXAMS 18/19	96,092			10,656	85,436	11.1%
ISAEP 18/19	66,842	9,294	10,194		56,648	15.3%
JAIL EDUCATION PROGRAM 18/19	186,688	14,609	49,432		137,256	26.5%
JUVENILE DETENTION 18/19	778,652	90,087	282,679	4,190	491,783	36.8%
MCKINNEY HOMELESS 16/17	13,101		13,101			100.0%
MCKINNEY HOMELESS 17/18	67,422	2,778	11,138		56,284	16.5%
MCKINNEY HOMELESS 18/19	73,000				73,000	
MYCAA-ALC COURSES 18/19	5,000				5,000	
MYCAA-LPN COURSES 18/19	10,000				10,000	
NATIONAL BOARD TEACHERS STIPENDS 18/19	380,000				380,000	
NATIONAL MATH & SCIENCE INITIATIVE 18/19	581,539	509	509		581,030	0.1%
NETWORK IMPROVEMENT COMMUNITY (NIC) 18/19	14,250	(362)	2,990		11,260	21.0%
NEW TEACHER MENTOR 18/19	40,649				40,649	
NNSY 2018 STEM CAMP	10,000	1,385	5,124		4,876	51.2%
ODU RESEARCH FOUNDATION CYBERSECURITY	3,000				3,000	
OPPORTUNITY INC-ALC 18/19	115,000	5,588	20,308		94,692	17.7%
OPPORTUNITY INC-STEM (ISY) 18/19	155,000	7,354	29,700		125,300	19.2%
OPPORTUNITY INC-STEM (OSY) 18/19	160,000	7,694	28,001		131,999	17.5%
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT 17/18	7,960		7,152		808	89.8%
POST 9/11 GI BILL 18/19	5,000				5,000	
PRESCHOOL INCENTIVE 17/18	119,575	38,298	105,451		14,124	88.2%
PRESCHOOL INCENTIVE IDEA 18/19	492,573				492,573	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

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	FY 2019 <u>APPROPRIATIONS</u>	MONTH'S <u>EXPENDITURES</u>	YR-TO-DATE <u>EXPENDITURES</u>	OUTSTANDING <u>ENCUMBRANCES</u>	REMAINING <u>BALANCE</u>	PERCENT <u>OBLIGATED</u>
PROJECT GRADUATION 16/17	7,973		7,893		80	99.0%
PROJECT GRADUATION 17/18	37,500	4,732	11,276		26,224	30.1%
PROJECT GRADUATION 18/19	37,500				37,500	
PROJECT HOPE-CITY WIDE SCA 13/14	2,874		150		2,724	5.2%
RACE-TO-GED 18/19	66,168	12,410	21,826		44,342	33.0%
REGION II SUPERINTENDENTS ESCROW 17/18	8,953				8,953	
RESERVE FOR CONTINGENCY	3,497,067				3,497,067	
RISE PROGRAM-INSTRUCTIONAL SUPPORT 17/18	67,123				67,123	
SCHOOL SECURITY OFFICE GRANT 18/19	32,572				32,572	
STARTALK 17/18	67,259	4	51,790		15,469	77.0%
STARTALK 18/19	88,154				88,154	
TECHNOLOGY INITIATIVE 16/17	304,830	17,780	26,782	720	277,328	9.0%
TECHNOLOGY INITIATIVE 17/18	2,618,400		1,194,995		1,423,405	45.6%
TECHNOLOGY INITIATIVE 18/19	2,618,400				2,618,400	
TITLE I PART A 17/18	3,597,550	91,745	1,845,829	1,007,313	744,408	79.3%
TITLE I PART A 16/17	66,871		66,871			100.0%
TITLE I PART A 18/19	11,952,631	940,527	992,931	97,803	10,861,897	9.1%
TITLE I PART D SUBPART 1 17/18	13,111	3,834	11,219		1,892	85.6%
TITLE I PART D SUBPART 1 18/19	21,000				21,000	
TITLE I PART D SUBPART 2 16/17	44,941	18,696	37,821	7,120		100.0%
TITLE I PART D SUBPART 2 17/18	272,637	6,608	7,718	2,285	262,634	3.7%
TITLE I PART D SUBPART 2 18/19	272,637				272,637	
TITLE II PART A 16/17	18,820	15,453	18,820			100.0%
TITLE II PART A 17/18	62,505	8,096	19,241		43,264	30.8%
TITLE II PART A 18/19	1,644,937	134,067	280,161	1,052	1,363,724	17.1%
TITLE III PART A LANG ACQUISITION 18/19	104,567				104,567	
TITLE III PART A LANG ACQUISITION 17/18	78,522	10,304	39,441		39,081	50.2%
TITLE IV PART A 17/18	203,099	22,284	37,135	19,746	146,218	28.0%
TITLE IV PART B 21ST CCLC GRC 16/17	24,165	10,330	21,657		2,508	89.6%
TITLE IV PART B 21ST CCLC LYNN ES 17/18	8,123	557	4,903		3,220	60.4%
TITLE IV PART B 21ST CCLC LYNN ES 18/19	95,660	2,908	2,908		92,752	3.0%
TITLE IV PELL 18/19	31,150	3,903	3,903		27,247	12.5%
TITLE IV PART A 18/19	298,029		72		297,957	0.1%
TITLE VI-B 17/18	2,026,839	14,238	1,488,250		538,589	73.4%
TITLE VI-B 18/19	14,460,172	1,345,903	1,345,903		13,114,269	9.3%
VA ELEARNING BACKPACK BAYSIDE 17/18	7,060				7,060	
VA ELEARNING BACKPACK GREEN RUN 17/18	196				196	
VA ELEARNING BACKPACK KEMPSVILLE 17/18	9,447	603	603		8,844	6.4%
VA INITIATIVE FOR AT RISK FOUR YR OLDS 17/18	405,584	(201)	405,383		201	99.9%
VA INITIATIVE FOR AT RISK FOUR YR OLDS 18/19	4,893,875	469,720	519,048		4,374,827	10.6%
VPI+PRESCHOOL EXPANSION GRANT 18/19	1,068,696	91,431	187,535	1,756	879,405	17.7%
VPI+PRESCHOOL EXPANSION GRANT 17/18	85,100		10,882		74,218	12.8%
WORKPLACE READINESS 18/19	16,194			16,194		100.0%
TOTAL SCHOOL GRANTS FUND	<u>61,486,650</u>	<u>3,794,956</u>	<u>10,479,298</u>	<u>1,349,438</u>	<u>49,657,914</u>	<u>19.2%</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CITY HEALTH INSURANCE FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

