



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Services

Beverly M. Anderson
At-Large

Daniel D. Edwards
District 2 – Kempsville

Sharon R. Felton
District 6 – Beach

Dorothy M. Holtz
At-Large

Victoria C. Manning
At-Large

Joel A. McDonald
District 3 – Rose Hall

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 Organizational/Regular Meeting Agenda

Tuesday, January 9, 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"

FORMAL MEETING

- 1. Call to Order and Roll Call (School Board Chambers) 6:00 p.m.**
- 2. Moment of Silence followed by the Pledge of Allegiance**
- 3. School Board Organizational Matters**
 - A. Election of School Board Chair
 - B. Election of School Board Vice Chair
 - C. Appointment of Clerk and Deputy Clerk
 - D. School Board Committee Assignment Review for Term Ending June 30, 2018
 - E. Review of School Board Bylaws Appendix B – Standing Rules
 - F. Schedule of Meetings: January 2018 through June 2019
- 4. Student, Employee and Public Awards and Recognition**
- 5. Superintendent's Report**
- 6. 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 3 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.
- 7. Approval of Minutes: December 19, 2017 Regular Meeting**
- 8. Adoption of the Agenda**



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Organizational/Regular Meeting Agenda (continued)

Tuesday, January 9, 2018

School Administration Building #6, Municipal Center
2512 George Mason Dr.
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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"

9. Consent Agenda

10. Action

- A. Personnel Report / Administrative Appointments **UPDATED 1/11/2018**
- B. Resolution to Declare School Board Owned Property Surplus in Order to Execute Purchase Agreement **POSTPONED UNTIL 1/23/2018**

11. Information

- A. Green Run Collegiate Evaluation **POSTPONED UNTIL 1/23/2018**
- B. Policy Review Committee Recommendations
 - 1. Policy 3-32 Emergency/Small/Sole Source Purchases
 - 2. Policy 4-4 Equal Employment Opportunity, Non-Discrimination, and Compliance Officers
 - 3. Policy 4-21 Payment to Estate of Deceased Employees
 - 4. Policy 4-32 Employee Associations
 - 5. Policy 4-43 Personnel Protection from Sexual Harassment
 - 6. Policy 4-87 Overtime
 - 7. Policy 4-97 Administrative Internships
 - 8. Policy 7-1 Relations with the Public

12. Standing Committee Reports

13. Conclusion of Formal Meeting

14. 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. All public comments shall meet the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

15. Recess into Workshop (if needed)

16. Closed Meeting (as needed)

17. Vote on Remaining Action Items

18. Adjournment

The next regular meeting of the School Board of the City of Virginia Beach is scheduled for Tuesday, January 23, 2018



Subject: Election of School Board Chair **Item Number:** 3A

Section: Organizational Matters **Date:** January 9, 2018

Senior Staff: N/A

Prepared by: Dianne P. Alexander, School Board Clerk

Presenter(s): Aaron C. Spence, Ed.D., Superintendent Acting as Chairman Pro Tem

Recommendation:

That the School Board elect one of its members to serve as Chair for the 2018 Calendar year.

Bylaws' Appendix B, Paragraph C: Procedure at Annual Organizational Meeting for Election of Chairman pursuant to Bylaw 1-37

At the Annual Organizational Meeting the Superintendent shall serve as Chairman pro tem for the sole purpose of electing the Chairman.

The election procedure begins with the call for the nomination of candidates for the position of Chairman. The nomination of any candidate does not require a second. A motion to close nominations is not necessary but, when made, requires an affirmative vote of two-thirds of the School Board. A motion to re-open nominations requires a majority vote of the School Board.

Procedure for electing Chairman - If fewer than four candidates are nominated for the Chairman, candidates will be voted for electronically utilizing the voting colors green, red, and yellow on the electronic voting board. The candidates will draw for their voting color and the Clerk will inform the School Board Members which candidate is assigned to each color. School Board Members will then vote for a candidate by selecting the color that corresponds to the candidate on the electronic voting board. If four or more candidates are nominated for the position of Chairman, then each School Board Member present will vote for a nominee by written ballot. The Clerk or designee will read the name of the School Board Member and who that School Board Member voted for. If no nominee receives a majority vote, then balloting will continue until one nominee has receives a majority vote of the School Board Members present at the Meeting. Abstention votes will not be allowed during balloting for the Chairman or Vice Chairman.

If repeat balloting is necessary, all candidates remain under consideration, unless a candidate withdraws.

The School Board may permit Members to speak on behalf of nominations at the time of nomination or only after nominations have closed, at its discretion.

Following the completion of the election of the Chairman, the Chairman shall conduct the election of the Vice Chairman. The same procedure for election will be followed.

Background Summary:

Source:

Bylaw 1-18 Officers: Election and Term of Office
Bylaw 1-37 Annual Organizational Meeting

Budget Impact:

N/A



Subject: Election of School Board Vice Chair

Item Number: 3B

Section: Organizational Matters

Date: January 9, 2018

Senior Staff: N/A

Prepared by: Dianne P. Alexander, School Board Clerk

Presenter(s): School Board Chair

Recommendation:

That the School Board elect one of its members to serve as Vice Chair for the 2018 Calendar year.

Bylaws' Appendix B, Paragraph C: Procedure at Annual Organizational Meeting for Election of Chairman pursuant to Bylaw 1-37

At the Annual Organizational Meeting the Superintendent shall serve as Chairman pro tem for the sole purpose of electing the Chairman.

The election procedure begins with the call for the nomination of candidates for the position of Chairman. The nomination of any candidate does not require a second. A motion to close nominations is not necessary but, when made, requires an affirmative vote of two-thirds of the School Board. A motion to re-open nominations requires a majority vote of the School Board.

Procedure for electing Chairman - If fewer than four candidates are nominated for the Chairman, candidates will be voted for electronically utilizing the voting colors green, red, and yellow on the electronic voting board. The candidates will draw for their voting color and the Clerk will inform the School Board Members which candidate is assigned to each color. School Board Members will then vote for a candidate by selecting the color that corresponds to the candidate on the electronic voting board. If four or more candidates are nominated for the position of Chairman, then each School Board Member present will vote for a nominee by written ballot. The Clerk or designee will read the name of the School Board Member and who that School Board Member voted for. If no nominee receives a majority vote, then balloting will continue until one nominee has receives a majority vote of the School Board Members present at the Meeting. Abstention votes will not be allowed during balloting for the Chairman or Vice Chairman.

If repeat balloting is necessary, all candidates remain under consideration, unless a candidate withdraws.

The School Board may permit Members to speak on behalf of nominations at the time of nomination or only after nominations have closed, at its discretion.

Following the completion of the election of the Chairman, the Chairman shall conduct the election of the Vice Chairman. The same procedure for election will be followed.

Background Summary:

Source:

Bylaw 1-18 Officers: Election and Term of Office
Bylaw 1-37 – Annual Organizational Meeting

Budget Impact:

N/A



Subject: Appointment of Clerk and Deputy Clerk of the School Board **Item Number:** 3C

Section: Organizational Matters **Date:** January 9, 2018

Senior Staff: N/A

Prepared by: Dianne P. Alexander, School Board Clerk

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

Recommendation:

That the School Board approve the Superintendent's recommendation to appoint Dianne P. Alexander as Clerk of the School Board; and Debra D. Cook as Deputy Clerk of the School Board for the 2018 calendar year.

Background Summary:

Source:

Bylaw 1-18 Officers: Election and Term of Office
Bylaw 1-37 Annual Organizational Meeting
Virginia Code §§ 22.1-72 and 22.21-76

Budget Impact:

N/A



Subject: School Board Committee Assignment FY18 Review **Item Number:** 3D

Section: Organizational Matters **Date:** January 9, 2018

Senior Staff: N/A

Prepared by: Dianne P. Alexander, School Board Clerk

Presenter(s): School Board Chair

Recommendation:

That the School Board reaffirm committee assignments approved June 20, 2017 for the term ending June 30, 2018.

Background Summary:

The School Board utilizes committees, boards, and other organizations (hereinafter “Committee”) to accomplish both internal and external goals. School Board Members may be assigned to represent the School Board’s interest on any such Committee. School Board Members have no individual authority when serving in these assignments and may only exercise the authority specifically authorized by the School Board. The School Board recognizes the following types of Committees: 1) Standing School Board Committees; 2) Joint School Board/City Council Committees; 3) Ad Hoc School Board Committees; 4) School Division Standing Committees with School Board Liaisons; and 5) Outside Committees.

School Board Members will be assigned to Committees no later than July 1st of each year. Assignments may be reviewed in January of each year or when otherwise necessary.

Source:

Bylaw 1-28 Committees, Organizations and Boards – School Board Member assignments

Budget Impact:

N/A

Sect.	BYLAW 1-28 Committees, Organizations and Board	FY2018 Members
C1.	Internal Audit:	Dan Edwards* Carolyn Rye Victoria Manning Larry Davenport, Citizen Member
C2.	Legislative:	Joel McDonald* Ashley McLeod Kimberly Melnyk
C3.	Student Discipline: Committee I (2 nd & 4 th Mon) 3:00 PM	Sharon Felton* Dorothy Holtz Joel McDonald
C3.	Student Discipline: Committee II (1 st & 3 rd Tues) 8:30 AM	Ashley McLeod Trenace Riggs Carolyn Weems*
C3.	Student Discipline: Committee III (1 st & 3 rd Wed) 3:00 PM	Victoria Manning Kimberly Melnyk* Carolyn Rye
C4.	Policy Review	Dan Edwards Trenace Riggs Carolyn Rye*
C5.	Building Utilization	Sharon Felton Victoria Manning Ashley McLeod
C6a.	CIP/Modernization Review Committee	Trenace Riggs * Ashley McLeod Carolyn Rye (ALT)
C6b.	Deferred Compensation Board	Dan Edwards
C6c.	Oceanfront Enhancement	Appointed on an as needed basis
D1.	School Site Selection	Appointed on an as needed basis
E1.	Equity Council	Sharon Felton Kimberly Melnyk Carolyn Rye (ALT)
F1.	ACCESS College Foundation	Dan Edwards
F2.	Governor's School for the Arts	Kimberly Melnyk Trenace Riggs (ALT)
F3.	Mayor's Committee for Persons with Disabilities	Dottie Holtz
F4.	Southeastern Cooperative Education Programs (SECEP) Joint Board	Carolyn Weems Sharon Felton (ALT)
F5.	Virginia School Boards Association (VSBA) Voting Delegate at VSBA/VASS Annual Convention held in November 2017 in Williamsburg, VA	Sharon Felton Dottie Holtz (ALT)
F6.	Hampton Roads Educational Telecommunications Association (HRETA) WHRO Educational Advisory Committee	Joel McDonald Victoria Manning (ALT)
F7.	Sister Cities Association of Virginia Beach	Dottie Holtz Trenace Riggs (ALT)



Subject: Review of School Board Bylaws' Appendix B – Standing Rules **Item Number:** 3E

Section: Organizational Matters **Date:** January 9, 2018

Senior Staff: N/A

Prepared by: Dianne P. Alexander, School Board Clerk

Presenter(s): School Board Chair

Recommendation:

That the School Board review Bylaws' Appendix B – *Standing Rules* to determine if there are needed adjustments to the language governing the time, place and order of business for regular meetings; criteria for awards and recognitions; and procedure for election of the Chair and Vice Chair at the January annual organizational meeting. Absent adoption of Standing Rules at the annual organizational meeting, the existing Standing Rules shall remain in effect until changed.

Background Summary:

Source:

Bylaw 1-37 – Annual Organizational Meeting

Budget Impact:

N/A

SCHOOL BOARD STANDING RULES

A. Time, Place and Order of Business for Regular Meetings

Regular meetings shall be generally held in the School Board Chambers of the School Administration Building on the second and fourth Tuesday of each month or as otherwise set by the School Board. The normal times and order of business at regular meetings shall be as follows:

INFORMAL MEETING

1. Convene School Board Workshop (einstein.lab) 4:00 p.m.
The time for convening the workshop may be changed by the Chairman based upon the volume of business to be transacted.
 - a. School Board Administrative Matters & Reports
2. Closed Meeting for legal matters, personnel matters, publicly held property, student disciplinary matters or other matters authorized by the Virginia Freedom of Information Act.
3. School Board Recess 5:30 p.m.
(Informal meeting and/or Closed meeting may resume after the formal meeting, if necessary)

FORMAL MEETING

4. Call to Order and Roll Call 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
At this time, the School Board will hear public comment on items germane to the School Board Agenda for the meeting from citizens who have signed up to speak with the Clerk of the School Board and shall be allocated 3 minutes each until 7:30 p.m., if time is available. Citizens are encouraged to sign up by noon the day of the meeting. 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 comment shall meet the School Board Bylaw requirements for Decorum and Order.
9. Approval of Minutes
10. Adoption of the Agenda
11. Consent Agenda
 - a. Commemorative Resolutions¹
12. Action
 - a. Personnel Report / Administrative Appointments
13. Information
 - a. Interim Financial Statements – [month year] (second monthly meeting)
14. Standing Committee Reports

15. Conclusion of Formal Meeting

16. Hearing of Citizens and Delegations on Non-Agenda Items (School Board Room)

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. All public comments shall meet the School Board Bylaw requirements for Decorum and Order.

17. Recess into workshop and/or Closed Meeting, if necessary

18. Vote on Remaining Action Items, if necessary

19. Adjournment

B. School Board Awards and Recognition Criteria for Students, Employees and the Public

The School Board may provide recognition at its formal regular School Board meetings for achievements that meet the following criteria:

- Achieve first or second place in national competitions/events.
- Achieve national recognition for outstanding achievements, i.e., National Merit Finalists.
- Achieve first place in regional (multi-state) competitions/events.
- Achieve first place in state competitions/events.
- Achievements beyond the scope of regular academics/activities and/or job performance

B. Procedure at Annual Organizational Meeting for Election of Chairman pursuant to Bylaw 1-37

At the Annual Organizational Meeting the Superintendent shall serve as Chairman pro tem for the sole purpose of electing the Chairman.

The election procedure begins with the call for the nomination of candidates for the position of Chairman. The nomination of any candidate does not require a second. A motion to close nominations is not necessary but, when made, requires an affirmative vote of two-thirds of the School Board. A motion to re-open nominations requires a majority vote of the School Board.

Procedure for electing Chairman - If fewer than four candidates are nominated for the Chairman, candidates will be voted for electronically utilizing the voting colors green, red, and yellow on the electronic voting board. The candidates will draw for their voting color and the Clerk will inform the School Board Members which candidate is assigned to each color. School Board Members will then vote for a candidate by selecting the color that corresponds to the candidate on the electronic voting board. If four or more candidates are nominated for the position of Chairman, then each School Board Member present will vote for a nominee by written ballot. The Clerk or designee will read the name of the School Board Member and who that School Board Member voted for. If no nominee receives a majority vote, then balloting will continue until one nominee has receives a majority vote of the School Board Members present at the Meeting. Abstention votes will not be allowed during balloting for the Chairman or Vice Chairman.

If repeat balloting is necessary, all candidates remain under consideration, unless a candidate withdraws.

The School Board may permit Members to speak on behalf of nominations at the time of nomination or only after nominations have closed, at its discretion.

Following the completion of the election of the Chairman, the Chairman shall conduct the election of the Vice Chairman. The same procedure for election will be followed.

¹In order to ensure a recognition process that is reasonable and manageable, the School Board may read and approve resolutions supported by Presidential, Congressional, General Assembly, and Gubernatorial Proclamation

Editor's Notes

Pursuant to [Bylaw 1-40](#) these Standing Rules may be suspended or amended by a majority vote of the Board at any time and without notice.

See [Bylaw 1-37](#) for adoption, publication and scope of Standing Rules.

Adopted by the School Board: February 20, 2001

Amended by the School Board: July 3, 2001

Amended by the School Board: July 2, 2002

Amended by the School Board: July 1, 2003

Amended by the School Board: July 6, 2004

Amended by the School Board: July 5, 2005

Amended by the School Board: July 8, 2006

Amended by the School Board: July 12, 2007

Amended by the School Board: December 2, 2008

Amended by the School Board: August 18, 2015

Amended by School Board: August 2, 2016

Amended by School Board: October 10, 2017





Subject: Schedule of School Board Meetings through June 30, 2019

Item Number: 3F

Section: Organizational Matters

Date: January 9, 2018

Senior Staff: N/A

Prepared by: Dianne P. Alexander, School Board Clerk

Presenter(s): School Board Chair

Recommendation:

That the School Board approve the schedule of regular meetings for a period ending June 30, 2019. Pursuant to School Board Bylaw 1-38 and Standing Rules outlined in Appendix B, meetings will be held at the School Administration Building, 2512 George Mason Dr., Virginia Beach, and generally on the second and fourth Tuesday of each month with some variations as needed due to scheduled holidays and other significant events.

- Informal meetings generally convene at 4 p.m. subject to the volume of business to be transacted
- School Board Recess at 5:30 p.m.
- Formal Meeting Called to Order at 6:00 p.m.

Affirm Balance of SY2017-18 Schedule of Meetings as amended November 8, 2017	Proposed SY2018-19 Schedule of Meetings
January 9 & 23 2018	July 10 2018 July 10 Retreat (if needed)
February 6 Special Meeting for presentation of the Superintendent's Estimate of Needs FY2018/19 and Proposed Capital Improvement Program (CIP) FY2018/19 through FY2023/24 February 13 & 27 February 20*	August 14
March 6* Special Meeting for adoption of the School Operating Budget FY2018/19 and Capital Improvement Program (CIP) FY2018/19 through FY2023/24 March 13 & 27	September 11 & 25
April 10 & 24	October 9 & 23
May 8 & 22	November 13 & 27
June 11 (Mon) & 26 [Graduations June 12-16]	December 11
	January 8 & 22 2019 January 22 Retreat (if needed)
	February 5 Special Meeting for presentation of the Superintendent's Estimate of Needs FY2019/20 and Proposed Capital Improvement Program (CIP) FY2019/20 through FY2024/25 February 12 & 26 February 19*
	March 5* Special Meeting for adoption of the School Operating Budget FY2019/20 and Capital Improvement Program (CIP) FY2019/20 through FY2024/25 March 12 & 26
	April 9 & 30 (5th Tues) 4/22-26 = Spring Break
	May 14 & 28
	June 10 (Mon) & 25 [Graduations June 11-15]
* Budget/CIP Workshop	* Budget/CIP Workshop

Background Summary:

Source:

Bylaw 1-38 Regular Meetings, Time and Place, Order of Business, Recessed Meetings, and Work Session/Public Hearing

Budget Impact:

N/A



Subject: Approval of Minutes of the December 19, 2017 Regular School Board Meeting **Item Number:** 7

Section: Approval of Minutes **Date:** January 9, 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 from their December 19, 2017 regular School Board meeting as attached.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Services

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At-Large

Daniel D. Edwards, Vice Chair
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Sharon R. Felton
District 6 – Beach

Dorothy M. Holtz
At-Large

Victoria C. Manning
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Joel A. McDonald
District 3 – Rose Hall

Ashley K. McLeod
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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

Regular School Board Meeting MINUTES

Tuesday, December 19, 2017

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

INFORMAL MEETING

1. **Convene School Board Workshop #1 of 2:** The School Board convened in the einstein.lab at 4:01 p.m. In addition to Superintendent Spence, all School Board members were present.

Chairwoman Anderson reported a change in the order of the afternoon workshop topics, and advised an additional workshop would be held after the formal meeting regarding compensation strategies as well as a closed session.

- B. 2018 General Assembly Legislative Preview by Kemper Consulting: Legislative liaisons from Kemper Consulting, Joel Andrus and Ross Grogg, presented a preview of the upcoming 2018 General Assembly Session including a 2017 refresher, outcome from recent elections including gubernatorial results and composition of the Senate and House of Delegates and effect on committees and loss of institutional knowledge, transition appointments, budget proposals and overview of anticipated legislation, and key dates for the Session projected to adjourn March 10, 2018. Discussion concluded at 4:26 p.m.

- A. School Board Administrative Matters and Reports:

1. Organizational Matters Preview

- a. School Leadership Interest: School Board members were provided an opportunity to express interest or offer recommendations to be considered for a leadership role on the School Board as the Chair or Vice Chair at the January 9, 2018 Organizational Meeting. School Board members spoke to interest expressed by Ms. Anderson, Mr. Edwards, Mr. McDonald, and Ms. McLeod to be considered to serve in a leadership role for the 2018 calendar year.

- b. Schedule of Meetings through June 30, 2018 Reaffirmed and Set through June 30, 2019: Chairwoman Anderson distributed a draft schedule of School Board meetings proposed for the period ending June 30, 2019. It was affirmed no

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School Board Retreat was scheduled for January 2018. Noting several School Board members would be returning from the National School Boards Association (NSBA) Advocacy Conference on February 6, 2018, a later start time was requested for the special meeting scheduled for presentation of the Superintendent's Estimate of Needs for fiscal year 2018-19.

- c. Committee Assignments SY18 Adjustments (as needed): The list of committee assignments approved June 20, 2017 for the term ending June 30, 2018 was distributed for School Board members to review. It was explained the protocol for a January review is not to restructure, but to allow for School Board members to advise the School Board Clerk of any requests for modifications to be taken into consideration along with adjustments that may be needed based on the outcome from selection of School Board leadership.

On behalf of Ms. Manning, Ms. Weems, and herself, Ms. McLeod submitted a written request for a legal opinion to address five questions regarding three specific sole source contracts. She explained the rationale for the request as it relates to recent Audit Committee findings, and asked that a future workshop on sole source contracting procedures be held. In response to discussion regarding procedures for School Board member(s) to request a legal opinion and whether it required a vote by the School Board, Chairwoman Anderson agreed to review the request and contact the requester(s) with any additional questions prior to it being undertaken by the School Board Chair after election at the January 9, 2018 organizational meeting. As chair of the Policy Review Committee (PRC), Ms. Rye reported the committee's review of proposed revisions to the sole source policy. She explained modifications were driven by staff and in response to a prior legal opinion, and noted the committee's approval for proposed changes to move forward for the School Board's consideration.

- d. Standing Rules (reaffirm or needed adjustments): Chairwoman Anderson distributed Standing Rules outlined in Appendix B of School Board Bylaws subject to review at the School Board's annual January organizational meeting as stipulated in School Board Bylaw 1-37 noting Standing Rules shall remain in effect until changed. In response to a request regarding the process for receiving public comment during regular School Board meetings, it was suggested any changes first be presented to the Policy Review Committee for consideration.

- C. Quarterly Forecast of School Board Agenda Topics FY18, 3rd Quarter – January through March 2018: Superintendent Spence presented Administration's forecast of agenda topics to be presented in the FY18 third quarter – January, February, March 2018 noting most of the quarter was scheduled around budget development which will likely impact the scheduling of a workshop on sole source procedures as requested. There was a request made by a School Board member for a discussion within the quarter under School Board Admin Matters of procedures outlined in School Board bylaws related to public participation and presentations



School Board of the City of Virginia Beach
School Administration Building# 6, Municipal Center
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with any suggested adjustments to be referred to the Policy Review Committee (PRC) for review. Discussion concluded at 5:02 p.m.

The workshop concluded at 5:02 p.m.

2. **Closed Meeting:** None at this time. See Item 19.
3. **School Board Recess:** The School Board recessed at 5:03 p.m. to reconvene in the School Board Room at 6:00 p.m. for the formal meeting.

FORMAL MEETING

4. **Call to Order and Roll Call:** Chairwoman Anderson called the formal meeting to order at 6:00 p.m. In addition to Superintendent Spence, all School Board members were present.
5. **Moment of Silence and Pledge of Allegiance:** None
6. **Student, Employee and Public Awards and Recognition:** Chairwoman Anderson commended School Board member Carolyn Weems for having been selected by the Special Agent in Charge (SAC) Martin Culbreth of the Norfolk Field Office of the Federal Bureau of Investigation (FBI) for the 2017 Director's Community Leadership Award for her dedicated work in opioid abuse prevention and education initiatives at the local, state, and national level.
7. **Superintendent's Report:** In his tradition of recognizing the newest member(s) of the *Compass Keepers Club*¹, Superintendent Spence's report featured Barbara Seltzer, a volunteer in Virginia Beach schools for close to two decades, most recently at Arrowhead Elementary School, sharing her love of learning with children as well as spreading a bit of holiday magic visiting classrooms as Mrs. Claus. In closing, he wished everyone a happy holiday season and wonderful winter break.
8. **Public Hearing on Disposition of School Board Owned Property Located in the Kempsville District:** The School Board received no comments at this hearing scheduled to obtain public input to determine whether 10.69 acres +/- of property located at 273 North Witchduck Rd., Virginia Beach (GPIN: 1467-75-8675) should be declared surplus and sold to Franklin Johnston Group Management and Development, LLC, for development of a residential apartment complex, and the proceeds of such sale to be retained by the School Board.
9. **Hearing of Citizens and Delegations on Agenda Items:** None
10. **Approval of Minutes:** December 5, 2017 Regular Meeting: Mr. McDonald made a motion, seconded by Ms. Manning, that the School Board approve the minutes of their December 5, 2017 regular meeting as presented. The motion passed unanimously.
11. **Adoption of the Agenda:** Prior to a motion, Chairwoman Anderson noted a workshop on Compensation Strategies will be held under Item 18 – Recess into Workshop (as needed). Vice Chair

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



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Tuesday, December 19, 2017
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Edwards then made a motion, seconded by Ms. Melnyk, that the School Board adopt the agenda as amended. The motion passed unanimously.

- 12. Consent Agenda:** Ms. Rye made a motion, seconded by Ms. Riggs, that the School Board approve the Consent Agenda. The motion passed unanimously and the following items were approved as part of the Consent Agenda:

- A. Textbook Adoption as recommended by the Advanced Placement Human Geography Textbook Adoption Committee for implementation in the fall of 2018 as follows:

Course Title	Textbook	Publisher	Copyright
Advanced Placement (AP) Human Geography	<i>A Cultural Landscape, An Introduction to Human Geography AP edition</i> , with seven-year access to online components	Pearson	2017

- B. Religious Exemption Case Number RE-17-23

13. Action

Personnel Report / Administrative Appointments: Ms. Melnyk made a motion, seconded by Ms. Felton, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated December 19, 2017 inclusive of an amendment to rescind a retirement added to page three of the non-instructional listing distributed prior to the meeting, and one administrative appointment as recommended by the Superintendent. The motion passed unanimously, and Superintendent Spence introduced Erica Yelland, current Marketing Coordinator at The GBS Group, as the new Public Relations Coordinator in the Department of Media and Communications effective January 2, 2018.

14. Information

- A. Comprehensive Annual Financial Report FY17 External Auditor Review: Greg Bussink with Clifton Larson Allen, LLP, external auditors, reported on the audit they conducted on the Comprehensive Annual Financial Report (CAFR) FY17. He explained the CAFR provides additional information to financial statements, and the audit outcome yielded a favorable, unmodified opinion with no internal control findings or recommendations.
- B. Industry Credentialing Report: Anjanette Hendricks, School-to-Work Supervisor, along with Sara Lockett, Ed.D., Director of Technical and Career Education (TCE), presented a summary of industry credentials earned by Virginia Beach City Public School students during the 2016-17 school year. They reported out of the 12,765 industry credential assessments administered from among the 115 different credential assessments offered in the division, 10,621 industry credentials were earned with an overall pass rate of 83.2 percent – well above the overall 73.9 percent average for the Commonwealth.
- C. Interim Financial Statements – November 2017: Crystal M. Pate, Director of Business Services, presented highlights of interim financial statements as of November 30, 2017. In reporting the overall revenue trend as acceptable, she explained the Governor's proposed amendments



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

Tuesday, December 19, 2017
Regular Meeting
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to the FY18 Direct Aid Budget known as the Caboose Bill included a small increase in their March 31 Average Daily Membership (ADM) estimate, a small increase in their sales tax estimate and other minor adjustments to various categorical and lottery funded programs resulted in a revised projected shortfall of approximately \$345,000 in state revenue. Noting the U.S. Department of Education is currently working off of a continuing resolution until December 22, no revenue from Federal Impact Aid is expected until the Commonwealth's budget is finalized. Sales tax receipts were reported on an acceptable trend at \$356,000 higher than the prior year along with an increase of \$89,000 over the prior year to be reflected in December statements. Expenditures and encumbrances were also reported on an acceptable trend at this point in the fiscal year.

15. **Standing Committee Reports:** As chair of the Policy Review Committee, Ms. Rye reported the committee's meeting schedule for 2018 had been finalized as aligned to take place within the week after the first School Board meeting of each month.
16. **Conclusion of Formal Meeting:** The formal meeting concluded at 6:32 p.m.
17. **Hearing of Citizens and Delegations on Non-Agenda Items:** The School Board heard comments from Catherine Pitchford regarding concerns with the no-zero policy in place at Brandon Middle School.
18. **Recess into Workshop # 2 of 2:** The School Board recessed at 6:37 p.m. and reconvened in the einstein.lab in workshop format at 6:48 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Ms. Weems who departed the meeting early at 6:37 p.m. due to illness.
Compensation Strategies: Superintendent Spence explained the purpose of the workshop was to continue pre-budget discussion in the area of different compensation strategies based on a two-percent salary increase reported in the Five-Year Forecast presentation. John A. Mirra, Chief Human Resources Officer, presented possible budget development strategies that restructure the division's employee compensation scales to maintain the integrity of equity based on experience, increase the value between compressed steps, reduce the number of steps, and is transparent to employees. The methods and results were presented for three options to 1) maintaining the current process; 2) freeze scales at 38 experience steps; or 3) provide a .5 percent adjustment between experience steps and a 1.5 percent Cost of Living Adjustment (COLA). Following discussion, there appeared to be consensus to move forward with the third option that provides experience steps and a COLA. The workshop concluded at 7:07 p.m.
19. **Closed Meeting:** Vice Chair Edwards 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, Paragraph 1 of the *Code of Virginia*, 1950, as amended, for Personnel Matters: Discussion of or consideration of interviews of prospective candidates for employment, assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees, pursuant to Section 2.2-3711, (A) (1); namely to discuss performance evaluation of a specific administrator. The motion passed (ayes 10, nays 0; Weems departed the meeting early) and the School Board entered into a closed meeting at 7:08 p.m.



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Individuals Present for Discussion: School Board members with the exception of Ms. Weems who departed the meeting earlier due to illness; Superintendent Spence; Marc A. Bergin, Ed.D., Chief of Staff; 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 7:27 p.m.

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

20. *Vote on Remaining Action Items:* None

21. *Adjournment:* There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 7:28 p.m.

Respectfully submitted:

Dianne P. Alexander, Clerk of the School Board

Approved:

Beverly M. Anderson, School Board Chair



Subject: Personnel Report **Item Number:** 10A

Section: Action **Date:** January 9, 2018

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

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 January 9, 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 JANUARY 2018
ASSIGNED TO THE UNIFIED SALARY SCALE**

2017-2018

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

1/2/2018

Tara N. Little-Johnson Kindergarten Assistant

GLENWOOD

1/2/2018

Kristle M. Lassiter Custodian I, 10 month, night

HOLLAND

12/14/2017

Jeffrey J. Robertson Special Education Assistant

LANDSTOWN

1/2/2018

Aurelio V. Esparaguera Custodian I, 10 month, night

NEW CASTLE

1/3/2018

Jeanette M. Kniseley Special Education Assistant

OCEAN LAKES

1/2/2018

Karen R. Zidow School Administrative Associate I

PARKWAY

1/2/2018

My A. Pham Custodian III, Head Day

PRINCESS ANNE

1/2/2018

Amanda R. Scheel Special Education Assistant

THALIA

1/2/2018

Brooke M. Billings School Office Associate II, 12 month

APPOINTMENTS - MIDDLE SCHOOL**BAYSIDE**

12/14/2017

Monet S. Martin General Assistant

GREAT NECK

1/2/2018

Keisha Murphy Custodian I, 10 month, night

KEMPSVILLE

12/8/2017

Natisha N. Rogers Custodian I, 10 month, night

LANDSTOWN

12/14/2017

Kathleen W. Barnett Special Education Assistant

APPOINTMENTS - HIGH SCHOOL**BAYSIDE**

12/13/2017

Kevonte K. Jeffrey Custodian I, 10 month, night

KELLAM

1/2/2018

Brian K. Parker Custodian I, 10 month, night

1/3/2018

Micah A. Henry Custodian I, 10 month, night

LANDSTOWN

1/2/2018

Greg N. Yon Bookkeeper

TALLWOOD

12/13/2017

Nancy E. Alabaso Custodian I, 10 month, night

APPOINTMENTS - MISCELLANEOUS**OFFICE OF PURCHASING SERVICES**

1/1/2018

Tonya A. Joyner Procurement Specialist I

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

12/18/2017	James B. Wharton, Jr.	Supervisor Maintenance
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RESIGNATIONS - ELEMENTARY SCHOOL**HERMITAGE**

1/2/2018	Alan D. Airth	Custodian I, 10 month, night (career enhancement opportunity)
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JOHN B. DEY

12/20/2017	Jennifer Y. Booth Mericle	Clinic Assistant, .5 (personal reasons)
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WINDSOR OAKS

1/2/2018	Kristen Campbell	Security Assistant (career enhancement opportunity)
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WINDSOR WOODS

12/20/2017	Jennifer L. Taylor	Library Media Assistant (career enhancement opportunity)
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RESIGNATIONS - MIDDLE SCHOOL**KEMPSVILLE**

12/8/2017	Natisha N. Rogers	Custodian I, 10 month, night (personal reasons)
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VIRGINIA BEACH

12/20/2017	John M. Maxey Jr.	Security Assistant (personal reasons)
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RESIGNATIONS - HIGH SCHOOL**LANDSTOWN**

12/19/2017	Margaret E. Tarantino	Cafeteria Manager II (personal reasons)
1/16/2018	Ronnie J. Mills-Wampler	Bookkeeper (career enhancement opportunity)

OCEAN LAKES

11/29/2017	Dorine E. Richie	Special Education Assistant (personal reasons)
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RESIGNATIONS - MISCELLANEOUS**OFFICE OF TRANSPORTATION SERVICES**

12/8/2017	Katie A. Talley	Bus Driver, 5 hours (other)
12/27/2017	Nicola Smith	Administrative Office Associate I (career enhancement opportunity)
12/31/2017	Edward L. Mebane	Bus Driver, 6 hours (death)

RETIREMENTS - ELEMENTARY SCHOOL

NONE

RETIREMENTS - MIDDLE SCHOOL

NONE

RETIREMENTS - HIGH SCHOOL**GREEN RUN**

12/29/2017	Darlene Collins	Custodian I, 10 month, night
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LANDSTOWN

11/30/2017	Pat L. Snowden	Custodian II, night
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RETIREMENTS - MISCELLANEOUS

NONE

OTHER EMPLOYMENT ACTIONS

NONE

**VIRGINIA BEACH CITY PUBLIC SCHOOLS
PERSONNEL REPORT JANUARY 2018
ASSIGNED TO THE INSTRUCTIONAL SALARY SCALE**

2017-2018

<u>SCHOOL</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS</u>
<u>APPOINTMENTS - ELEMENTARY SCHOOL</u>			
<u>COOKE</u> 1/2/2018	Alexa E. Kinzel	Grade 2	Longwood University
<u>FAIRFIELD</u> 1/2/2018	Karen L. Kirkpatrick	Special Education	Old Dominion University
<u>HERMITAGE</u> 12/18/2017	Kelly Smalley	Grade 3	Regent University
1/2/2018	Barbara T. Kitchen	Special Education	Military Ohio State University
<u>INDIAN LAKES</u> 12/18/2017	Sara H. Coggin	Early Childhood Special Education	Old Dominion University
<u>KING'S GRANT</u> 12/19/2017	Katlynn Comer	Grade 5	Old Dominion University
<u>NEWTOWN</u> 12/19/2017	Tara Donahue	Grade 2	Virginia Wesleyan College Military
<u>PRINCESS ANNE</u> 1/2/2018	Sarah K. Stansberry	Special Education	Old Dominion University Department of Behavioral Health and Development Services, VA
<u>SEATACK</u> 1/2/2018	Paula Johnson	Grade 4	Old Dominion University
<u>APPOINTMENTS - MIDDLE SCHOOL</u>			
<u>LARKSPUR</u> 12/14/2017	Anthony C. Kavula	Health and Physical Education	Norfolk State University
12/18/2017	Danielle F. Whitmire	Grade 8 English	Old Dominion University
<u>PRINCESS ANNE</u> 12/19/2017	Patricia A. Simon	Grade 8 English	Old Dominion University
<u>SALEM</u> 12/13/2017	Maria T. Fay	Special Education	SUNY Binghamton, NY
1/2/2018	Kimberly B. LaCroix	Special Education	The College of William and Mary
<u>APPOINTMENTS - HIGH SCHOOL</u>			
<u>BAYSIDE</u> 12/14/2017	Kasey A. Pritchard	Social Studies	Old Dominion University

<u>SCHOOL</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS</u>
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COX

1/2/2018	Taylor M. Montgomery	Social Studies, .8	Old Dominion University
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TALLWOOD

1/2/2018	Brian A. Bundy	Special Education	Old Dominion University
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APPOINTMENTS - MISCELLANEOUS**OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN**

1/2/2018	Lauren K. Blackwell	Speech Language/ Pathologist	Old Dominion University
1/4/2018	Kimberly C. Vick	Program Compliance Support Teacher	Old Dominion University

RESIGNATIONS - ELEMENTARY SCHOOL**GLENWOOD**

1/16/2018	Jennifer M. Carson	Special Education (personal reasons)
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JOHN B. DEY

1/12/2018	Brianna B. Glaspell	Grade 5 (transfer of spouse)
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WHITE OAKS

12/20/2017	Imani R. Moorman	Grade 4 (personal reasons)
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RESIGNATIONS - MIDDLE SCHOOL

NONE

RESIGNATIONS - HIGH SCHOOL**TECHNICAL AND CAREER EDUCATION CENTER**

2/28/2018	Ayaba A. Griffin	Trade and Industrial (health)
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RESIGNATIONS - MISCELLANEOUS

NONE

RETIREMENTS - ELEMENTARY SCHOOL**THALIA**

2/20/2017	Vickie J. Fleming	Grade 2
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RETIREMENTS - MIDDLE SCHOOL

NONE

RETIREMENTS - HIGH SCHOOL**RENAISSANCE ACADEMY**

12/29/2017	Wanda L. Bovender	Social Studies
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RETIREMENTS - MISCELLANEOUS

NONE

OTHER EMPLOYMENT ACTIONS

NONE

VIRGINIA BEACH CITY PUBLIC SCHOOLS
PERSONNEL REPORT JANUARY 2018
ADMINISTRATIVE APPOINTMENTS

2017-2018

SCHOOL/DEPARTMENT

POSITION

APPOINTMENTS - ELEMENTARY SCHOOL

NONE

APPOINTMENTS - MIDDLE SCHOOL

NONE

APPOINTMENTS - HIGH SCHOOL

NONE

APPOINTMENTS - MISCELLANEOUS

NONE



Resolution to Declare School Board Owned Property

Subject: Surplus in Order to Execute Purchase Agreement **Item Number:** 10B

Section: Action **Date:** January 9, 2018

Senior Staff: Mr. Dale R. Holt, Chief Operations Officer, School Division Services

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

Presenter(s): Mr. Anthony L. Arnold, P.E., Executive Director, Facilities Services; and Debra M. Bryan, Associate City Attorney, Virginia Beach City Attorney's Office

Recommendation:

That the School Board authorize the Chairman to execute the attached Resolution and Purchase Agreement between the School Board of the City of Virginia Beach and Franklin Johnston Group Management & Development, LLC (Purchaser”).

Background Summary:

The Purchaser plans to purchase +/- 10.69 acres of property located at 273 North Witchduck Road, Virginia Beach (GPIN: 1467-75-8675) for \$4,500,000. A public hearing on the declaration of this parcel as surplus School Board property is scheduled to be held on December 19, 2017.