B 13

ASSETS:		LIABILITIES:	
CASH	27,182,342	VOUCHERS PAYABLE	24,165
		ACCOUNTS PAYABLE-HSA	500
		EST CLAIMS-JUDGMENTS PAYABLE	3,596,000
		TOTAL LIABILITIES	<u>3,620,665</u>
		FUND EQUITY:	
		RETAINED EARNINGS	18,285,544
		ENCUMBRANCES	0
		RESERVE FOR ENCUMBRANCES	0
		EXPENSES	(16,325,841)
		REVENUES	<u>21,601,974</u>
		TOTAL FUND EQUITY	<u>23,561,677</u>
TOTAL ASSETS	<u>27,182,342</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>27,182,342</u>

REVENUES:	<u>MONTH'S REALIZED</u>	<u>YEAR-TO-DATE REALIZED</u>
INTEREST ON BANK DEPOSITS	22,498	99,291
EMPLOYEE PREMIUMS-CITY	1,578,599	4,755,990
EMPLOYER CONTRIBUTIONS	5,422,330	16,744,693
COBRA ADMINISTRATIVE FEE-CITY	<u>336</u>	<u>2,000</u>
TOTAL REVENUES	<u>7,023,763</u>	<u>21,601,974</u>

EXPENSES:	<u>MONTH'S EXPENSES</u>	<u>YEAR-TO-DATE EXPENSES</u>	<u>OUTSTANDING ENCUMBRANCES</u>
SALARIES AND BENEFITS	20,861	74,749	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	4,971,958	16,251,092	
POST EMPLOYMENT HEALTH BENEFIT-CITY	<u></u>	<u></u>	<u></u>
TOTAL EXPENSES	<u>4,992,819</u>	<u>16,325,841</u>	<u>0</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

B 14

ASSETS:		LIABILITIES:	
CASH	(34,152)	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	58,986
		ESTIMATED REVENUE	(144,000)
		APPROPRIATIONS	150,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(149,100)
		REVENUES	49,962
		TOTAL FUND EQUITY	(34,152)
TOTAL ASSETS	(34,152)	TOTAL LIABILITIES AND FUND EQUITY	(34,152)