Source:

§22.1-129(A)

Budget Impact:

CIP \$4,500,000

**RESOLUTION REGARDING THE SALE OF SCHOOL BOARD PROPERTY
LOCATED AT 273 NORTH WITCHDUCK ROAD**

WHEREAS, the School Board of the City of Virginia Beach (the "School Board") is the owner of a vacant parcel of land consisting of approximately 10.69 acres, located at 273 North Witchduck Road (GPIN 1467-75-8675) (the "School Board Property");

WHEREAS, Franklin Johnston Group Management & Development, LLC ("Franklin Johnston") has offered to purchase the School Board Property and has proposed development of a residential apartment complex (the "Project");

WHEREAS, Virginia Code §22.1-129 allows the School Board to sell real property that it determines it has no future use for, and the School Board has held a public hearing on December 19, 2017 to take public comment on the proposed sale of the School Board Property to Franklin Johnston and retention of the proceeds therefrom; and

WHEREAS, due to the determination that the School Board Property is no longer needed to for educational purposes, and the expected benefits that will be derived from this Project for the citizens of Virginia Beach, the School Board is of the opinion that sale of the School Board Property to Franklin Johnston would be a benefit to all parties.

NOW THEREFORE BE IT RESOLVED that:

1. In accordance with Virginia Code §22.1-129, the School Board finds that it does not have further use for the School Board Property located at 273 North Witchduck Road, GPIN 1467-75-8675 and determines that it should be declared surplus and may be sold.
2. Total amount of compensation to be paid to School Board by Franklin Johnston for this acquisition is \$4,500,000.
3. Should the City Council of Virginia Beach authorize the School Board to retain the proceeds from the sale, the funds shall be allocated towards the School Board's capital improvement program.
4. Additionally, the School Board authorizes the Chair or her designee to execute any and all documents desired and necessary to complete the above-referenced transaction.

Adopted by the School Board of the City of Virginia Beach this 9th day of January 2018

School Board Chair

ATTEST:

Clerk of School Board

PURCHASE AGREEMENT

THIS PURCHASE AGREEMENT (this “Agreement”), is made as of this _____ day of _____, 2018, by and between **The School Board of the City of Virginia Beach, Virginia**, a body politic as set forth in Article VIII, Section 7 of the Constitution of Virginia (“Seller”); and **Franklin Johnston Group Management & Development, LLC**, a Virginia limited liability company and/or assigns (“Buyer”).

RECITALS

A. Seller owns an approximate 10.69 acre tract of land and improvements thereon located at 273 N. Witchduck Road, Virginia Beach, Virginia (GPIN No. 1467-75-8675-0000) (the “Property”), which is more particularly described on the attached **Exhibit A**.

B. Buyer desires to purchase from Seller, and Seller desires to sell to Buyer, all of Seller’s right, title and interest in and to the Property for the purpose of constructing certain buildings, infrastructure, and other improvements associated with a multifamily residential development (the “Intended Use”).

AGREEMENT

For and in consideration of the sum of Ten Dollars (\$10.00) cash in hand paid, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Seller and Buyer agree and covenant as follows:

Article 1.

Sale and Purchase of Property

Section 1.1. Sale and Purchase. Pursuant to the terms and conditions of this Agreement, Seller agrees to sell, and Buyer agrees to purchase the Property, together with all easements, leases, licenses, approvals, permits, rights-of-way, and appurtenances belonging to the Property, provided the same do not render title uninsurable or unmarketable.

Section 1.2. Purchase Price. The purchase price of the Property (the “Purchase Price”) shall be Four Million Five Hundred Thousand and No/100 Dollars (\$4,500,000.00). At Closing (as hereinafter defined) Buyer shall pay in cash or other immediately available funds the Purchase Price less any portion of the Deposit (and any Extension Deposit(s), if applicable) that is to be applied to the Purchase Price at Closing under the terms of this Agreement.

Section 1.3. Deposit. Within five (5) business days after full execution of this Agreement, Buyer shall deposit One-Hundred Thousand and No/100 Dollars (\$100,000.00) (the “Deposit”) with BridgeTrust Title Company (“Escrow Agent”), who shall hold the Deposit in an interest-bearing, federally insured account, with interest accruing on the Deposit to be considered the property of Buyer. Upon the expiration of the Study Period (as hereinafter defined), and so long as this Agreement has not been sooner terminated by Buyer pursuant to the terms hereof, a Twenty-Five Thousand Dollar (\$25,000.00) portion of the Deposit shall become non-refundable to Buyer (except in the case of Buyer’s termination of this Agreement pursuant to Section 2.4, 4.1, 7.1, 8.1, 9.1, or 9.2, below). Upon the expiration of the Approvals Period (as hereinafter defined),

and so long as this Agreement has not been sooner terminated by Buyer pursuant to the terms hereof, the remaining Seventy-Five Thousand Dollar (\$75,000.00) portion of the Deposit shall become non-refundable to Buyer (except in the case of Buyer's termination of this Agreement pursuant to Section 4.1, 7.1, 8.1, 9.1, or 9.2, below). Unless previously distributed in accordance with this Agreement, the Deposit shall be applied to the Purchase Price at Closing.

Section 1.4. Prorations. Buyer and Seller shall prorate and apportion all the following costs and expenses as of the Closing Date (as hereinafter defined) according to their respective periods of ownership of the Property: state and local ad valorem taxes (with any applicable penalties, late fees, or interest accruing thereon being paid by Seller); special or general assessments; utility charges including, but not limited to, water, storm and sanitary sewer charges; and all other items customarily prorated.

Section 1.5. Roll Back Taxes. Seller shall be responsible for any and all rollback taxes applicable to the Property as a result of the transaction contemplated herein.

Article 2. Study Period

Section 2.1. Buyer's Studies/Wetlands Confirmation.

a. **Study Period.** Upon the full execution of this Agreement, and for a period of ninety (90) days thereafter (the "Study Period"), Buyer and its agents may enter and access the Property and perform any tests, evaluations, studies or reports including, without limitation, the following: title examination, appraisal, physical survey, soil borings or testing, compaction tests, environmental inspections, engineering studies, topographic inspections, economic feasibility studies, land planning and engineering, and any other studies or reports Buyer shall deem necessary or desirable in connection with Buyer's contemplated purchase of the Property (collectively, "Studies"). Such tests, evaluations, studies or reports shall be conducted in such a manner as to minimize damage to the Property. Buyer shall maintain commercially reasonable insurance coverage for its due diligence activities naming Seller as additional insured.

b. **Seller's Provision of Studies.** Within ten (10) days after full execution of this Agreement, Seller shall deliver to Buyer all Studies in the possession of Seller or the City of Virginia Beach, including, without limitation, the following: the most recent title policy for and survey of the Property, the organizational and/or governing documents of Seller, any environmental reports performed with respect to the Property, any engineering reports performed with respect to the Property, any wetlands studies, delineations, or determinations performed with respect to the Property, and any documents or agreements affecting or encumbering the Property whether or not they appear in the public land records.

Section 2.2. Indemnification. Buyer shall indemnify, defend and hold Seller harmless from and against all cost, loss, damage and expense, including reasonable attorneys' fees, arising out of any Studies conducted by or at the request of Buyer upon the Property; however, no individual member or manager of Buyer shall be held liable in accordance with the aforementioned indemnification. The indemnification contained in this Section does not include indemnification for loss, cost or expense resulting solely from any unfavorable test results or the discovery of any

undesirable existing conditions on the Property, including, without limitation, any loss resulting from any decrease in the fair market value of all or any portion of the Property, or the inability of Seller to market the Property due solely to any such discovery or unfavorable test results. This Section 2.2 shall survive Closing and/or the earlier termination of this Agreement.

Section 2.3. Termination During Study Period. If Buyer is dissatisfied with the results of any of the Studies for any or no reason, or if Buyer determines, in Buyer's sole discretion, that all or a portion of the Property is unsuitable to Buyer for any reason including, without limitation, economic feasibility, then Buyer may terminate this Agreement on or before the expiration of the Study Period by giving written notice to Seller. In such event, the Escrow Agent shall refund the Deposit to Buyer, and this Agreement shall terminate and become null and void, at which time the parties shall have no further rights or obligations to one another other than those that expressly survive the termination of this Agreement pursuant to the terms hereof.

Section 2.4. Title Objections. Notwithstanding Buyer's right to terminate this Agreement during the Study Period, if Buyer determines there are objectionable matters discovered during a title examination and/or survey of the Property (collectively, "Objections"), then, on or before the expiration of the Study Period, Buyer shall have the right to notify Seller of its Objections in writing. Within ten (10) days after receipt of Buyer's notice, Seller shall elect in writing to either (a) cure the Objections, in which case Seller shall have a reasonable period of time to complete its cure, or (b) not cure all of the Objections. If Seller fails to make an election within such ten (10) day period or elects not to cure all of the Objections, then Buyer may elect to terminate this Agreement by giving Seller written notice thereof within ten (10) days after Seller fails to make an election or Seller's election not to cure the Objection(s), in which event Escrow Agent shall refund the Deposit to Buyer, and this Agreement shall terminate and become null and void. If Buyer does not inform Seller of its election to terminate within the ten (10) day period set forth in the immediately preceding sentence, then Buyer shall be deemed to have waived the Objection(s) and shall thereafter proceed to perform its obligations set forth in this Agreement.

Article 3. Governmental Approvals

Section 3.1. Approvals Period. Seller and Buyer acknowledge that the development of Buyer's Intended Use will require approval by the Virginia Beach City Council of a conditional re-zoning to an appropriate multi-family classification (the "Re-Zoning"), together with other governmental approvals Buyer deems necessary in its sole discretion (including, without limitation, site plan approval and building permits) (the "Approvals"). Buyer shall have a period of one hundred eighty (180) days after the expiration of the Study Period (the "Approvals Period") within which to obtain the Approvals (subject to conditions and/or exactions acceptable to Buyer in Buyer's sole discretion) at Buyer's sole cost and expense. If Buyer is unable to obtain the Approvals (subject to conditions and/or exactions acceptable to Buyer in Buyer's sole discretion) within the Approvals Period then Buyer may elect to terminate this Agreement by giving Seller written notice thereof within five (5) business days after the expiration of the Approvals Period, in which event this Agreement shall become null and void, the parties shall have no further rights or obligations to one another, and the Deposit shall be distributed as follows: a \$75,000 portion of the Deposit shall be returned to Buyer and a \$25,000 portion of the Deposit shall be paid to Seller. If Buyer does not terminate this Agreement within five (5) business days after the expiration of

the Approvals Period, then Buyer shall be deemed to have waived its right to terminate this Agreement pursuant to this Section 3.1. The conceptual site plan proffered by Buyer as part of the Re-Zoning will state that the secondary vehicular access to the Property (abutting real property owned by Seller and identified by City GPIN No. 1467-74-7996-0000) will be secured by a locked gate and will be restricted to fire truck access only.

Section 3.2. Cooperation. Seller and Buyer, and their respective agents, employees and contractors, shall act in good faith and use commercially reasonable efforts to cooperate in the preparation, submission and approval of an application (and other associated materials) for the Re-Zoning and/or the other Approvals. Such cooperation shall include, but not be limited to, the signing and returning of any application or agreement reasonably required to obtain the Re-Zoning and/or other Approvals without unreasonably delay.

Article 4.

Tax Credit Approval Period

Section 4.1. Tax Credit Approval Period. Seller and Buyer acknowledge that the development of Buyer's Intended Use on the Property will require the allocation of low income housing tax credits by the Virginia Housing Development Authority (the "Tax Credits") in an amount and upon terms satisfactory to Buyer in Buyer's sole discretion (the "Tax Credit Allocation"). Buyer shall have until July 1, 2018 (the "Tax Credit Receipt Deadline") to obtain the Tax Credit Allocation. In the event Buyer does not receive the Tax Credit Allocation by the Tax Credit Receipt Deadline, Buyer may elect to terminate this Agreement by giving Seller written notice of termination within five (5) business days after the Tax Credit Receipt Deadline, in which event the entire Deposit will be returned by Buyer, and the parties will have no further rights or obligations under this Agreement. Buyer will not apply for a Tax Credit Allocation in connection with more than eighty percent (80%) of the residential apartment units to be located on the Property.

Article 5.

Conveyance of Property

Section 5.1. Closing. Unless earlier terminated pursuant to the terms hereof, the consummation of the transaction contemplated by this Agreement ("Closing") shall occur on the date that is thirty (30) days after the later to occur of the following (the "Closing Date"): (a) the Tax Credit Receipt Deadline, or (b) the date of expiration of the Approvals Period. Closing shall occur at the offices of Buyer's counsel or the offices of the Escrow Agent or by mail, as Buyer and Seller may mutually agree, and all deliveries required by Seller and Buyer hereunder shall be made to the Escrow Agent, who shall settle the transaction contemplated by this Agreement. Buyer may extend the Closing Date for up to three (3) periods of thirty (30) days each (each an "Extension Period") by delivering to Seller a written notice of extension at least ten (10) days prior to the then current Closing Date, and simultaneously delivering to the Escrow Agent the sum of Fifteen Thousand and No/100 Dollars (\$15,000.00) (each an "Extension Deposit") (which Extension Deposit(s) shall be immediately nonrefundable to Buyer and shall be applied to the Purchase Price at Closing).

Section 5.2. Buyer's Right to Expedite Closing Date. Notwithstanding any other provision contained in Section 5.1, above, Buyer shall have the right to settle this transaction prior to the Closing Date on a date assigned by Buyer, provided that (i) all conditions contained in Article Six of this Agreement have been either satisfied or waived in writing by the party having authority to do so, and (ii) Buyer has given Seller ten (10) days' written notice prior to the new date of Closing.

Section 5.3. Seller's Deliveries at Closing. Unless an earlier date is specified in this Section, on or before the Closing Date, Seller shall, at its own expense, prepare and deliver, in addition to any other document required to be delivered by Seller under the terms of this Agreement, the following to the settlement agent conducting the Closing:

a. Deed and Possession. A duly-executed and authorized special warranty deed conveying the Property to Buyer, as set forth herein, together with possession of the Property, free and clear any liens, encumbrances, or rights of possession (including but not limited to Objections Seller elects to cure but fails to cure prior to closing, and/or title matters arising after the expiration of the Study Period) other than those deemed waived by Buyer pursuant to Article Two, above. Seller shall submit a deed for Buyer's review prior to Closing.

b. Owner's Affidavit. A duly-executed affidavit, in a reasonable form prescribed by the title insurance company used by Buyer, certifying that the Property is not subject to any unrecorded agreements, leases or rights of possession, and that no work has been performed upon the Property prior to Closing that would allow a mechanic's, laborers' or materialmen's lien to attach to the Property.

c. Tax Forms. A duly-executed residency status tax reporting form reasonably required by Buyer, Buyer's title company, or the settlement agent conducting Closing, including, without limitation, Virginia Form R-5 or R-5E, a FIRPTA form certifying Seller is not a "foreign person," as defined by Section 1445 of the Internal Revenue Code, an IRS Form 1099 or 1099-S, and any other forms required to be produced to tax authorities in connection with the transfer of the Property.

d. Seller's Closing Costs. Seller shall pay Seller's attorney's fees, any applicable grantor's taxes, and any prorations due from Seller for the period of Seller's ownership of the Property prior to and including the Closing Date.

e. Authorizations. Prior to Closing, Seller shall deliver (to the extent applicable) certified copies of Seller's organizational documents, resolutions, or other evidence acceptable to Buyer's counsel and its title company demonstrating Seller's authority to convey the Property to Buyer.

f. Miscellaneous Documents. Prior to Closing, Seller shall deliver any other document(s) reasonably required by Buyer's title company or lender to the extent that such documents do not result in (i) material financial obligation(s) to Seller or (ii) Seller having to produce documents not in its possession or control.

Section 5.4. Buyer's Deliveries at Closing. At Closing, and in addition to any other items required to be delivered under the terms of this Agreement, Buyer shall deliver or cause to be delivered to the Escrow Agent the following:

- a. Purchase Price. By wire transfer, certified check, or other immediately-available funds, the balance of the Purchase Price due from Buyer, as adjusted by the amount of the Deposit (and any Extension Deposit(s), if applicable).
- b. Buyer's Closing Costs. In addition to the Purchase Price, Buyer shall pay the cost of recording the deed, any transfer taxes, costs and expenses of Buyer's attorneys, engineers, surveyors, title insurers or other professionals engaged by Buyer in connection with the Studies or other evaluations of the Property.

Article 6. Representations and Warranties

Section 6.1. Seller's Representations. Seller represents and warrants to Buyer as follows with respect to that portion of the Property owned by that Seller:

- a. Authorization. Subject to the approval of the City Council of the City of Virginia Beach which shall be immediately pursued, Seller has the lawful right, power, authority and capacity to sell the Property to Buyer in accordance with the terms of this Agreement, without the approval or authorization of any other party.
- b. Ownership. Seller owns good and marketable fee simple title to the Property, and the Property is not subject to any (i) unrecorded deeds, leases, easements, licenses, or other rights; (ii) rights of parties in possession, other than Seller; or (iii) option contract, right of first refusal, or other contract pursuant to which any other party has any right to purchase an interest in the Property.
- c. Title. Seller shall convey good and marketable fee simple title to the Property to Buyer, free and clear of all liens, leases, encumbrances, judgments, or charges of any kind that are not otherwise accepted by Buyer in writing or waived by Buyer pursuant to Article Two above.
- d. No Agreements Violated. The execution of this Agreement, and the consummation of the purchase contemplated hereby, are consistent with and not in violation of any contract, agreement, or other obligation to which Seller is a party.
- e. Violations of Law. To the Seller's actual knowledge as of the date of this Agreement, there are no current, pending, or threatened actions against the Seller or the Property arising out of the violation or alleged violation of any federal, state or local law, regulation, rule, or ordinance including, but not limited to, any environmental law, subdivision ordinance or zoning ordinance, and Seller represents and warrants there shall be none at closing. As of the date of this Agreement, Seller is unaware of any present or threatened condemnation or eminent domain proceeding affecting the Property.
- f. Environmental Matters.

i. Definitions. When used in this Agreement, the following capitalized terms shall have the following definitions:

1. “Environmental Condition” means any condition including, without limitation, the Release of Hazardous Materials, located on or affecting the Property that could require remedial action or which may result in claims, demands, liabilities, costs or expenses to Buyer.

2. “Hazardous Materials” means asbestos and any and all pollutants, dangerous substances, toxic substances, hazardous wastes, hazardous materials and hazardous substances as referenced or defined in, or pursuant to, any federal, state, local or other applicable environmental law, statute, ordinance, rule, order, regulation or standard in effect on the date hereof including, without limitation, the Resource Conservation and Recovery Act (42 U.S.C. 6901, et seq.), as amended, the Federal Insecticide, Fungicide and Rodenticide Act (7 U.S.C. 135, et seq.), as amended, the Comprehensive Environmental Response, Compensation and Liability act (42 U.S.C. 9601, et seq.), as amended, and the Toxic Substance Control Act (15 U.S.C. 2601, et seq.), as amended.

3. “Notice” means any written, civil, administrative or criminal summons, citation, directive, order, claim, litigation, investigation, proceeding, judgment, letter or other communication from the United States Environmental Protection Agency, the Virginia Department of Environmental Quality, or any other federal, state or local agency or authority, or any other entity or any individual, concerning any intentional or unintentional act or omission which has resulted or which may result in the Release of Hazardous Materials on or into the Property, a violation of an Environmental Law, or otherwise relate to an Environmental Condition.

4. “Release” means placing, releasing, depositing, spilling, leaking, pumping, emitting, emptying, discharging, injecting, escaping, leaching, disposing or dumping.

ii. Representation. Seller represents to its actual knowledge as of the date of this Agreement that (i) there are no Hazardous Materials existing above, on or beneath the Property; (ii) there has been no Release of Hazardous Materials above, on or beneath the Property; (iii) there has been no illegal filling of the Property, nor has the Property been used as a public or private landfill, dump or site for refuse disposal; (iv) no solid waste units, equipment or underground storage tanks have been located on the Property, and (iv) Seller has received no Notice nor is Seller aware of an Environmental Condition affecting the Property.

g. Bankruptcy. No bankruptcy, insolvency, rearrangement, or similar action or proceeding, whether voluntary, is pending or threatened against Seller, and Seller has no intention of filing or commencing any such action or proceeding, and Seller represents and warrants there shall be none at closing.

h. Taxes. Subject to Section 1.5, Seller remains responsible for and shall continue to pay any and all taxes required to be paid in relation to the Property at all times before the Closing Date.

i. Binding Nature. This Agreement constitutes the valid and binding obligation of Seller, and is enforceable in accordance with its terms.

j. Continuing Obligation. The representations, warranties, and covenants set forth in this Agreement constitute the continuing obligations of Seller and shall survive Closing for a period of one (1) year. Prior to the Closing Date, Seller shall take no action which shall cause any of the representations, warranties, or covenants to become misleading in any respect and, if Seller becomes aware of any inaccuracies in the representations, warranties, or covenants set forth herein prior to the Closing Date, it shall immediately notify the Buyer of those inaccuracies and the facts or circumstances surrounding the inaccuracies. Buyer's obligations under this Agreement are contingent upon the representations, warranties and covenant set forth herein being true and accurate as of the date of this Agreement and continuing to be true and accurate as of the Closing Date.

Section 6.2. Buyer's Representations. Buyer represents and warrants to Seller as follows:

a. Authorization. Buyer has the lawful right, power, authority, and capacity to purchase the Property in accordance with the terms, provisions and conditions of this Agreement.

b. No Agreements Violated. The execution of this Agreement, and the consummation of the purchase contemplated hereby, are consistent with and not in violation of any contract, agreement, or other obligation to which Buyer is a party.

c. Binding Nature. This Agreement constitutes the valid and binding obligation of Buyer, and is enforceable in accordance with its terms.

d. Continuing Obligation. Prior to the Closing Date, Buyer shall take no action which would cause any of the representations to become misleading in any respect and, if Buyer becomes aware of any inaccuracies in the representations set forth herein prior to the Closing Date, Buyer shall immediately notify Seller of those inaccuracies and the facts or circumstances surrounding the inaccuracies.

Article 7.

Conditions of Buyer's and Seller's Obligations

Section 7.1. Conditions of Buyer's Obligations. Buyer's obligation to consummate the purchase and sale of the Property on the Closing Date shall be subject to the satisfaction or performance of the following terms and conditions, any one or more of which may be waived in writing by Buyer, in whole or in part, on or as of the Closing Date.

a. The Property shall be free and clear of any liens, encumbrances, or rights of possession arising between the date of full execution of this Agreement and Closing;

b. The physical condition of the Property at Closing shall be substantially the same as the condition of the Property at the time this Agreement is fully executed;

c. Seller shall have fully and completely kept, observed, performed, satisfied and complied in all material ways with all terms and conditions required by this Agreement to be kept, observed, performed, satisfied or complied with by Seller before, on, or as of the Closing Date; and

d. The representations of Seller in this Agreement shall be true and correct in all material respects on and as of the Closing Date except for changes thereto consented to by Buyer under the terms of this Agreement.

If any of the foregoing conditions have not been satisfied or performed as of the Closing Date, Buyer, at Buyer's option, shall have the right to waive one or more of the conditions, in writing, and proceed to Closing without a reduction in Purchase Price, notwithstanding that the conditions have not been satisfied or performed, terminate this Agreement in which case the Escrow Agent will return the Deposit to Buyer, or exercise any of its other rights and remedies set forth in this Agreement.

Section 7.2. Conditions of Seller's Obligations. Seller's obligation to consummate the purchase and sale of the Property on the Closing Date shall be subject to the satisfaction or performance of the following terms and conditions, any one or more of which may be waived in writing by Seller, in whole or in part, on or as of the Closing Date:

a. Buyer shall have fully and completely kept, observed, performed, satisfied and complied in all material ways with all terms and conditions required by this Agreement to be kept, observed, performed, satisfied or complied with by Buyer before, on, or as of the Closing Date;

b. The representations and warranties of Buyer in this Agreement shall be true and correct in all material respects on and as of the Closing Date; and

c. Buyer shall not have terminated this Agreement pursuant to the express terms hereof prior to the Closing Date.

If any of the foregoing conditions (other than Section 7.2.c.) have not been satisfied or performed as of the Closing Date, Seller, at Seller's option, shall have the right to waive one or more of the conditions, in writing, and proceed to Closing, notwithstanding that the conditions have not been satisfied or performed, or exercise any of its rights and remedies set forth in this Agreement.

Article 8. Default and Remedies

Section 8.1. Seller's Default. In the event Seller is in breach of or fails or refuses to perform its obligations under this Agreement, Buyer shall be entitled to exercise, in its sole discretion, any of the following remedies: (a) to purchase the Property notwithstanding such default pursuant to the remaining terms and provisions of this Agreement, in which event such default shall be deemed waived and without a reduction in Purchase Price; (b) to terminate this Agreement, in which event the Escrow Agent shall return the Deposit (and any Extension Deposit(s), if applicable) to Buyer, and Seller shall reimburse Buyer for Buyer's actual out of

pocket fees and expenses incurred in connection with the transaction contemplated by this Agreement; or (c) to pursue specific performance of this Agreement and seek reimbursement for any expenses incurred in connection with the enforcement of this Agreement. Notwithstanding the foregoing, Buyer shall first give Seller ten (10) days prior written notice and an opportunity to cure such default prior to exercising its remedy.

Section 8.2. Buyer's Default. In the event Buyer is in breach of or fails or refuses to perform its obligations under this Agreement, other than its Indemnity obligations as set forth in Article 2, Seller's sole remedy shall be to direct the Escrow Agent to pay to it the Deposit (and any Extension Deposit(s), if applicable) as liquidated damages, in which event this Agreement shall terminate and become null and void. Notwithstanding the foregoing, Seller shall first give Buyer ten (10) days prior written notice and an opportunity to cure such default prior to exercising its remedy.

Section 8.3 Limitation of Liability. Each party shall look solely to the assets of the other as to any rights it may have under this Agreement, and hereby waives any right to assert claims against the member(s) and/or manager(s) of the other party.

Article 9. Condemnation and Casualty

Section 9.1. Condemnation. In the event that any eminent domain proceeding (including a temporary taking) affecting the Property, or any part thereof is commenced by a governmental body or quasi-governmental body, public service corporation, or other entity having the power of eminent domain (a "Condemnation") (which shall include, but not be limited to, the initial approval of such body to proceed with the acquisition of all or a part of the Property by negotiation or eminent domain), Seller shall promptly give Buyer written notice thereof, and Buyer shall have the option: (a) to have sole authority to negotiate the purchase or acquisition price and to receive the award resulting from the Condemnation, in which event such award shall be paid (or if not then received, the right to the award shall be assigned) to Buyer, and this transaction shall be closed in the same manner as if no such condemnation or other taking had occurred; or (b) to reject title to the Property, in which event this Agreement shall terminate, the Escrow Agent shall return the Deposit to Buyer, and neither party shall have any further obligation to the other hereunder. Seller represents and warrants that it has received no notice, nor is Seller aware, of any pending or threatened acts of Condemnation. Seller covenants and agrees not to solicit, request, support, participate in, or otherwise encourage a Condemnation of the Property during the effective period of this Agreement.

Section 9.2. Insurance; Risk of Loss. If all or any portion of the Property is destroyed or damaged by one or more fires, windstorms, hurricanes, hailstorms, floods, explosions, earthquakes or other casualties prior to Closing, Seller shall give Buyer prompt notice thereof, and if such damage or destruction is not fully restored, repaired or replaced by the Closing Date, Buyer shall have the option (a) to receive the insurance proceeds recovered by reason of such damage or destruction, in which event the amount of the recovery shall be paid (or if not then received, the right to receive the same shall be assigned) to Buyer, and this transaction shall be consummated as though no such damage or destruction had occurred; or (b) to reject title to the Property, in

which event this Agreement shall terminate, the Escrow Agent shall return the Deposit to Buyer, and neither party shall have any further obligation to the other hereunder.

Article 10. Miscellaneous

Section 10.1. Governing Law. This Agreement is executed under seal and shall be governed by and construed and enforced in accordance with the laws of the Commonwealth of Virginia, notwithstanding its choice of law rules.

Section 10.2. Assignment. Buyer may assign its rights and obligations under this Agreement without the prior written consent of Seller to any related entity in which Buyer or one of its members or managers is also (i) a member or manager or (ii) a member or manager of the general partner.

Section 10.3. Brokers. Buyer shall be solely responsible for a brokerage commission payable to Bob Thornton of Thalhimer (“Buyer’s Broker”) pursuant to a separate written agreement. Other than Buyer’s Broker, Seller and Buyer warrant that they have not dealt with any other broker, agent or finder that would require the payment of a commission, charge or other compensation. Seller and Buyer shall hold harmless and indemnify each other from and against all claims, costs, expenses or liability (including, without limitation, the cost of counsel fees in connection therewith) for any commissions, charges or other compensation claimed by any agent, broker or finder as a result of the breach of their respective parts of the representations contained in this paragraph (other than Buyer’s Broker).

Section 10.4. Entire Understanding. This Agreement sets forth the entire agreement and understanding between the parties with respect to the transaction contemplated hereby and supersedes all prior or contemporaneous, oral or written agreements, arrangements and understandings between the parties regarding the subject matter hereof. No representation, promise, inducement or statement of intention has been made by Seller or Buyer which is not embodied in this Agreement, the exhibits hereto or the statements, deeds, certificates, schedules or other documents delivered pursuant hereto or in connection with the transaction contemplated hereby.

Section 10.5. Binding Nature. All the terms, representations, and conditions of this Agreement shall be binding upon, and inure to the benefit of and be enforceable by the parties hereto and their respective successors and assigns.

Section 10.6. Waiver or Modification. No waiver by any party of any condition, or the breach of any term, representation or warranty set forth in this Agreement, shall be deemed a waiver of any such term, representation or warranty, unless the same shall be in writing. Any modification or amendment to this Agreement shall be made only by a writing executed by both parties hereto.

Section 10.7. Business Days. If the final day of any period of time set out in any provision of this Agreement falls on a Saturday, Sunday or holiday recognized by the federal government of the United States, then in such case, such period shall be deemed extended to the

next day which is not a Saturday, Sunday or holiday recognized by the federal government of the United States.

Section 10.8. Gender. Words of any gender used in this Agreement shall be held and construed to include any other gender, and words in the singular number shall be held to include the plural and vice versa, unless the context requires otherwise.

Section 10.9. Captions. The captions used in connection with the Sections and subsections of this Agreement are for reference and convenience only and shall not be deemed to construe or limit the meaning of the language contained in this Agreement or be used in interpreting the terms and provisions of this Agreement.

Section 10.10. Counterparts. This Agreement may be executed in two or more counterparts and by PDF and shall be deemed to have become effective when and only when one or more of such counterparts or PDF shall have been signed by or on behalf of each of the parties hereto (although it shall not be necessary that any single counterpart be signed by or on behalf of each of the parties hereto, and all such counterparts shall be deemed to constitute but one and the same instrument), and shall have been delivered by each of the parties to the other.

Section 10.11. Severability. If any provision of this Agreement is held to be illegal, invalid or unenforceable under present or future laws, such provision shall be fully severable, and this Agreement shall be construed and enforced as if such illegal, invalid or unenforceable provision had never comprised a part of this Agreement.

Section 10.12. Notices. Unless otherwise expressed herein, all notices permitted or required hereunder, including changes of address, shall be in writing and shall be given by: (a) an established express delivery service which maintains delivery records; (b) hand delivery; or, (c) certified or registered mail, postage prepaid, return receipt requested. Notices are effective upon receipt, or upon attempted delivery if delivery is refused or if delivery is impossible because of failure to provide reasonable means for accomplishing delivery. The notices shall be sent to the parties at the following addresses, or such different addresses as the parties may, by notice, specify:

Seller: The School Board of the City of Virginia Beach, Virginia
2512 George Mason Drive
P.O. Box 6038
Virginia Beach, Virginia 23456

Copies to: City Attorney
Municipal Center, Building One
2401 Courthouse Drive, Room 260
Virginia Beach, Virginia 23456

Buyer: Franklin Johnston Group Management & Development, LLC
C/o W. Taylor Franklin, Chief Operating Officer
300 32nd Street, Suite 310
Virginia Beach, Virginia 23451

Copy to: Robert P. Beaman III, Esq.
Troutman Sanders LLP
222 Central Park Avenue, Suite 2000
Virginia Beach, Virginia 23462

Section 10.13. Force Majeure. As used in this Agreement, the term “Force Majeure” means any cause beyond the parties’ control including, but not limited to, strikes, lockouts, actions of labor unions, riots, storms, floods, litigation, explosions, acts of God or the public enemy, acts of government, insurrection, mob violence, civil commotion, sabotage, terrorism, malicious mischief, vandalism, inability (notwithstanding good faith efforts) to procure, or general shortage of, labor, equipment, materials, facilities, or supplies in the open market, defaults of independent contractors or subcontractors (provided that remedies are being diligently pursued against the same), failures of transportation, fires, other casualties, epidemics, quarantine restrictions, freight embargoes, or severe weather. In the event of any Force Majeure that results in a delay in the performance of either party’s obligations under this Agreement, the time period specified for such performance shall be extended by one (1) day for every day of delay resulting from Force Majeure.

Section 10.14. Escrow Agent. The duties of Escrow Agent in its capacity as an escrow agent for the Deposit are only those as are herein specifically provided and Escrow Agent shall incur no liability whatsoever in the performance of said duties, except for acts of bad faith, negligence or willful disregard of this Agreement. Seller and Buyer hereby release Escrow Agent from any act done or omitted to be done by Escrow Agent in good faith in the performance of its duties hereunder. Seller and Buyer shall indemnify and hold Escrow Agent harmless against all costs, damages, fees, expenses and liabilities which, in good faith, Escrow Agent may incur in connection with its duties as escrow agent under this Agreement.

[Remainder of this page intentionally left blank. Signature pages to follow.]

IN WITNESS WHEREOF, the parties execute this Agreement as of the date set forth above:

SELLER:

THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH, VIRGINIA, a body politic as set forth in Article VIII, Section 7 of the Constitution of Virginia

ATTEST:

Dianne P. Alexander
Clerk of School Board

By: _____
Beverly M. Anderson
School Board Chair

Date: _____

BUYER:

**FRANKLIN JOHNSTON GROUP
MANAGEMENT & DEVELOPMENT, LLC**,
a Virginia limited liability company

By: _____
Manager

Date: _____

By: _____
Manager

Date: _____

Exhibit A

Legal Description

ALL THAT certain lot, tract or parcel of land together with the improvements thereon, situate, lying and being in the City of Virginia Beach, Virginia, designated and described as “Parcel-A2” on that certain plat entitled “SUBDIVISION OF PARCEL-A RESUBDIVISION OF PROPERTY OF THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH, VIRGINIA, INCLUDING THE CAREER DEVELOPMENT CENTER, CENTER FOR EFFECTIVE LEARNING AND SCHOOL PLANT (M.B. 212, PG. 95)”, dated November 17, 2008, Scale 1” = 100’, prepared by McKim & Creed, and recorded in the Clerk’s Office of the Circuit Court of the City of Virginia Beach, Virginia as Instrument Number 20090507000504720.



Subject: Green Run Collegiate Comprehensive Evaluation **Item Number:** 11A

Section: Information **Date:** January 9, 2018

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

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

Presenter(s): Dr. Donald E. Robertson, Jr. and Mr. Robert A. Veigel

Recommendation:

That the School Board receive the Green Run Collegiate Comprehensive Evaluation.

Background Summary:

According to School Board Policy 6-26, "All new programs will be evaluated for a minimum of two years. Programs that have been designed to take more than two years to fully implement will also be evaluated during the year in which the program reaches full implementation." On September 7, 2016, the School Board approved the 2016-2017 Program Evaluation Schedule, in which Green Run Collegiate was recommended for a comprehensive evaluation during the year of full implementation across grades 9 through 12. The comprehensive evaluation focused on the implementation of the program based on the School Board approved charter school application in regards to student application and selection, staff selection and professional learning, program components, and parental involvement; accomplishment of the program's goals and objectives; program effectiveness; and cost. In addition, recommendations for the program are included.

Source:

School Board Policy 6-26
School Board Minutes September 7, 2016

Budget Impact:



Green Run Collegiate: Comprehensive Evaluation

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

Comprehensive Evaluation
January 2018



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

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Executive Summary

The Virginia Beach City Public Schools (VBCPS) School Board approved the Green Run Collegiate (GRC) charter school application on April 9, 2013 for implementation during 2013-2014 beginning with ninth grade. During 2016-2017, GRC reached full implementation across grades 9 through 12. As dictated by School Board Policy 6-26, a comprehensive evaluation was conducted during the year of full implementation in 2016-2017. The purpose of this comprehensive evaluation was to assess the extent to which the charter school was implemented according to the School Board approved charter application. The evaluation utilized a mixed-methods design to collect both quantitative and qualitative information about the school's operation during 2016-2017 and compared the information gathered to the charter application. This comprehensive evaluation focused on the implementation of GRC, as well as addressing the extent to which the program goals and objectives were met. Additionally, information about actions taken regarding the year-two evaluation recommendations that were approved by the School Board on November 17, 2015 is included.

Key Evaluation Findings

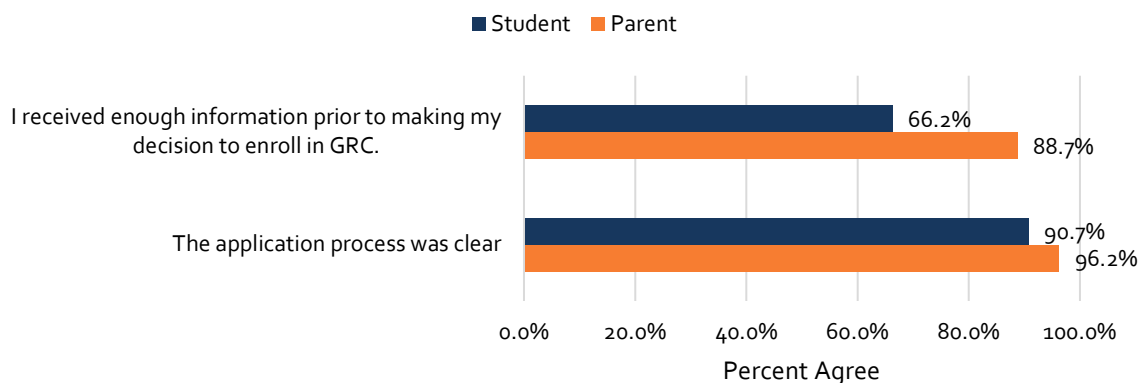
Actions Taken as a Result of the Recommendations from the Year-Two Implementation Evaluation

- The School Board approved three recommendations that were made as a result of the year-two implementation evaluation in 2014-2015. The first recommendation was to continue GRC with modifications, the second recommendation was for GRC to find innovative ways to encourage parental involvement in the GRC learning community, and the third recommendation was for GRC to revise the goals and objectives to align them with the current program of study and coursework.
- During the 2016-2017 school year, GRC offered various parental involvement opportunities, which included social nights, student exhibits, and IB workshops.
- The Green Run Collegiate Governing Board and GRC leadership worked in collaboration with the Office of Research and Evaluation lead evaluator to review the goals and objectives and alignment with the program components. Goals and objectives were revised based on how the program functioned at GRC. Revisions were approved by the GRC Governing Board in September 2016.

Student Application and Selection Process

- A marketing campaign included the development of a GRC brochure to be used throughout the division and community to recruit students.
- Green Run Collegiate continued with marketing initiatives including GRC staff and student visits to middle schools, tours of the campus for potential students, presentations by GRC staff to middle school guidance counselors and gifted resource teachers, and engagement with the Office of Media and Communications to highlight achievements at GRC.
- Information nights were held at GRC to allow students and parents to interact with staff and to obtain information about the GRC program of study.
- Green Run Collegiate selected 150 students by lottery to enroll in the ninth-grade class.