	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 18 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS			106	106		25.2%
VENDING OPERATIONS RECEIPTS	144,000	13,856	49,856	(94,144)	34.6%	32.9%
TOTAL REVENUES	144,000	13,856	49,962	(94,038)	34.7%	32.9%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	150,000					

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 18 PERCENT OF ACTUAL
EXPENDITURES:							
SCHOOL ALLOCATIONS	144,280		149,085		(4,805)	103.3%	100.0%
MATERIALS AND SUPPLIES	5,320	15	15		5,305	0.3%	
PURCHASED SERVICES	400				400		
TOTAL	150,000	15	149,100		900	99.4%	99.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2018 THROUGH OCTOBER 31, 2018

B 15

ASSETS:		LIABILITIES:	
CASH	465,276	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	161,185
		ESTIMATED REVENUE	
		APPROPRIATIONS	260,244
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	43,847
		TOTAL FUND EQUITY	465,276
TOTAL ASSETS	465,276	TOTAL LIABILITIES AND FUND EQUITY	465,276

REVENUES:	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
INTEREST ON BANK DEPOSITS		7,310	43,847	43,847	%
TOTAL REVENUES		7,310	43,847	43,847	
PRIOR YEAR FUND BALANCE (PYFB)	260,244				
TOTAL REVENUES AND PYFB	260,244				

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2017 THROUGH OCTOBER 31, 2018

B 16

ASSETS:		LIABILITIES:	
CASH	1,104,316	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	11,700
		ESTIMATED REVENUE	
		APPROPRIATIONS	1,088,036
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	4,580
		TOTAL FUND EQUITY	1,104,316
TOTAL ASSETS	<u>1,104,316</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,104,316</u>

	FY 2019	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED
INTEREST ON BANK DEPOSITS		1,031	4,580	4,580	%
TOTAL REVENUES		1,031	4,580	4,580	
PRIOR YEAR FUND BALANCE (PYFB)	1,088,036				
TOTAL REVENUES AND PYFB	<u>1,088,036</u>				

	FY 2019	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
EXPENDITURES:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
CAPITAL OUTLAY	1,088,036				1,088,036	%
TOTAL	<u>1,088,036</u>				<u>1,088,036</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2018 THROUGH OCTOBER 31, 2018

B 17

	FY 2019	MONTH'S	YEAR-TO-DATE	PROJECT-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
1003 RENOV/REPLACEMT-ENERGY MGMT II	5,875,000	150,766	542,988	4,053,247	350,422	1,471,331	74.96%
1004 TENNIS COURT RENOVATIONS II	1,000,000	9,755	9,755	621,351	638	378,011	62.20%
1019 GREAT NECK MIDDLE SCHOOL REPLACEMENT	45,789,062			45,789,062			100.00%
1025 KEMPSVILLE HS ENTREPRENEURIAL ACADEMY	950,000	37,036	403,620	860,709	50,811	38,480	95.95%
1035 JOHN B DEY ES MODERNIZATION	25,989,241	746,599	3,798,060	17,947,100	7,388,347	653,794	97.48%
1043 THOROUGHGOOD ES REPLACEMENT	28,970,000	420,518	672,659	2,865,272	20,392,796	5,711,932	80.28%
1056 PRINCESS ANNE MS REPLACEMENT	49,975,759	1,714,319	2,155,103	7,519,068	37,050,338	5,406,353	89.18%
1078 SCHOOL BUS FACILITY RENOVATION/EXPANSION	21,821,574	4,513	4,513	21,821,574			100.00%
1095 COMPREHENSIVE LONG RANGE FACILITIES PLANNING UPDATE	300,000	9,512	9,512	284,602		15,398	94.87%
1099 RENOV & REPLACE-GROUNDS PHASE II	11,675,000	105,888	627,200	11,347,034	327,966		100.00%
1102 21ST CENTURY LEARNING ENVIRONMENT IMPROVEMENTS	2,100,000	30,313	701,125	1,201,681	820,159	78,160	96.28%
1103 RENOV & REPLACE-HVAC SYSTEMS PHASE II	45,367,724	246,604	1,453,517	45,164,550	203,174		100.00%
1104 RENOV & REPLACE-REROOFING PHASE II	35,025,639	204,773	432,651	30,123,181	143,466	4,758,992	86.41%
1105 RENOV & REPLACE-VARIOUS PHASE II	15,033,273	13,789	658,208	14,862,936	170,337		100.00%
1110 ENERGY PERFORMANCE CONTRACTS PHASE II	15,000,000	204,032	813,289	10,801,962	321,596	3,876,442	74.16%
1178 RENOV & REPLACE-GROUND PH III	1,325,000	1,033,238	1,059,522	1,059,522	13,425	252,053	80.98%
1179 RENOV & REPLACE-HVAC PH III	5,650,000	441,094	501,153	501,153	702,293	4,446,554	21.30%
1180 RENOV & REPLACE-REROOFING PH III	4,200,000					4,200,000	
1182 RENOV & REPLACE - VARIOUS PH III	1,850,000	155,988	1,637,893	1,637,893	179,336	32,771	98.23%
1184 PLAZA ANNEX/LASKIN ROAD ADDITION	6,320,000	69,451	69,451	69,451	560,222	5,690,327	9.96%
1185 ELEMENTARY PLAYGROUND EQUIPMENT REP	250,000					250,000	
1195 STUDENT DATA MANAGEMENT SYSTEM	12,187,001	429,520	459,520	11,681,966	33,617	471,418	96.13%
1233 KEMPS LANDING/ODC REPLACEMENT	63,615,000	18,324	158,820	63,180,272	200,953	233,775	99.63%
1237 SCHOOL HR/PAYROLL	9,196,000			8,867,573		328,427	96.43%
UNALLOCATED CIP SALARIES/BENEFITS		(331,017)	156,748	156,748		(156,748)	
TOTAL CAPITAL PROJECTS	<u>409,465,273</u>	<u>5,715,015</u>	<u>16,325,307</u>	<u>302,417,907</u>	<u>68,909,896</u>	<u>38,137,470</u>	90.69%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2018 THROUGH OCTOBER 31, 2018

B18

ASSETS:		LIABILITIES:	
CASH	3,165,793	SALARIES PAYABLE-OPTIONS	64,357
PREPAID ITEM	1,400	FICA PAYABLE-OPTIONS	5,139
		TOTAL LIABILITIES	<u>69,496</u>
		FUND EQUITY:	
		FUND BALANCE	4,680
		ESTIMATED REVENUE	(3,803,031)
		APPROPRIATIONS	3,822,133
		ENCUMBRANCES	18,579
		RESERVE FOR ENCUMBRANCES	(18,579)
		EXPENDITURES	(729,116)
		REVENUES	<u>3,803,031</u>
		TOTAL FUND EQUITY	<u>3,097,697</u>
TOTAL ASSETS	<u>3,167,193</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>3,167,193</u>

	FY 2019 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY18 PERCENT OF ACTUAL
REVENUES:						
TRANSFER FROM SCHOOL OPERATING	<u>3,803,031</u>		<u>3,803,031</u>		100.0%	113.5%
TOTAL REVENUES	<u>3,803,031</u>		<u>3,803,031</u>		100.0%	113.5%
PYFB-ENCUMBRANCES	<u>19,102</u>					
TOTAL REVENUES AND PYFB	<u>3,822,133</u>					

	FY 2019 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY18 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	2,324,601	203,689	465,281		1,859,320	20.0%	22.0%
FRINGE BENEFITS	773,891	72,492	159,701		614,190	20.6%	20.9%
PURCHASED SERVICES	389,172	(811)	32,675	940	355,557	8.6%	16.0%
OTHER CHARGES	75,200	5,197	14,111		61,089	18.8%	31.5%
MATERIALS AND SUPPLIES	<u>259,269</u>	<u>14,551</u>	<u>57,348</u>	<u>17,639</u>	<u>184,282</u>	<u>28.9%</u>	<u>48.9%</u>
TOTAL	<u>3,822,133</u>	<u>295,118</u>	<u>729,116</u>	<u>18,579</u>	<u>3,074,438</u>	<u>19.6%</u>	<u>23.2%</u>



Subject: Legislative Agenda for 2019 General Assembly Session **Item Number:** 13E

Section: Information **Date:** November 27, 2018

Senior Staff: N/A

Prepared by: School Board Legislative Committee

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

Recommendation:

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

Background Summary:

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

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

Source:

Budget Impact:

Virginia Beach City Public Schools (VBCPS) 2019 Legislative Agenda

BUDGET

It is imperative to have the financial resources necessary to achieve the division's primary mission, which is to meet the needs of VBCPS' 68,000 students and 10,000 employees. According to the most recent JLARC study available, spending on K-12 public education had declined by 7 percent per pupil since 2005. According to the Virginia Department of Education (VDOE), Inflation Adjusted State Per Pupil Funding has declined from \$4,275 in 2009 to \$3,647 currently or by \$628 per pupil. Costs for educating students have not declined during the same period.