Student and Parent Perceptions of Application and Selection Process



- Students who attended GRC's ninth-grade class came from all VBCPS middle school attendance zones, with the largest percentage of students coming from Larkspur, Plaza, and Corporate Landing middle schools.
- The largest percentage (48%) of the ninth-grade class came from Green Run High School's attendance zone.
- Ninth-grade students at GRC had slightly higher average scale scores on 63 percent of the SOL tests taken when they were in eighth grade compared to all VBCPS eighth graders.
- As of September 30, 2016, 365 students were enrolled at GRC. A higher percentage of GRC students were African American students (44%) and economically disadvantaged students (46%) compared to all other high school students. The rates for military-connected youth were similar when compared to all VBCPS high school students (15%).

Staff Selection Process and Professional learning

- There were 33 staff positions at GRC during 2016-2017, which included 4 English teachers, 5 mathematics teachers, 5 science teachers, 5 social studies teachers, 4 world language teachers, 2 health/PE teachers, 1 AVID instructor, 1 art teacher, 1 ED/LD teacher, 1 drama teacher, and 1 school counselor. Additionally, a .5 FTE gifted resource teacher was utilized by GRC along with two teachers at .2 FTE (band and instrumental).
- Green Run Collegiate staff members were predominately Caucasian (85%), female (79%), and more likely to be new to VBCPS than all division high school teachers. Additionally, a slightly higher percentage of GRC instructional staff had advanced degrees.

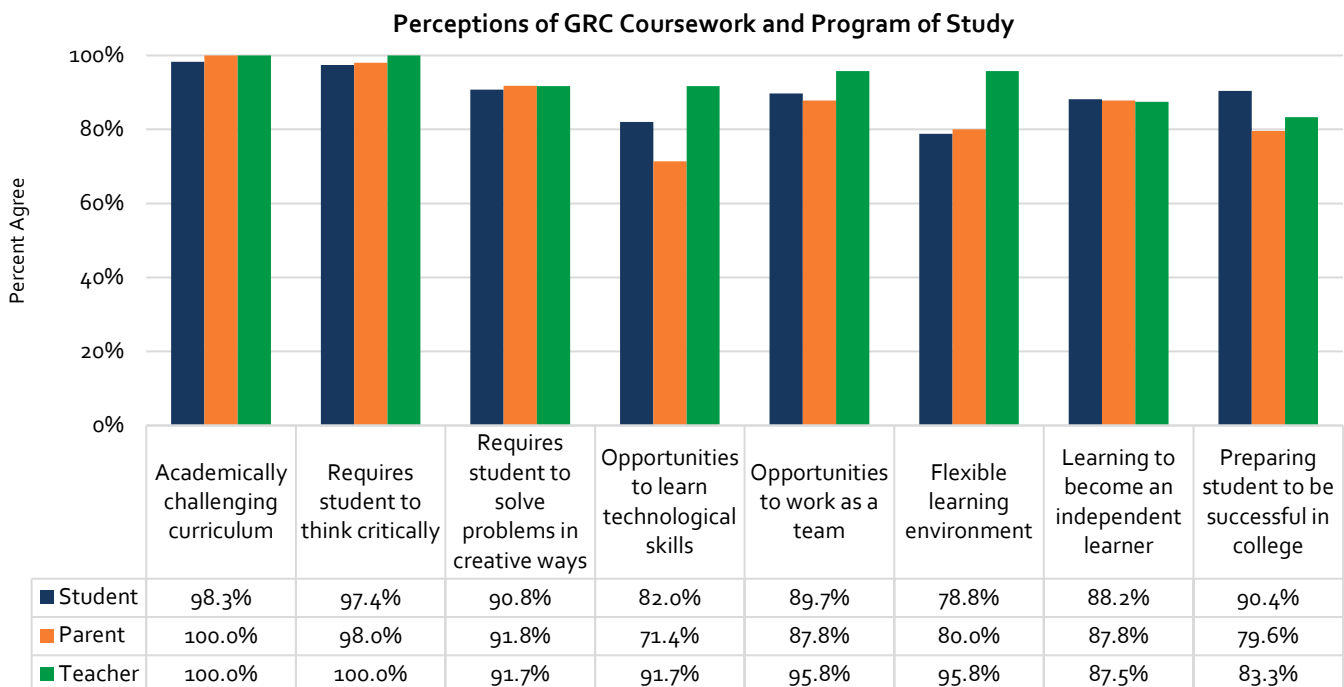
Instructional Staff Characteristics and Qualifications

Instructional Staff Characteristics and Qualifications	GRC (N=33)	VBCPS High School (N=1,333)
Percentage With Advanced Degrees	55.9%	54.0%
Percentage New to VBCPS	23.5%	8.3%
Average Years of Experience	10.7	15.3

- All GRC teachers were VBCPS employees and were required to participate in the school division's required Professional Learning Program requirements.
- All GRC teachers received extensive professional learning to implement the International Baccalaureate (IB) and the AVID programs. From 86 to 100 percent of teachers found these professional learning sessions useful.

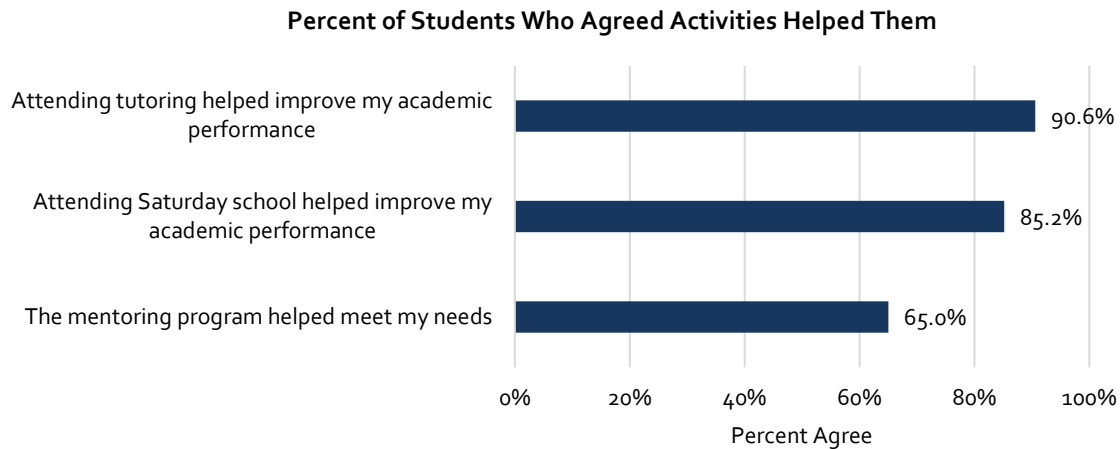
Green Run Collegiate Program Components

- The curriculum during the fourth year of operation included the International Baccalaureate Middle Years Program® (MYP) for ninth- and tenth-grade students.
- The IB Diploma Program and the IB Career Certificate Program were available for students in eleventh and twelfth grade.
- Students who did not participate in the IB Diploma Program or the IB Career Certificate Program could earn an IB course completion certificate that was an endorsement on their advanced studies diploma.
- Although the approved charter application indicated that all students would participate in AVID, students were encouraged, rather than required, to enroll in the AVID course.
- While all students were exposed to AVID strategies that were embedded in the curriculum throughout GRC in a schoolwide approach, 31 percent of GRC students chose to enroll in the AVID elective course during 2016-2017. Of the students who chose to enroll in the AVID course, 66 percent of students indicated that it was helpful.
- A majority of students (77%), parents (77%), and teachers (85%) agreed that the students and teachers worked together to develop personalized learning plans. Additionally, 76 percent of student, 69 percent of parents, and 85 percent of teachers agreed that updates to the personalized learning plans occurred during the year.
- When asked, 58 percent of teachers indicated that the implementation of GRC during the fourth year was well organized.
- Student, parent, and teacher perceptions of the coursework and GRC program of study were positive overall with at least 71 percent of survey respondents agreeing with survey statements.



- As planned, GRC offered various student opportunities such as after-school and summer tutoring, Saturday sessions, mentoring programs, and extracurricular activities.

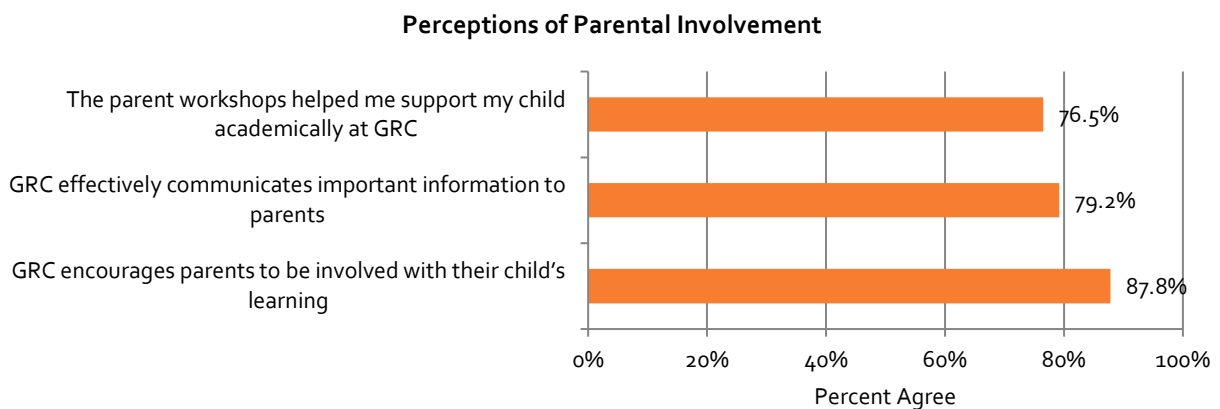
- A majority of students agreed that tutoring (91%), Saturday sessions (85%), and the mentoring program (65%) helped their academic performance and met their needs.



- Overall, 76 percent of students, 77 percent of parents, and 70 percent of teachers were satisfied with their experience at GRC.

Parent Involvement

- As specified in the approved charter application, GRC was to have active parent involvement with an emphasis on parents understanding the importance of a college education and how to prepare students for college.
- Although the parent response rate on the survey was low at 16 percent, their responses provided an indication of their level of involvement in school-based activities. Of the 55 parent survey respondents, 47 percent indicated that they attended parent workshops. Parents who did not attend were asked why they did not attend. Of the 13 parents who did not attend and responded to the survey question, 62 percent cited “scheduling issues” and 31 percent cited “communication issues.”
- The events with the highest number of attendees were for events that involved both parents and students such as open house with 144 parents in attendance or the “tailgate” with 188 parents in attendance.
- A majority of the respondents to the parent survey indicated that parent workshops helped them support their child, which GRC effectively communicates important information to parents, and that GRC encourages parental involvement.



Progress Towards Meeting Goals and Objectives

- Goals and objectives for GRC were outlined in the approved charter application, and several goals and objectives were revised after the year-two evaluation to better align with the operation of the program. A total of 9 goals and 38 objectives were examined.
- All students at GRC during 2016-2017 were enrolled in rigorous IB coursework.
- Overall, 97 percent of GRC students passed their courses. When examining course grades, passing rates for specific courses ranged from 92 to 100 percent.
- According to the VDOE On-Time Graduation report, 100 percent of students graduated indicating that they completed all necessary coursework and passed all required assessments (SOL and IB).
- Approximately 73 percent of graduating GRC students earned an Advanced Studies Diploma while 4 percent earned an IB Diploma.
- At GRC during 2016-2017, 3 graduates earned an IB Diploma, 4 graduates earned an IB Career Certificate, and 41 graduates earned an IB certificate of course completion.
- When data were examined for subgroups at GRC and the division, GRC had higher percentages of military-connected students (73%) and African American students (76%) earning advanced degrees.
- Overall, 50 percent of students in grades 11 and 12 indicated that they received counseling services focused on college financing options. When examined by grade level, 30 percent of eleventh graders and 67 percent of twelfth graders indicated that they received services focused on financing college.
- Overall, 77 percent of students who graduated from GRC in 2017 enrolled in college the fall immediately after graduating which was higher than the division's percentage (60%). Fifty-seven percent (57%) enrolled in a 4-year institution and 19 percent enrolled in a 2-year institution.
- It was expected that all GRC students would complete the courses required annually in the IB MYP program. Of the students who had final grades in the MYP coursework at GRC, 95 percent completed all IB MYP coursework with a passing grade. Additionally, when grades in IB coursework were examined for eleventh and twelfth graders, 96 percent of students received a passing grade.
- Across all 2017 mathematics SOL assessments, a total of 89 percent of GRC students earned a pass proficient or pass advanced score. Ninety-five percent (95%) of students who took the Algebra II assessment passed, while 84 percent of students who took the Geometry assessment passed.
- On the science assessments, passing rates were similar with 95 percent passing Biology, 95 percent passing Earth Science, and 90 percent passing Chemistry for a combined science passing rate of 93 percent.
- Ninety-five percent (95%) of GRC students passed the VA & US History assessment, 75 percent passed World History I, 94 percent passed World History II, and 92 percent passed World Geography for a combined History passing rate of 94 percent.
- Almost all students passed the reading assessment (99%), and 100 percent passed the writing assessment.
- Green Run Collegiate students outperformed their counterparts across the division on all SOL tests except for Chemistry, World History I, and World Geography. It should be noted that GRC students' passing rates were within five percentage points of the division's passing rates for those exams and two (Chemistry and World Geography) were above 90 percent.

- A total of 48 GRC students sat for IB exams during 2016-2017; of the 169 exams attempted, 73 percent received a passing score.
- During the 2016-2017 school year, the average attendance rate for GRC students was 96 percent, which was higher than the revised target of 95 percent and was higher than the division's rate (94%).
- During 2016-2017, a higher percentage of tenth and eleventh grade students from GRC met college and career readiness benchmarks on the PSAT when compared to the division.
- When SAT results were analyzed, students at GRC had lower percentages of students meeting the college and career readiness benchmarks when compared to the division. However, African American students at GRC had higher percentages of students who scored at or above the college and career readiness benchmarks on both sections of the SAT (Mathematics and Reading) when compared to the division.
- Based on matched groups analyses of students at GRC and a comparable group of students throughout the division, GRC students enrolled in a greater number of advanced courses (e.g., IB/AP), they performed significantly better on the Algebra II SOL test, they were more likely to indicate that they planned to attend a four-year college, and they were more likely to enroll in college.
- Of the GRC graduates who had attended GRC in grades 9 through 12, 83 percent enrolled in college the fall after high school graduation compared to 63 percent of graduates in the comparison group.
- Results from the matched groups' analyses also showed that there was no statistically significant difference between GRC and similar students' on-time graduation rates, the percentage of students earning an advanced diploma, performance on reading, writing, and Geometry SOL tests, and performance on PSAT and SAT assessments.

Green Run Collegiate Costs

- GRC secured two grants (21st Century and Charter School Support Grant) for 2016-2017 totaling \$145,348 to offset the cost of after-school tutoring, transportation, and instructional supplies.
- The total costs during the fourth year of implementation in 2016-2017 (\$3,485,211) were approximately \$421,591 less than the planning budget (\$3,906,802) in the approved charter application.

Recommendations and Rationale

Recommendation #1: Continue Green Run Collegiate Charter School with modifications noted in Recommendations 2 through 5. (Responsible Group: GRC Governing Board)

Rationale: Continuing GRC with modifications is recommended because 2016-2017 was GRC's first year of full implementation in grades 9 through 12. Green Run Collegiate enrolled students who would not typically have the opportunity to attend a rigorous college preparatory program with IB components. Course enrollment data showed that 100 percent of students at GRC were enrolled in a rigorous IB coursework during 2016-2017. Additionally, when students were asked why they enrolled in GRC, 35 percent of students mentioned "opportunity" and 34 percent of students mentioned "rigorous" coursework that would allow them to pursue higher education. Academic data from SOL results showed that GRC had higher passing rates than students from Green Run High School. When compared to the division, GRC had higher passing rates on 73 percent of the SOL assessments. Furthermore, when degree attainment was examined, GRC had a higher percentage of students earn the advanced studies or IB diploma (77%) when compared to Green Run High School (36%) and the division (62%). Additionally, based on matched groups analyses of students at GRC and comparable students throughout the division, GRC students enrolled in a greater number of advanced courses (e.g., IB/AP), they performed significantly better on the Algebra II SOL test, and they were more likely to indicate that they planned to attend a four-year college. However, there were decreases in perception data from the prior year evaluations in multiple areas that were examined, including the mentoring and Personalized Learning Plan components.

Recommendation #2: Increase the number of students who are taking advantage of and successfully completing the rigorous IB programs (Diploma and Career pathways) offered to them at GRC. (Responsible Group: GRC Governing Board)

Rationale: Increasing the number of students who are taking advantage of and successfully completing the IB Diploma Program and IB Career Program pathways is recommended because it was a central focus of the charter application. As stated in the charter application and the goals and objectives, it was the expectation that 100 percent of students would obtain an IB Diploma. Degree attainment was examined and approximately 96 percent of GRC students earned a degree that was attainable at any VBCPS comprehensive high school (standard diploma or advanced studies diploma). When division Navigational Markers were examined, almost all students at GRC were enrolled in rigorous courses. However, only ten students enrolled in the IBDP and of those students, 30 percent met the requirements to earn the IB Diploma, while eight students were enrolled in the IBCP program with 50 percent of those students earning the IBCP Certificate in conjunction with an advanced studies diploma. Overall, 26 percent of GRC students enrolled in the IB programs, and of those 18 students who enrolled, 39 percent met the requirements set forth by IB and VBCPS to earn that distinction. It should be noted that 41 students who earned the advanced studies diploma also earned the IB certificate of course completion; this is a distinction that signifies that students completed IB coursework and sat for IB exams, but did not enroll in the IBDP or IBCP pathway.

Recommendation #3: Ensure that students are receiving multiple opportunities for counseling services focused on college financial assistance as specified in Goal 2, Objective 3 of the charter school application. (Responsible Group: GRC Governing Board)

Rationale: Ensuring that students receive multiple opportunities for counseling services designed to support financing college is recommended to assist students with their plans for college enrollment. Students were asked on the survey if they received counseling services focused on financial options to attend college. Overall, 50 percent of student in grades 11 and 12 indicated that they received those services. When examined by grade level, 30 percent of eleventh graders and 67 percent of twelfth graders indicated that they received those services. While the IB

coordinator at GRC has stated that all students received services as part of GRC's program components, additional targeted efforts with multiple opportunities for juniors and seniors to learn about college financing options is needed.

Recommendation #4: Review the mentoring and Personalized Learning Plan processes and modify them as needed to ensure that these program components are maximizing students' potential to meet their goals. (Responsible Group: GRC Governing Board)

Rationale: Reviewing the mentoring and PLP processes and modifying them as needed is recommended because these are hallmarks of GRC as the school was originally designed, and survey data around both of these components demonstrated declines in perceptions among students and teachers from the 2014-2015 school year. When asked if the mentoring program met students' needs, 65 percent of students, 79 percent of parents, and 52 percent of teachers agreed that it met students' needs. Further, there were substantial drops in agreement levels in year four compared to year two (e.g., 20% decline for students, 48% decline for teachers, and 11% decline for parents). Students' and parents' agreement levels regarding mentoring were the lowest they have been across all evaluations. When asked if they developed a PLP, 77 percent of students agreed that they had developed one with their mentor which was a decline of approximately 18 percentage points from the year-two evaluation. Students were also less likely to agree that they updated their PLP with their mentor throughout the year (13% decline from 89% in year two to 76% in year four). When teacher results were examined, there was a 15-percentage point decrease in agreement levels regarding developing a PLP with students and updating it throughout the year (100% in year two to 85% in year four for both survey items). Additionally, while the parent agreement levels regarding the PLP were the highest they have been since implementation, no agreement level was above 77 percent. While the GRC Head of School ensures these activities are occurring, adjustments to these components may be needed to maximize GRC students' pathway planning to become college or career ready.

Recommendation #5: Conduct an evaluation update during 2017-2018 based on an additional cohort of students progressing through GRC. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: Because a large percentage of the program's terminal goals and objectives (i.e., graduation rate, degree attainment, college plans) were evaluated with only one graduating cohort, conducting an evaluation update is recommended to monitor the progress of additional GRC cohorts. Further evaluation will allow for the identification of trends in graduation rates, IB exam completion, degree attainment, and college/career data. College enrollment data will also be collected to determine if GRC students' plans to attend a four-year college align with data on actual college attendance. Additional monitoring will also allow for continued assessment of areas where there was a decline in student and teacher perceptions in 2016-2017 compared to the year-two implementation evaluation in 2014-2015. With the decreases in perception data, it is important to continue to monitor the student and staff perceptions and the functioning of program elements such as the Personalized Learning Plan, whole school AVID implementation, and mentoring for continuous improvement efforts.

Introduction

Background

In June 2012, the concept of a school designed to offer an academically rigorous college preparation program targeting military-affiliated students, at-risk students, and economically disadvantaged students was presented to the School Board of Virginia Beach City Public Schools (VBCPS). The school would offer the International Baccalaureate (IB) Program along with a schoolwide Advancement Via Individual Determination (AVID) program, and the plan called for the school to operate as a public charter school, the first of its kind in Virginia.

The charter school application for Green Run Collegiate (GRC) was presented to the Virginia Board of Education's (VBOE) Charter School Committee on February 27, 2013 prior to being submitted to the local School Board as required by the Code of Virginia. The VBOE Charter School Committee discussed the application and determined if the application met the Board's approval criteria, although it was not the responsibility of the committee or the VBOE to approve or disapprove the application. At the March 28, 2013 meeting of the VBOE, the Board unanimously approved the Charter School Committee's recommendation that the GRC application met all applicable Board of Education charter school application criteria. Subsequently, on April 9, 2013, the GRC charter school application was presented to the VBCPS School Board and unanimously approved for implementation during 2013-2014 with its first ninth-grade class. Full implementation across grades 9 through 12 was achieved during the 2016-2017 school year.

In addition to the charter school application, which serves as an agreement between the charter school and VBCPS, an additional Green Run Collegiate Charter Agreement was approved by the School Board on April 22, 2014 to provide further clarification of the duties and conditions of each party.

The School Board received the year-one implementation evaluation on October 4, 2014. Furthermore, on October 21, 2014, the School Board approved four recommendations for the 2014-2015 school year including continuing GRC, increasing opportunities for parental involvement, implementing a more systematic approach to the personalized learning component, and continuing to build the school-based

mentoring program. The year-two evaluation was presented to the School Board on November 4, 2015 and contained three recommendations including continuing GRC, finding innovative ways to encourage parental involvement in the learning community, and revising goals and objectives to match the current program of study. The recommendations from the year-two evaluation were approved on November 17, 2015.

Purpose

This evaluation provides the VBCPS School Board and the Superintendent with information about GRC's final year of implementation. In addition, the GRC Governing Board will receive the report for their continuous improvement efforts. Because the charter school receives local funding from VBCPS for operation, this evaluation during the program's year of full implementation is required by School Board Policy 6-26. The comprehensive evaluation focuses on the implementation of the program based on the School Board approved charter school application. The comprehensive evaluation includes information regarding student enrollment, staff selection and professional learning, curriculum and opportunities provided as part of the program of study, parent involvement, progress towards meeting goals and objectives, and cost as well as actions taken to address School Board recommendations from the year-two evaluation.

Program Overview

Green Run Collegiate operates as a public charter school that affords the school the option of providing more innovative instructional programs or distinctive curricula while still being held accountable by Virginia for improved student achievement. The curricula is based on the International Baccalaureate philosophy delivered through the Middle Years Program (MYP) at grades nine and ten and the IB Diploma Program (IBDP) or the IB Career-Related Certificate Programs (IBCP) at grades eleven and twelve. Support is provided to students through the implementation of the AVID program. Based on the charter school application, GRC is focused on college and career readiness and preparing students with the skills to be 21st century learners, workers, and citizens in support of the VBCPS strategic plan. According to the approved application, it was also designed to provide a more personalized learning environment for students; provide extended learning opportunities for students through mentoring, community service, or modified

school calendars; and ensure active parental involvement.

The status of the IB and AVID programs is established through authorization and review visits. The IB and AVID authorization visits are conducted by professionals from the respective programs to ensure fidelity to the educational curriculum and philosophies by GRC administrators and instructional staff. It should be noted that GRC is the only school in the greater Hampton Roads area that has been awarded IB world school status with full authorization to offer the IB MYP, IBDP, and the IBCP.

Program Goals and Objectives

As part of the GRC charter school application, goals and educational objectives were outlined. Performance-based goals in several areas were required in the charter school application including (1) student academic proficiency, (2) student academic growth, (3) academic gaps in both proficiency and growth between major student subgroups, (4) attendance, (5) recurrent enrollment from year to year, and (6) postsecondary readiness. Measurable objectives for each of these areas were included in the charter application as well as additional goals and objectives for the school.

Evaluation Design and Methodology

Evaluation Design

The purpose of the evaluation was to assess the extent to which the charter school was implemented according to the charter application approved by the School Board. The evaluation utilized a mixed-methods design to collect both quantitative and qualitative information about the school's operation during 2016-2017 and compared the information gathered to the charter application. This comprehensive evaluation focuses on the implementation of the Green Run Collegiate Charter School, as well as addresses the extent to which program goals and objectives were met. In addition, actions taken to address School Board approved recommendations from the year-two implementation evaluation are included. Furthermore, matched groups analyses using propensity score matching were conducted to assess GRC's effectiveness in terms of

academic, college preparation, and behavioral outcomes.

Evaluation Questions

Evaluation questions for this report were derived from a review of School Board policy related to comprehensive evaluations, the approved Green Run Collegiate Charter School application, and various GRC documents. The second-year evaluation questions were as follows:

1. **What actions were taken as a result of the recommendations from the year-two implementation evaluation (November 2015)?**
2. **Did the student application and selection process follow the approved process?**
 - a. How was the school marketed?
 - b. What was the student application and selection process, including how many students applied, were accepted, and enrolled?
 - c. What were the characteristics of students enrolled in GRC?
 - i. What were students' demographic characteristics (e.g., gender, ethnicity, economic status, military connectedness)?
 - ii. What were students' prior academic achievement levels?
 - iii. What middle schools did students attend prior to GRC?
 - iv. What high schools were GRC students zoned to attend?
 - v. Why did the students enroll in GRC?
3. **Did the GRC staff selection process and professional learning follow the approved process?**
 - a. What was the process and criteria for selecting GRC staff, and what were their qualifications?
 - b. What professional learning did the GRC staff receive?
 - c. What was the teachers' role in the instructional process?
4. **Did the GRC program components follow the approved plan?**
 - a. What was the program of study?
 - b. What was the GRC curriculum and what courses were offered?
 - i. Was the IB component implemented as specified in the approved plan?

- ii. Was the AVID component implemented as specified in the approved plan?
 - c. Was the Personalized Learning Plan (PLP) component implemented as specified in the approved plan?
 - d. What opportunities did GRC provide for students (e.g., mentoring, community service, field trips, Saturday sessions, project-based learning, extracurricular)?
- 5. Was the parent involvement component implemented as specified in the approved plan?**
- a. What parent involvement activities were offered and to what extent did parents participate in the proposed activities?
- 6. To what extent were GRC's goals and objectives, identified in the approved charter application, met?**
- a. What were the program goals and objectives and how did GRC students perform?
 - b. How did GRC students perform compared to a similar matched group of students?
- 7. What was the cost of GRC to VBCPS and how did it compare to the approved budget?**

Instruments and Data Sources

Multiple instruments and data sources were used to gather data throughout 2016-2017. Qualitative data were obtained through open-ended survey questions and interviews. Quantitative data were gathered through electronic databases (e.g., VBCPS data warehouse), survey responses, and data collection forms. The Department of Planning, Innovation, and Accountability evaluators employed the following data collection methods:

- Examined the approved Green Run Collegiate Charter School application (March 29, 2013) and GRC program documentation.
- Conducted informational meetings with the GRC Head of School, IB coordinator, and the Governing Board when needed.

- Collected program-related data from the GRC Head of School and other staff involved in the implementation of GRC.
- Collected staff qualification data from the Department of Human Resources and GRC.
- Collected data from the VBCPS data warehouse related to student enrollment and demographic characteristics, as well as students' academic progress in courses, on Standards of Learning (SOL) tests and other assessments, graduation status, and postgraduation plans.
- Administered surveys to GRC students, parents, and staff.
- Collected budget and cost information from the Department of Budget and Finance.

Surveys

The Department of Planning, Innovation, and Accountability invited GRC students, parents, and staff to complete a survey regarding their perceptions of GRC. For this evaluation, the evaluators used the following survey instruments:

- **Student Survey** – An instrument gauged all GRC students' perceptions of their experience. The survey included closed-ended statements about the application process, the admissions process, the program, coursework, participation in program components, and other aspects of GRC. The survey also included open-ended questions where comments were solicited. Students in twelfth grade had additional questions administered as a senior exit survey. Ninety-three (93) students identified themselves as twelfth grade students and 75 of the twelfth grade students (81%) responded to the senior exit survey portion. Students were asked why they enrolled in GRC, why they would not be returning to GRC (if they had indicated this to be the case), what they gained from GRC enrollment, and improvements they would suggest for GRC. Three hundred and sixty-five (365) GRC students completed an online survey between April and May 2017. No identifying information about the students was collected on the survey. Student respondents represented 100 percent of the GRC student enrollment at the time of the survey (n=343). The number of surveys completed exceeded the number of students at the time of the survey due to an error made during the survey

administration at the campus level where some students were administered the survey more than once.

- **Parent Survey** – An instrument assessed parents’ perceptions of GRC. The survey included closed-ended statements about the application process, the program, coursework, student’s participation in program components, parents’ participation in meetings/events, and other aspects of their child’s experience in GRC. The survey also included open-ended questions where comments were solicited. Parents were asked why they enrolled their child in GRC, the ways they were involved with their child’s education, what topics were addressed in meetings/events (if they indicated they attended meetings/events), why they did not attend meetings/events (if they indicated they did not attend any), why their child(ren) would not be returning to GRC for the next year (if they had indicated this to be the case), what their child gained from GRC enrollment and activities, and improvements they would suggest for GRC. Parents of GRC students who were enrolled at GRC during the time of survey received a survey; it should be noted that some parents had multiple students at GRC and were asked to complete one survey only. Parents received a survey link in their email that was on file with GRC (n=326). Parents who did not have an email address (n=15) available received the survey through the United States Postal Service with directions to return completed surveys using enclosed postage-paid envelopes to the Department of Planning, Innovation, and Accountability no later than April 28, 2017. A total of 55 parents responded to the survey, representing approximately 16 percent of the GRC parents surveyed (n=341).

- **Instructional Staff Survey** – An instrument measured teachers’ perceptions of GRC. The survey included closed-ended statements about the student selection process, the program, coursework, professional learning, and other aspects of GRC. The survey also included open-ended questions where comments were solicited. The survey asked staff about their role at GRC, feedback on program components, why they would not be returning to GRC for the next year (if they had indicated this to be the case), what the students gained from GRC enrollment and activities, and improvements they would suggest for GRC. Staff received an email invitation with a link to participate in the online survey and were

asked to complete the survey by April 28, 2017. Twenty- seven (27) out of 33 instructional staff members (82%) completed a survey.

Data Analysis

Green Run Collegiate student enrollment, demographic, and academic data were extracted from the VBCPS data warehouse using query statements and exported to Microsoft Excel spreadsheet files to allow for data analysis. The evaluators also analyzed student course grades and test score data in Microsoft Excel spreadsheets to conduct frequency analyses and to determine test averages for GRC students. Research and evaluation staff downloaded survey results for the student, parent, and instructional staff surveys from SurveyMonkey. Staff recorded the data gathered from the student, parent, and staff surveys into Microsoft Excel for quantitative and qualitative analysis. Survey agreement percentages were based on those who answered the survey items. The qualitative data were analyzed by research and evaluation staff and sorted into the most prevalent themes. Additionally, data from the VDOE website were downloaded and were used in regards to GRC students’ SOL passing rates.

Additional analyses were conducted by Hanover Research under contract with VBCPS to compare performance data for the 2016-2017 GRC graduating class to a matched group of students. The GRC and matched group of students were enrolled in the same high school in grades 9 through 12. Hanover Research matched GRC students with similar peers through a statistical technique referred to as propensity score matching. This matched group served as a comparable group when testing how the GRC program impacted student outcomes. Propensity score matching uses a logistic regression model to measure the similarity of students who are not in a program with students that are in a program based on observable data.

Hanover Research used eighth-grade demographic variables, academic performance, attendance, and discipline data as well as middle school and high school attendance zones to construct the comparison group. Overall, the methodology produced a group of students who were, on average, similar to the participants in the GRC program. Hanover Research used the five nearest neighbors as matches for each GRC student; however, it was possible for GRC students to have the same neighbor, resulting in a total of 244 students in the comparison group. Hanover Research then compared outcomes for GRC students

and the comparison group students using t-tests and chi-square analyses to uncover statistically significant differences in student outcomes.

Evaluation Results and Discussion

This section of the comprehensive evaluation describes the implementation of GRC and the extent to which program goals and objectives were met as well as actions taken as a result of the School Board approved recommendations from the year-two evaluation. The following sections of the report provide the results associated with the comprehensive evaluation questions and a discussion of the results.

Actions Taken as a Result of the Recommendations From the Year-Two Implementation Evaluation

The first evaluation question stated, “What actions were taken as a result of the recommendations from the year-two implementation evaluation?” Included as part of this evaluation question is information about how GRC encouraged parent involvement in innovative ways and changes made to the goals and objectives. The first recommendation from the year-two evaluation was to continue GRC with the following two recommendations requiring action:

Recommendation #2: Find innovative ways to encourage parental involvement in the GRC learning community.

To encourage parental involvement, GRC added several activities and increased their engagement with the community. The activities that were added provided information about the program (IB workshops) or were focused on showcasing student work and building a learning community (i.e., student exhibits and socials). The activities added in response to the recommendation following the year-two evaluation are detailed in the following section:

- **IB Workshops:** IB workshops focused on providing students and parents more information about the International Baccalaureate pathways Green Run Collegiate offers, important IB assessments such as the Personal Project, and the costs of IB tests. Green Run Collegiate was able to increase parent participation by communicating upcoming events through newsletters, AlertNow,

and social media platforms. In addition, GRC also made these sessions mandatory, which further emphasized the importance of attending the workshops.

- **Student Exhibits:** Parents attended student exhibits primarily because their own student’s work was displayed. Not only was it heavily promoted in the newsletter and social media, but refreshments were also included in the promotion as well.
- **Socials:** The socials included the Green Run Collegiate Football tailgate, as well as volunteering to participate in PTSA activities such as hosting concessions during athletic games. These often had increased parental involvement due to the use of the Evite application to invite parents to events, promotion in the weekly newsletter, as well as promoting what would be included in the event, such as refreshments, raffle of prizes, family activities for younger siblings, and performances by cheerleaders and the marching band.

Additionally, to inform the parents about these activities and encourage their involvement, GRC staff increased engagement with parents through the following activities:

- Weekly newsletters (Appendix A)
- Engaged parents over social media platforms (Twitter, Facebook)
- Continued to increase the use of the AlertNow system to notify parents of events.

Recommendation #3: Revise goals and objectives to match the current program of study and coursework.

The Governing Board and GRC leadership worked in collaboration with the Office of Research and Evaluation lead evaluator to review the goals and objectives in regards to the functioning of the program, the curriculum, and variation between proposed and actual implementation of program activities. The GRC Governing Board voted in September 2016 to approve the changes to the goals and objectives based on current functioning and a review of scores on assessments from other IB and comparable programs at local, state, national, and international levels. In instances where a new target was set for assessment scores, information was examined to create a realistic

attainable benchmark for GRC to meet. Changes to the goals and objectives from the original charter application are listed below in bold type.

- Goal 1, Objective 3 now states, “100% of students will score pass or above on required SOL **tests as needed to graduate. Eighty percent (80%) of students taking the IB exams(s) will score a pass or above.**” Previously, the goal stated that 100 percent of students would pass the SOL and IB assessments prior to graduation.
- Goal 2 now states, “100% of students graduating from Green Run Collegiate will pursue postsecondary education, enlist in military service, or **pursue a specific career path.**” The inclusion of “pursuing a specific career path” was an addition to the goal.
- Goal 2, Objective 1 now states, “100% of all students will work with their mentors to complete and annually update **their personal learning plans**” rather than using the terminology “secondary” and “postsecondary plans.”
- Goal 2, Objective 2 now states, “All students will **have the opportunity** to enroll in intensive college preparation through annual participation in the AVID program” rather than all students “will” participate
- Goal 2, Objective 3 now states, “All students will receive **multiple opportunities for** counseling services designed to support financing college including grants, scholarships, financial aid, and military service in their junior and senior years of instruction.” The inclusion of “multiple opportunities for” was an addition to the goal.
- Goal 3 had one objective related to community service for ninth and tenth graders that was removed due to IB dropping this requirement.
- Goal 3, Objective 3 now states, “All 11th and 12th grade students will complete the Diploma Program courses. **Eighty percent (80%) of students who sit for the exam will receive a passing score or above as required by IB.**” Previously, the objective stated that “all students” in these grades would also receive passing scores.
- Goal 3, Objective 4 now states, “All 11th and 12th grade students will complete Creativity, Action, Service (CAS) hours **over a two-year period**

which reflect the 7 learning outcomes” rather than a specified number of hours due to changes made by IB.

- Goal 3, Objective 5 now states, “11th and 12th grade **Diploma Program** students will complete one semester course in Theory of Knowledge each year.”
- Goal 3, Objective 6 now states, “12th grade **Diploma Program** students will complete a 4,000 word extended essay and achieve a passing score.”
- Goal 5, Objective 2 now states, “All students **will have the opportunity** to participate in targeted tutoring” rather than all students “will” participate.
- Goal 6, Objective 1 now states, “Each teacher at GRC will be expected to mentor **5 to 10** youth continually throughout their academic career at GRC” rather than “15 to 20.”
- Goal 6, Objective 2 removed “parents” and now states, “Upon enrollment, each mentor will work with students to develop a prescriptive and goal-driven Personalized Learning Plan (PLP).”
- Goal 7 now states, “Green Run Collegiate will maintain a **95%** attendance rate” rather than “98” percent.
- Goal 8 now states, “100% of all students at Green Run Collegiate will **have the opportunity** to participate in AVID programing to increase their postsecondary preparation, develop a postsecondary plan for college or military service, create a plan to finance college, and increase their exposure to postsecondary options. Previously, the goal stated that “all students” at GRC would participate in AVID programming.

Student Application and Selection Process

The second evaluation question was “Did the student application and selection process follow the approved process?” Included as part of this evaluation question is information about the marketing efforts, student application and selection for the school, and characteristics of students enrolled.

Marketing of School

Following the marketing plan described in the charter school application, various methods were used to market GRC. Green Run Collegiate developed a brochure that highlighted the program of study (IB and AVID), the core IB requirements, and the mission statement. This brochure was used as a marketing tool to disseminate information about GRC at middle schools and information nights. The program was marketed through the GRC website, which contained documents such as frequently asked questions, enrollment forms, contact information, and press releases. The following new marketing initiatives were undertaken in 2016-2017 to increase the visibility of GRC:

- GRC staff and students provided a “Saturday Sneak Peek” so that prospective students could see what an IB and AVID classroom look like.
- GRC provided a student and parent panel so that prospective families would be able to ask questions.
- GRC provided an incentive for early commitment (a free summer camp shirt in 2016-2017).
- GRC posted advertisements on the websites of the *Virginian-Pilot* and *Beacon*.
- GRC featured exhibits during Virginia Beach City Public School’s Academy Night.
- GRC provided tours of the school to prospective middle school students prior to the enrollment lottery.

Student Application and Selection

The application process as detailed in the approved charter application is a lottery system. To be included in the lottery, students were required to complete the enrollment request form and submit it to GRC by February 7, 2016. The enrollment request form was available at all middle school guidance offices or on the GRC and VBCPS websites. There was one qualifying statement on the enrollment request form that a student was asked to complete regarding his/her completion of Algebra I prior to ninth grade. Students who were chosen from the lottery but had not yet completed Algebra I were required to complete the course during summer school prior to their ninth-grade year.