School Safety

VBCPS believes that its first, and most important, priority is to create a safe educational environment that is conducive to student learning. Not only does VBCPS have an obligation to protect its students from external threats, but also to ensure that students who are experiencing a mental health crisis have access to appropriate services before that student becomes a danger to him/herself or others.

Based upon the findings of the Blue Ribbon Panel, VBCPS has two specific legislative recommendations:

- **Increase funding for additional behavior and mental health staff to aid in early identification and support of students exhibiting mental health needs.** VBCPS requests the General Assembly put in additional resources for mental health clinicians, attendance interventionists and behavior specialists. These staff members should have specialized training to target students' complex behavioral needs and have the experience to assess the mental health status of students, recommend an appropriate level of care, implement/assist with implementing appropriate interventions and respond to crisis situations.

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

- **Allow a retired law-enforcement officer to continue to receive their retirement allowance even while serving as a School Security Officer (SSO) in a local school.** SSOs work in conjunction with School Resource Officers (SROs) to provide for the safety, security, and welfare of students, staff and visitors by maintaining order and discipline, preventing crime, and investigating violations of school board policies. Allowing retired law enforcement officers to continue to receive their retirement while serving as SSOs will help to incentivize high quality, retired law-enforcement officers to continue to serve in their local community.

Delivering Quality Special Education Services

VBCPS has more than 7,900 students who qualify for special education services. VBCPS annually spends more than \$106 million, or approximately \$13,400 per qualified student, on special education programs and services. Of this amount, approximately 15 percent comes from the federal government, 20 percent from the state and 65 percent is local. VBCPS is opposed to any change in the delivery of special education services or special education funding that would shift even a larger portion to the funding responsibility to the locality. This includes changes to regional special education programs that either reduce the overall state allotment or reduce the funding to an individual regional program. Such reductions in funding will not reduce VBCPS's obligations under the Individuals with Disabilities Education Act (IDEA), but rather shift a larger portion to the locality. The Virginia General Assembly should continue to work with its federal delegation to encourage the U.S. Department of Education and Congress to fully fund their portion of special education services in Virginia.

Lottery Fund Usage

While VBCPS supports the additional flexibility provided through recent investments in lottery proceeds, VBCPS is opposed to any measure that would shift the Standards of Quality or other recurring costs to the lottery funds. Shifting

additional mandatory operating costs to the lottery fund reduces the amount of money available to school divisions for school construction and other necessary discretionary spending. The lottery funds should be used exclusively to supplement current public education funding, and not used to supplant ongoing SOQ funded programs.

Dedicated State Funding for Capital Improvements

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

ISSUES SUPPORTED BY VBCPS

Waiver for Emergency Evacuations

During this past hurricane season, VBCPS was required to close schools when mandatory evacuations were ordered for Zone A in Hampton Roads. VBCPS is seeking legislation that would provide an automatic waiver of the 180 day or 990-hour requirement for those school divisions impacted by a mandatory evacuation order when called by a state or federal official.

Dual Enrollment

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

Continued Reform of Assessment System

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

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

Eliminate or Fund Currently Unfunded Mandates

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

ISSUES OPPOSED BY VBCPS

Mandatory Funding of Virtual School

VBCPS recognizes that virtual learning can play an important part in a child's overall academic development and achievement. However, VBCPS is opposed to any legislation that would require any portion of state or local funding to follow the student when the student chooses to enroll in a virtual school outside his or her school division. VBCPS supports online blended models that incorporate the individual needs of the student, as well as a full-time state operated virtual program through Virtual Virginia.

Charter Schools

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

Participation in Interscholastic Athletic Programs by Nonpublic School Students

VBCPS opposes legislation that allows nonpublic school students to participate in interscholastic programs in public schools. A fundamental principle of the Virginia High School League (VHSL) rules is to provide a level playing field for competition such that all participants are following the same standards of eligibility.



Subject: Revision to Bylaw 1-14 Compensation and Expenses **Item Number:** 13F1

Section: Information **Date:** November 27, 2018

Senior Staff: N/A

Prepared by: Daniel D. Edwards, School Board Member

Presenter(s): Daniel D. Edwards, School Board Member

Recommendation:

That the School Board receive for information a proposed revision to Bylaw 1-14 Compensation and Expenses that provides for School Board members to request a monthly communication allowance equal to the communication allowance provided to Chief Officers effective January 1, 2019.