According to the charter application, 100 ninth-grade students were to be enrolled through the lottery each year. All students who submitted an enrollment request form were eligible for enrollment through the lottery. During the lottery on February 14, 2016, each student’s enrollment request form was selected and given a number based on the order it was drawn. Students who were selected after number 100 were put on a wait-list. Students selected from number 1 to number 100 were notified through a letter of intent sent from GRC through the United States Postal Service. Students selected in the lottery had to return the letter of intent to GRC by March 17, 2016. If a student did not return his/her letter of intent, students on the wait-list were contacted and enrolled in GRC. During the fourth year, 234 rising ninth-grade students completed an enrollment request for GRC.¹ Green Run Collegiate selected 150 rising ninth-grade students by lottery on February 14, 2016 to enroll in the school.

Green Run Collegiate was also able to open enrollment due to student mobility and attrition to students in grades 10, 11, and 12 who had met the specific criteria. Students who enrolled at GRC as tenth-grade students had to have completed Geometry, one year of high school-level science, and one year of foreign language. These requirements were chosen because they are the minimum standard for a GRC student to progress. A total of eight new tenth-grade students met the requirement and enrolled at GRC during 2016-2017. Additional criteria were used for new eleventh and twelfth grade enrollments which included the following:

- Student successfully completed at least Algebra I, Geometry, Algebra II, or Algebra II/Trigonometry by the end of the prior school year.
- Student successfully completed Earth Science and Biology, as well as Chemistry or Physics by the end of the school year.
- Student successfully completed two years of Social Studies courses by the end of the school year. If the student has not taken VA/US History and VA/US Government, then he/she will take it in summer school or the following school year in lieu of an elective.
- Student successfully completed at least three years of either French or Spanish by the end of this school year.

A total of five new eleventh-grade students and one new twelfth-grade student met the requirements and were enrolled at GRC during 2016-2017.

Students and parents were asked about their perceptions of the application and selection process on the end-of-year surveys using a four-point scale. Table 1 displays the agreement percentages (those who either agreed or strongly agreed) for students and parents. A high percentage of students (91%) and parents (96%) agreed that the GRC application process was clear. Sixty-six percent (66%) of students agreed that they received enough information about GRC prior to their enrollment. A higher percentage of parents agreed (89%) that they received enough information before enrolling their student. A majority of students (79%) and parents (93%) agreed that information sessions helped them understand the opportunities at GRC. Furthermore, 94 percent of students and 89 percent of parents who responded to the survey agreed they were aware of their responsibilities as GRC students and parents, respectively. Additionally, at least 59 percent of teachers indicated that both students and parents were aware of the school's expectations.

Table 1: Perceptions of Application and Selection Process

Survey Item	Student Percent Agree (n=364)	Parent Percent Agree (n=55)
The Green Run Collegiate application process was clear.	90.7%	96.2%
I received enough information prior to making my decision to enroll in Green Run Collegiate.	66.2%	88.7%
Green Run Collegiate information sessions helped me to understand the opportunities at Green Run Collegiate.	79.1%	92.6%
I am aware of my responsibilities as a GRC student/parent.	94.0%	88.9%

Characteristics of Students Enrolled

The approved charter application states that “GRC will serve students in grades 9-12 with approximately 100 students enrolled in each grade level every year” (Charter Application, 2013, p. 16). The approved GRC charter application stated that the student population would be comprised of a high percentage of economically disadvantaged, academically at risk, and military-connected youth.

Demographic Characteristics. As of September 30, 2016, 365 students were enrolled at GRC. A total of 367 students were enrolled at some time during the school year, but two students withdrew prior to September 30. Table 2 displays the demographics of the GRC students enrolled as of September 30, 2016 compared to all other VBCPS high school students. A higher percentage of GRC students were African American students (44%) and economically disadvantaged students (46%) compared to all other VBCPS high school students. There was a lower percentage of special education students at GRC compared to all other high school students. The rates for military-connected youth were similar for both groups at approximately 15 percent for GRC and VBCPS high school students.

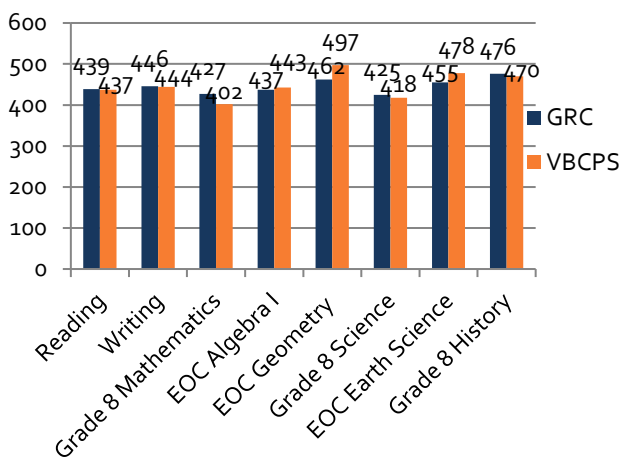
Table 2: Demographic Characteristics of GRC Students

Student Characteristics	Green Run Collegiate (N=365)	VBCPS High School Students (N=36,126)
Male	37.5%	51.1%
Female	62.5%	48.9%
African American	44.4%	24.1%
American Indian	0.0%	0.3%
Asian/Pacific Islander	6.0%	6.7%
Caucasian	28.0%	50.8%
Hispanic	11.5%	9.9%
Two or More	10.1%	8.2%
Economically Disadvantaged	46.2%	33.1%
Gifted	19.2%	16.5%
LEP	0.0%	1.6%
Special Education	3.3%	10.7%
Military Connected ²	14.9%	15.4%

GRC Ninth-Grade Students' Prior Achievement.

Students' achievement in eighth grade prior to enrolling at GRC is presented in Figure 1. The average scale scores on English, mathematics, science, and history Standards of Learning (SOL) tests were calculated for GRC students when they were in eighth grade compared to all VBCPS eighth graders as a comparison. From 10 to 106 GRC students took the various SOL tests shown in Figure 1. Ninth-grade students in 2016-2017 at GRC had slightly higher average scale scores on 63 percent of the SOL tests taken in eighth grade prior to enrollment in GRC during 2016-2017.

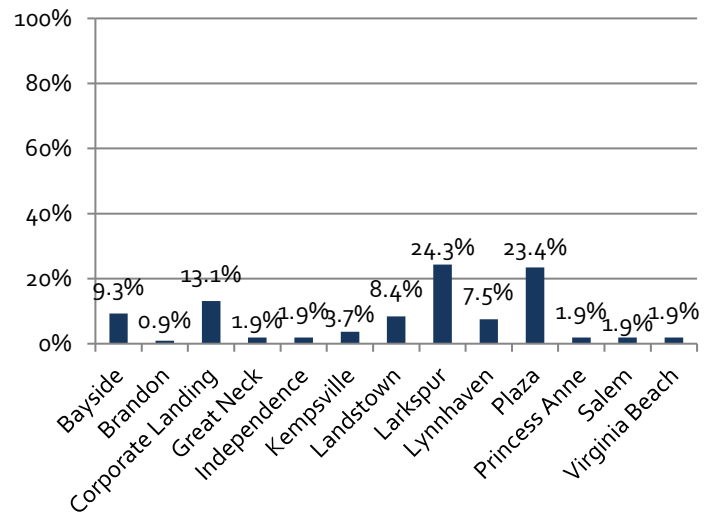
Figure 1: Average Eighth-Grade SOL Scale Scores for GRC Students and All VBCPS Eighth Graders



GRC Ninth-Grade Students' Middle Schools.

Ninth-grade students enrolled in GRC during 2016-2017 came from all Virginia Beach middle schools as displayed in Figure 2. Approximately 61 percent of students attending GRC previously attended either Larkspur, Plaza, or Corporate Landing middle schools. One student enrolled in GRC did not attend school in VBCPS the year prior to enrolling at GRC. These enrollment percentages are consistent with previous evaluations with a majority of students having been enrolled at Larkspur, Plaza, and Bayside middles schools; Corporate Landing Middle School had an increase in the percentage of students who enrolled in GRC and has been in the top five since the year-one evaluation.

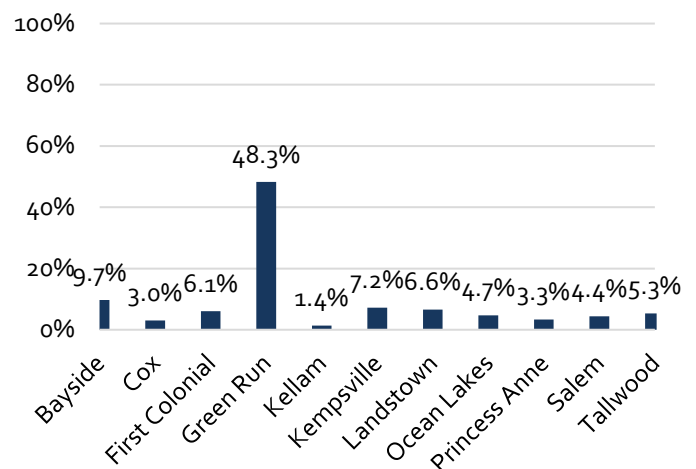
Figure 2: GRC Students Prior Middle School Attendance Zone



GRC Ninth-Grade Students' Zoned High Schools.

Ninth-grade GRC students in 2016-2017 came from all 11 high school attendance zones in VBCPS. Figure 3 displays the percentages of students from each high school attendance zone. The largest percentage of GRC students came from the Green Run High School attendance zone followed by Bayside High School's attendance zone. These percentages are consistent with previous evaluations; the highest percentage of students enrolled at GRC were originally zoned for Green Run High School followed by Bayside High school since the year-one evaluation.

Figure 3: GRC Students' Home High School Attendance Zone



Students Reasons for Enrolling. All GRC students were asked an open-ended question on their survey

about why they chose to enroll in GRC. The students' answers were analyzed for common themes. The most prevalent theme was "opportunity," with 35 percent of respondents mentioning that without GRC they would not have the opportunity to challenge themselves academically. Thirty-four percent (34%) enrolled at GRC because of the rigorous coursework (IB) and the pursuit of "higher" (i.e., more demanding) educational experience. Fifteen percent (15%) identified "parent guidance" which was described as "talking with a parent about attending GRC." Additionally, 7 percent of students commented that they wanted to enroll in GRC because they "did not want to attend the high school in their zone." Furthermore, 6 percent of respondents indicated that they enrolled at GRC because they were accepted, it was the only option, or easy entry requirements. The themes for enrollment with the lowest percentages were "guidance from VBCPS staff" and "wanting to be with friends" (1%).

Staff Selection Process and Professional Learning

The third evaluation question was "Did the GRC staff selection process and professional learning follow the approved process?" Included as part of this evaluation question is information about (1) the process and criteria for staff selection, including staff characteristics; (2) professional learning; and (3) the teachers' role in the instructional process.

Process and Criteria for Staff Selection

Following the process from the approved charter application, after receiving authorization from VBCPS, GRC worked with the VBCPS Human Resource (HR) department to follow all VBCPS HR policies and procedures. These procedures included posting open positions, recruiting qualified staff, interviewing protocols, and hiring procedures. Green Run Collegiate Board members and senior VBCPS staff conducted panel interviews for GRC leadership and instructional staff. The Governing Board of the charter school was to balance the staff with experienced, highly regarded internal employees, staff from outside the school division with IB or charter school experience, and staff who represented the diversity of the area. All staff members were expected to serve as mentors and role models for students, and this was considered during the recruitment and hiring process.

Recruitment efforts included outreach to graduate schools of education locally and at universities that specialize in preparing charter school leaders and IB educators. Green Run Collegiate leadership used a rubric to assess the candidates. The rubric provided by the GRC IB coordinator was used to find candidates who "articulate a true understanding of the foundational components of IB, AVID, and GRC and relates them to their own beliefs and practices."³ The rubric contains eight questions that center around topics such as teaching philosophy, professional learning, planning, pacing, assessment strategies, and student empowerment. The interview panel sought the candidates who answered the questions thoroughly with an in-depth rationale. All personnel were required to meet the qualifications set forth in VBCPS Human Resource policies, including all requirements for licensure.

The proposed staff for the fourth year included the following 34 positions: 2 administrators (1.0 FTE each), 1 office staff (1.0 FTE), 1 office associate (1.0 FTE), 1 counselor (1.0 FTE), 34 teachers (0.8 FTE each), 1 personal project supervisor and 1 community service supervisor (0.2 FTE each), and 4 contracted instructional staff (0.4 FTE each) for a total of 29.6 FTE (Charter Application, 2013). When data from the Department of Human Resources were examined, there was a total of 33 instructional staff at GRC. The instructional staff during 2016-2017 included 4 English teachers (1.0 FTE), 5 mathematics teachers (1.0 FTE), 5 science teachers (1.0 FTE), 5 social studies teachers (1.0 FTE), 3 Spanish teachers (1.0 FTE), 1 French teacher (1.0 FTE), 1 AVID instructor (1.0 FTE), 1 Art teacher (1.0 FTE), 1 ED/LD Teacher (1.0 FTE), 1 drama teacher (1.0 FTE), 2 health/PE teachers (1.0 FTE), 1 school counselor (1.0 FTE), 1 band instructor (0.2 FTE), 1 gifted teacher (0.5 FTE), and 1 instrumental music teacher (0.2 FTE). Additional noninstructional positions at GRC during 2016-2017 included 1 Head of School, 1 IB coordinator, and 3 administrative office staff.

Table 3 displays the characteristics of GRC instructional staff compared to VBCPS high school instructional staff. During 2016-2017, GRC had 33 instructional staff. During the 2016-2017 school year, the GRC staff was predominately Caucasian and female, whereas GRC students were more likely to be African American and female. Teachers at GRC were more likely to be new to the school division, and GRC teachers had fewer years of teaching experience on average. However, GRC teachers were slightly more

likely to have an advanced degree compared to the division.

Table 3: Characteristics of GRC Instructional Staff

Instructional Staff Characteristics and Qualifications	GRC (N=33)	VBCPS High School (N=1,333)
Male	20.6%	33.0%
Female	79.4%	67.0%
Asian	0.0%	4.1%
Caucasian	85.3%	79.7%
African American	5.9%	11.0%
Hispanic	8.8%	3.8%
Native American	0.0%	0.4%
Multiracial	0.0%	1.1%
Percentage With Advanced Degrees	55.9%	54.0%*
Percentage New to VBCPS	23.5%	8.3%
Average Years of Experience (Total)	10.7	15.3

Source: GRC staffing data were provided by HR

*Data for VBCPS percentage with advanced degrees was pulled from the VDOE School Quality Profiles.

Professional Learning

According to the charter application, GRC is a unique school designed to prepare all students for college or military service. The academic program is challenging; therefore, the professional preparation of teachers is designed to build capacity and support the mission of the charter school.

All GRC teachers are VBCPS employees and were required to participate in the school division's required Professional Learning Program requirements, which included the completion of 22 professional learning points during the 2016-2017 school year. Teachers new to the school division also received support as part of the VBCPS Teacher Induction Program. The VBCPS Teacher Induction Program supports novice teachers (teachers with zero years of experience) during their first three years of teaching. The program meets state requirements and provides orientation activities, mentoring, access to a network of learning opportunities, and ongoing support for professional growth. The GRC teachers attended weekly professional learning hosted at the school as well as IB conferences and the AVID Summer Institute. Additionally, GRC hosted a voluntary curriculum writing professional learning course twice a week.

In addition to VBCPS professional learning requirements, all GRC teachers received extensive professional learning to implement the IB and the AVID programs. The IB Program provides three levels of professional learning for teachers and administrators new to the program. All instructional staff and leadership staff new to the IB Program completed the first level of professional learning during their first year of employment. The second and third levels of professional learning will be completed by the end of the second year of employment.⁴ This training was expanded in 2014-2015 to include part-time staff as well.⁵

To support the youth attending the school, all staff members also received professional learning regarding the AVID program. The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization, and reading. The AVID strategies were used in AVID elective classes and in content-area classes (e.g., English language arts, mathematics, science, and social studies).

Furthermore, professional learning focused on military-connected youth was mandatory for all staff due to the high percentage of military-connected youth in the Green Run community. These sessions were intended to give GRC staff the knowledge and skills to assist students dealing with issues surrounding military-connected youth such as relocation and deployments.

Green Run Collegiate teachers were surveyed about their participation in professional learning and the extent to which the topics helped them meet their students' needs. The percentage of teachers who responded to both questions regarding participation and perceptions of the professional learning at GRC are presented in Table 4. The GRC Head of School indicated that all new teachers attended AVID, WICOR, and IB professional learning and that all previous year teachers completed all levels of their training in sequence. However, when survey results were examined, the percentage of teachers agreeing they attended the different professional learning opportunities ranged from 32 to 81 percent. The GRC Head of School indicated that this could be because some training was offered in the summer and some teachers might not have received it depending on their hire date. Some respondents to the teacher survey might have received the professional learning in their first year at GRC as is specified by IB and AVID;

therefore, due to the way the question was phrased, teachers might have indicated they did not receive the training during 2016-2017. As indicated by survey responses, from 71 to 100 percent of the teachers who responded to statements regarding professional learning agreed that the AVID, WICOR, and IB professional learning helped them meet their students' needs. The military-connected youth professional learning had the lowest percentage of agreement with 71 percent of respondents indicating the professional learning was useful.

Table 4: Instructional Staff Professional Learning

Name of Professional Learning	Percent Who Participated	Percent Who Found it Useful
AVID	32.0%	100.0%
WICOR	53.8%	92.9%
IB	80.8%	85.7%
Military Connected	26.9%	71.4%

Teachers' Role in Instructional Process

According to the approved charter application, in order to facilitate student mastery and retention of Virginia Standards of Learning, GRC would rely primarily on academic approaches that engaged students in active learning. The emphasis was to be on proficiencies that students demonstrated on standards-based assessments (unit assessments including projects) rather than on what material teachers had taught. Major assessments were to measure the application of knowledge, concepts, and skills to new or unfamiliar situations. General instructional strategies were to include an emphasis on reading, writing, and mathematics; cognitive brain-based instructional strategies; differentiated instruction; service learning; advisory grouping; and an extended school day, week, and year.

As stated in the approved charter application, the role of the teacher was much greater than disseminator of knowledge or facilitator of learning. Green Run Collegiate teachers accepted additional roles of mentor, coach, counselor, advisor, and role model.⁶ All teachers were to engage students in meaningful, authentic, and rigorous work through the use of innovative instructional practices and supportive technologies that motivated students to be self-directed and inquisitive learners.

The instructional staff responded to one closed-ended question and one open-ended question on their surveys regarding the teacher role at GRC. A majority of teachers (85%) indicated on the survey that their

responsibilities were clear. An open-ended question asked teachers to describe their role at GRC. Fifteen (15) of the 27 respondents to the teacher survey answered the question. Of the 15 teachers who responded, 47 percent noted that their role revolved around the specific subject areas they taught. The themes from the remaining 53 percent of responses were "development and implementation of curriculum," "mentoring," "advocacy," and "tutor."

Green Run Collegiate Program Components

The fourth evaluation question was "Did the GRC program components follow the approved plan?" Included as part of this evaluation question is information about the IB Middle Years Program (IBMYP), IB Diploma Program (IBDP), IB Career Program (IBCP), AVID, the Personalized Learning Plan (PLP), and student opportunities.

Program of Study

Based on the charter application, GRC has a specialized focus on college and career readiness with an emphasis on knowledge development, civic development, social development, and personal development for students. The curriculum at GRC included the IBMYP (9-10) and the IBDP in grades 11 and 12 as well as AVID for students (Charter Application, 2013). Additionally, the IBCP was added to allow the students more freedom of choice and give them a pathway to not only college but also employment after graduating from GRC.