Background Summary:

School Board Members receive an annual salary of \$12,000 (\$14,000 for Chair) which has not been adjusted for over a decade. Performance of School Board duties requires daily communication through electronic devices and computer systems. The cost of communication regarding official School Board duties can be a financial challenge. School Administrators designated as Chief Officers receive a monthly communication allowance to mitigate the similar expense of daily official communication responsibilities.

Source:

Budget Impact:

\$13,200 (maximum potential)

SCHOOL BOARD BYLAWS

Compensation and Expenses

A. Compensation

A Member of the School Board shall be compensated at a rate not to exceed the maximum salary as provided in accordance with the Code of Virginia. The Chairman may, in the discretion of the School Board, be compensated with such additional salary allowed by the Code of Virginia.

B. Expenses

Members of the School Board shall be reimbursed for private transportation for attending meetings of the School Board and in conducting other official business of the School Board at the same rate authorized for School Division employees.

All reasonable expenses for School Board Members, including travel, food and lodging, shall be paid by the School Board when such Members are acting in their official capacities as School Board Members or representing the School Board at meetings, conferences and conventions. School Board Members may not exceed the personal allocation for specific meetings, conferences, and conventions determined by the School Board without prior School Board approval.

Members of the School Board may elect to receive a Communication Allowance at the same rate authorized for Chief Officers. The School Board may employ a support staff person to assist School Board Members to fulfill the duties of their offices.

Editor's Note

On November 20, 2007, the School Board adopted a Resolution to annually compensate School Board Members \$12,000 and the Chairman \$14,000.

Legal Reference:

Code of Virginia §22.1-32, as amended. Salary of members.

Adopted by School Board: July 21, 1992
Amended by School Board: August 17, 1999
Amended by School Board: February 20, 2001
Amended by School Board: December 2, 2008
Amended by School Board: August 2, 2016



Subject: Revision to Bylaw 1-38 Regular Meetings, etc.

Item Number: 13F2

Section: Information

Date: November 27, 2018

Senior Staff: N/A

Prepared by: Beverly M. Anderson, School Board Chair

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

Recommendation:

That the School Board receive for information a revision to Bylaw 1-38 Regular Meetings, Time and Place, Order of Business, Recessed Meetings, and Work Session/Public Hearing as requested by several School Board members to change the schedule for regular School Board meetings to be held generally on the first and third Tuesday of each month.

Background Summary:

The Policy Review Committee was asked to review the Bylaw for the potential to return the scheduling of regular School Board meetings back to the first and third Tuesday of each month instead of the second and fourth Tuesday as approved by the School Board in October 2017. At their November 19 meeting, the Policy Review Committee agreed to move the suggestion forward to the School Board's November 27 Information Agenda for consideration.

Source:

Budget Impact:

SCHOOL BOARD BYLAWS

Regular Meetings, Time and Place, Order of Business, Recessed Meetings, and Work Session/Public Hearing

A. Time and Place

Effective January 1, 2018, regular meetings of the School Board will generally be held on the first ~~second~~ and ~~third~~fourth Tuesday of each month, or on the dates and times designated by the School Board at its annual organizational meeting and as thereafter modified, in the School Board chambers of the School Administration Building. ~~Only one regular meeting may be scheduled in the months of July, August and December.~~

The School Board reserves the right to meet at other times and places upon proper notification to the public.

B. Order of Business

The normal order of business at regular meetings shall be established in the Standing Rules.

C. Recessed Meetings

Meetings may be recessed and resumed at a later time or date. Such a meeting is a continuation of a prior meeting and not a new one.

D. Work Session/Public Hearing

The School Board may convene a work session or public hearing as needed. Any action at such a meeting must be confirmed by vote in a regular or special meeting.

Editor's Note

*For public notification of meetings see **School Board Policy 7-2**.
The Standing Rules are located in **Appendix B** of these Bylaws.*

Legal Reference:

Code of Virginia § 22.1-72, as amended. Annual organizational meetings of school boards.

Adopted by School Board: July 21, 1992
Amended by School Board: September 21, 1993
Amended by School Board: August 17, 1999
Amended by School Board: February 20, 2001
Amended by School Board: December 2, 2008
Amended by School Board: August 2, 2016
Amended by School Board: October 10, 2017

Amended by School Board; January 2019