GRC Curriculum and Courses

IB. As stated in the approved charter school application, the IB is an international organization that oversees the various components of IB-approved programs, including curriculum guidelines, exams, professional learning, and standards for exam review to ensure fidelity to the rigorous academic program. All IB classes are taught by teachers who are trained by the IB and its regional offices. The curriculum is specially designed for all IB classes and is constructed through a standard international revision and writing process. The IB offers high-quality programs of international education to a worldwide community of schools. There are more than one million IB students in over 146 countries.⁷ The IBDP passed the authorization visit from the International Baccalaureate Organization in November 2014 followed by authorization of the IBMYP and IBCP in spring 2015.⁸

There was one major change to the IB criteria during the second year. As of 2014-2015, students must complete six MYP courses during their ninth- and tenth-grade years which is a reduction from eight MYP courses each year as stated in the charter application.⁹ Additionally, IB withdrew the requirement for students to take an art or design component. Finally, as specified in the charter application, GRC allowed students to participate in NJROTC in lieu of an IBMYP elective course.

According to the approved charter application, “the IB Middle Years Program (MYP) was to provide a framework of academic challenge for students in the ninth and tenth grades. The Middle Years Program is devised to help students develop the knowledge, attitude, and skills to participate actively and responsibly in a changing and increasingly interrelated world.”¹⁰ The IBMYP was designed to teach students to become independent learners who recognize relationships between school subjects and the world outside. The IBMYP curriculum contains problem solving and analysis strategies, which lead to critical thinking and aligns with the Virginia Standards of Learning. When students complete the IBMYP, they will be ready to transition to the IBDP or the IBCP Program.

As stated by the IB “CP is a framework of international education that incorporates the vision and educational principles of the IB into a unique program specifically developed for students who wish to engage in career-related learning.”¹¹ The IB further states that “CP provides a comprehensive educational framework that combines highly regarded and internationally recognized courses, from the IB Diploma Program (DP), with a unique CP core and an approved career-related study.”¹² The purpose of CP is to help students focus on being academically strong, gaining skills in a practical field; become critical and ethical thinkers; be self-directed learners; collaborate with peers; build resilience, care, and confidence. Additionally, “The CP’s flexible educational framework allows schools to meet the needs, backgrounds, and contexts of students. The CP students engage with a rigorous study program that genuinely interests them while gaining transferable and lifelong skills.” A total of eight students elected to enroll in the IBCP in 2016-2017.

Students can also enroll in a more academically rigorous course of study with IBDP. As stated by IB “(DP) is a rigorous, academically challenging, and balanced program of education designed to prepare students aged 16 to 19 for success at university and in

life. The DP aims to encourage students to be knowledgeable, inquiring, caring, open-minded and to develop intercultural understanding and the attitudes necessary to appreciate a range of viewpoints. The DP provides the opportunity to develop both disciplinary and interdisciplinary knowledge that meets the rigorous standards set by institutions of higher learning around the world. To ensure both breadth and depth of knowledge and understanding, students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts. Most subjects may be taken at either standard level (SL) or higher level (HL). To earn the full diploma a student must take at least three subjects at HL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the program.”¹³ A total of ten students enrolled in the IBDP in 2016-2017.

As such, “the philosophy of the IBDP is that students should engage with a range of subjects while being able to explore specific areas of personal interest in greater depth. The SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum. In this sense, all DP courses, regardless of whether they are SL or HL, are integral to the program. Both SL and HL courses are meant to span the two years of the DP. The SL courses are recommended to have at least 150 hours of instructional time, and HL courses are recommended to have at least 240 instructional hours. In most cases both SL and HL courses consist of the same educational aims, core syllabus and curriculum and assessment models. The HL courses typically also include a range of additional elements designed to allow students to explore areas of interest within the subject in more depth. In this sense, SL courses are not watered down versions of their HL counterparts. The assessment criteria are equally demanding for both levels, and SL exams are marked and standardized with the same rigor as all IB coursework.”¹⁴

If students wanted to enroll at GRC and not participate in the IBDP or IBCP pathways, they were given the option to earn an endorsement on their advanced studies diploma called the IB course completion certificate. In order to earn this distinction, students

must have passed all of the aforementioned IB coursework while at GRC; however, they did not enroll in the IB DP or IB CP pathways. A total of 41 students received the IB course completion certification in 2016-2017.¹⁵

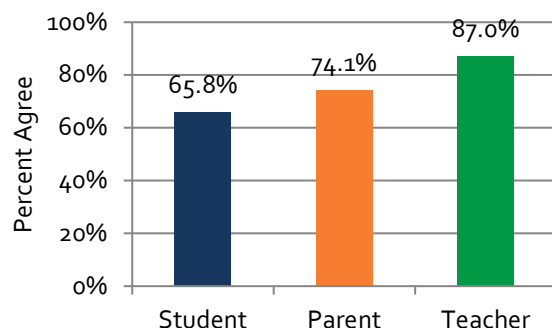
AVID. According to the approved charter school application, in order to address the social and behavioral demands of college life, all students enrolled in GRC were to participate in AVID. The AVID program is an elementary through postsecondary college readiness system that is designed to increase schoolwide learning and performance. As stated in the charter application “the AVID program accelerates student learning, uses research-based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.”¹⁶ Similar to the IB Program, the AVID organization conducts authorization and review visits to ensure that the program is implemented as intended. Green Run Collegiate received AVID authorization in spring 2015.

Although AVID serves all students, it focuses on the least served students in the academic middle. According to AVID, “B, C, and even D students – who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families.”¹⁷ Based on the charter school application, GRC was to implement the AVID schoolwide instructional model. All GRC teachers were to be AVID trained, and the entire instructional staff would utilize AVID strategies, other best instructional practices, and 21st Century tools to ensure college readiness for all students in all courses.

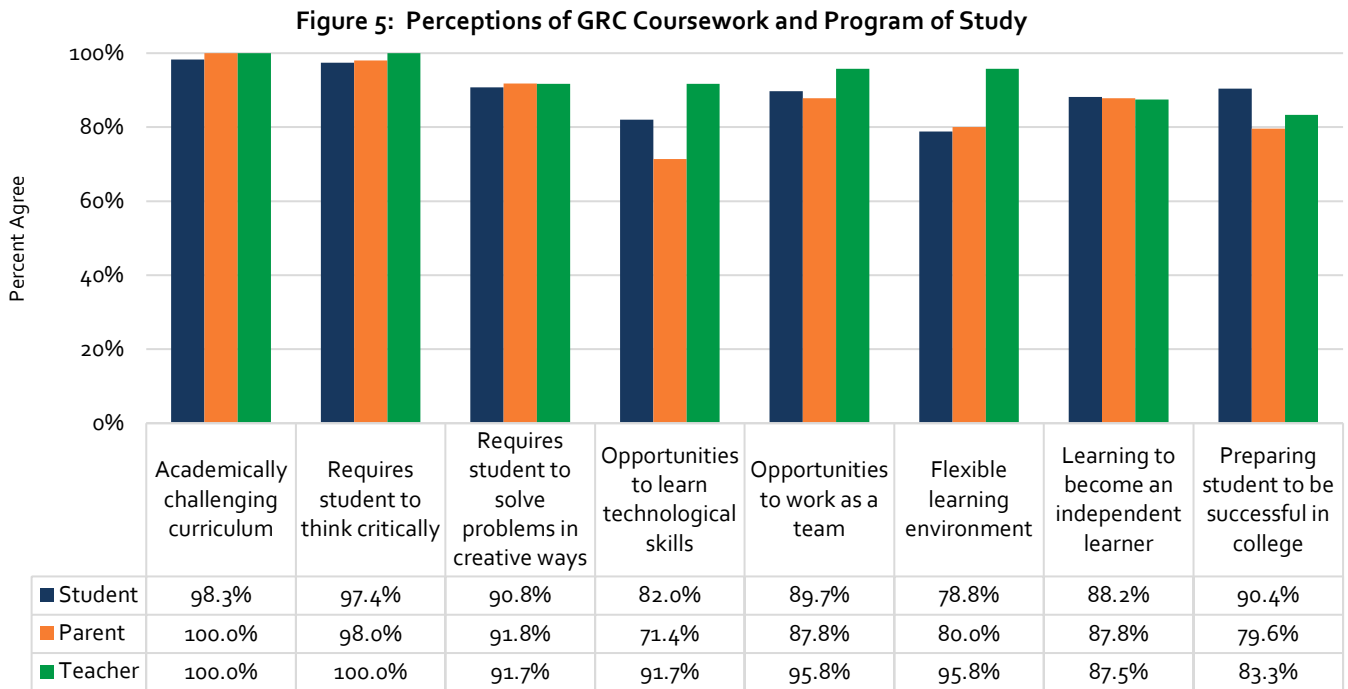
Of the 365 students enrolled at GRC as of September 30, 2016, 114 students (31%) were enrolled in the AVID course and received a grade in at least one quarter. Of the GRC students who were enrolled in the AVID course, 107 students (94%) were enrolled in the AVID course throughout the year and received grades in each quarter. The charter application states that all students enrolled in GRC will participate in AVID; however, according to GRC staff, based on AVID guidelines, the students must meet specific AVID criteria to enroll in the class. Green Run Collegiate decided to allow all students who wanted to enroll the opportunity to participate in AVID. Since AVID is an elective course at GRC, it is heavily marketed at registration events.¹⁸ Regardless of a

student enrolling in the AVID course, AVID practices and strategies are implemented in a schoolwide fashion at GRC, and 88 percent of teacher survey respondents agreed that students were encouraged to participate in AVID. Additionally, 73 percent of teachers who responded to the survey indicated that AVID curriculum and strategies were utilized in each class. Teachers were more likely to agree that AVID helped improve their students’ academic performance (87%) compared to parents’ (74%) and students’ (66%) perceptions. Figure 4 displays the results of the survey questions focused on whether enrollment in AVID helped the students’ academic performance. These results represent a decrease in agreement levels from the year-two evaluation (student – 88%, parent – 88%, and staff – 95%).

Figure 4: Percent Who Agree AVID Helped Academic Performance



Results from the student, parent, and teacher surveys regarding the program of study are represented in Figure 5. Overall, agreement percentages ranged from 71 to 100 percent for all questions related to the program of study. Overall, respondents to the survey agreed that the program is providing the necessary coursework to prepare students to be successful in college. Additionally, Green Run Collegiate instructional staff members were asked about the implementation of the program of study. When teacher surveys were analyzed, 58 percent agreed that the fourth year of GRC implementation was well organized which was a substantial decrease from the year-two evaluation when 95 percent agreed that the implementation was well organized.



Personalized Learning Plan

As stated in the approved charter application, GRC was to review the individual records of each incoming student and create a Personalized Learning Plan for each student. The Personalized Learning Plan process was to involve students, parents, and teachers to determine the best educational path for each individual student. According to the approved charter application, the Personalized Learning Plan process had multiple steps including a review of the students' prior achievement; meeting with students, parents, and teachers to develop SMART (specific, measurable, attainable, results-oriented, time-bound) goals; setting short- and long-term goals; staff involvement (e.g., tutoring, updating/monitoring goals); documenting assessment scores and plans for remediation if necessary; college and career preparatory activities (e.g., college visits, career exploration courses, etc.); creating a student work portfolio; and student reflections. According to the charter application, the purpose of the Personalized Learning Plan was to ensure students plan their high school schedules in preparation for college and/or military service requirements.¹⁹ Table 5 outlines the proposed elements of the Personalized Learning Plan and the actual process for implementing those components at GRC.

Table 5: Personalized Learning Plan Process

Proposed Personalized Learning Plan Process	Actual Personalized Learning Plan Process²⁰
Review the records of all incoming students prior to the first day of classes.	Administrative staff and guidance staff reviewed students' records in August and September. Teachers, guidance, and administration were assigned students based on grade level, personal project, and student choice. Intake steps have been added which include a review and analysis of SOL scores of all rising ninth-grade students looking for problem areas. Additionally, students are assigned a mentor based on IB pathway, strength of relationship, and involvement on campus with a particular focus on building strong relationships with the student throughout the entire process.
Meet with parents and students, and, when possible, conference with previous teachers to generate feedback regarding each student's prior academic history.	Personalized Learning Plans were mailed to parents after each grading period to ensure participation and communication.
Meet with the student and parent(s) to determine a set of goals for the upcoming year. The goals that are created will be "SMART" goals – specific, measurable, attainable, results-oriented, time-bound.	Time was allotted so that mentors could meet with students to review progress, discuss concerns, revise goals, and reflect on future actions. At the initial meeting between mentors and students, goals were established based on student data and input. Additionally, mentors met with students on their own time to further develop their plans.
The PLP will include both short-term and long-term goals for each individual student. Goals will focus on academic achievement, personal expectations, and college and career readiness.	Students completed a college and career exploration project and periodically completed a GPA awareness assignment in which the students calculated their current GPA. The students were asked to compare their current GPA to the GPA expectation of their dream college or university. In addition to researching colleges and universities, students researched their dream career. Students were also asked to reflect on their habits and how or if they should change them to meet their short- and long-term goals. Additional steps have been added in 2016-2017 to assist with writing college resumes, completing the common application, writing college essays, completing FAFSA, and guidance with final acceptance questions.
Assigned mentors, parents, and students will refer to, update, and measure progress monthly towards meeting both short- and long-term goals.	Personalized Learning Plans were mailed to parents after each grading period to ensure participation and communication.
Mentors will monitor progress, assist with remediation and tutoring programs, and help to motivate youth towards goals.	Teachers monitored students' work weekly to ensure assignments were completed or to see if students needed further assistance with an assignment. An Excel spreadsheet was completed each week for every student in every subject. Parents were emailed directly and an AlertNow telephone message was sent to parents offering Saturday sessions as a means for students to make up, revise, or get ahead of work. Students' grades were not penalized if work was completed or revised at the Saturday session.
Achievement on standardized assessments and other assessments will be documented in the PLP. Mentors will meet with students to help them prepare for assessments, evaluate assessment results, and reassess as necessary.	Achievement test scores were assessed and utilized to differentiate for student needs. This was specifically a focus in mathematics and English. Tutoring was conducted by administration, staff, and by AVID tutors.

Proposed Personalized Learning Plan Process	Actual Personalized Learning Plan Process ²⁰
College preparedness activities will be incorporated including enrolling in and completing certain courses, obtaining a certain grade in a specific course, visiting a college through the AVID program, participating in an extracurricular activity, and/or participating in a career exploration course for a specific career.	Students investigated colleges and other postsecondary options through AVID continuously during the year. Students not in AVID received these activities through their mentor and working with the guidance staff.
Student will work closely with mentor and teachers to create a portfolio of student work, assessments, and personal reflections on his/her goals, which will be reviewed at the end of the school year and the beginning of the next school year.	Green Run Collegiate held two student exhibitions of work (one in the fall and one in the spring). Students presented their work in various classes to the community.
By the sophomore year of school, all students will have a PLP that covers both high school and postsecondary plans. This will ensure students plan their high school schedules in preparation for college and/or military service requirements and expectations.	All students were assigned a mentor with whom they developed a PLP. Students were also able to work with the guidance counselor to help develop their plans.
Students will reflect on their progress with their mentors and verbalize what they need to accomplish to meet their personal, academic, and long-term career goals.	Teachers were trained to give students substantive feedback (growth mindset), and students were expected to respond to that feedback as well as reflect on their processes as they worked through an assessment. Students were expected to determine their next steps to improve their processes on each assessment.

Figures 6, 7, and 8 display the results of student, parent, and teacher survey questions regarding the development of a Personalized Learning Plan. A majority (77%) of student survey respondents indicated that they had developed a Personalized Learning Plan, while 77 percent of parents indicated that their child developed a plan, and 85 percent of teachers indicated they had developed Personalized Learning Plans with their students. When asked if the Personalized Learning Plan was updated throughout the year, 76 percent of students, 69 percent of parents, and 85 percent of teachers indicated that they had updated the Personalized Learning Plan throughout the year.

Figure 6: Student Involvement With Personalized Learning Plan

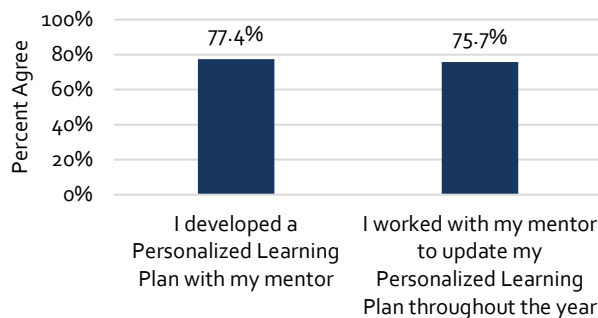


Figure 7: Parent Perceptions of Child's Involvement With Personalized Learning Plan

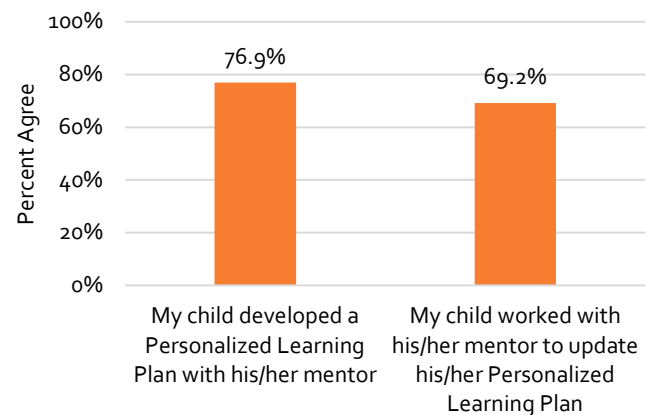
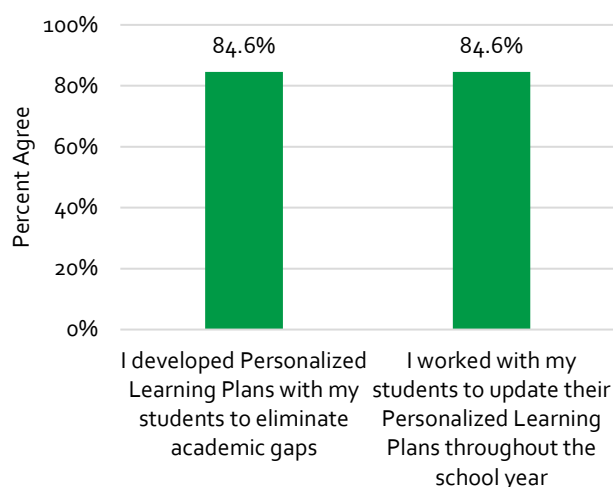


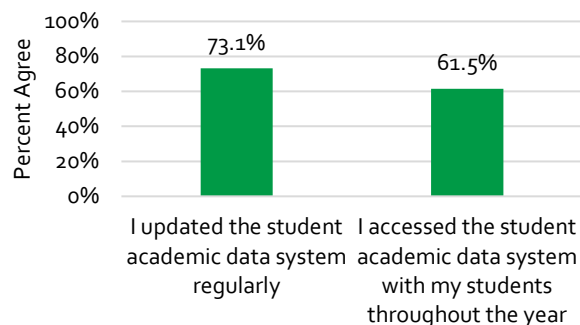
Figure 8: Teacher Involvement With Personalized Learning Plan



In order to develop their Personalized Learning Plan and postsecondary plans, students were to access the student data system with their teachers regularly to check their progress. When surveys were analyzed, 91 percent of students indicated they accessed the student data system with their mentor throughout the year. Figure 9 displays the results for instructional staff survey items related to the data system. When asked, 73 percent of teachers indicated they updated the data system regularly. Additionally, 62 percent of teachers indicated they accessed the data system throughout the year with their students. Teachers' agreement levels

were lower in 2016-2017 compared to the year-two implementation evaluation when 95 percent agreed they updated the student data system regularly and 85 percent agreed they accessed the system with their students throughout the year.

Figure 9: Instructional Staff's Use of Academic Data System



Opportunities Provided for GRC Students

The GRC charter application states that the school will explore various student opportunities such as an extended-school day, after-school tutoring, mentoring programs, Saturday sessions, and extracurricular activities. The goal of these various opportunities was to improve student academics and foster an environment of academic accountability for GRC students. Table 6 displays the student activities available to GRC students.

Table 6: Student Opportunities at GRC²¹

Activity	Target Group	How Were Students Selected?	How Was This Operationalized at GRC?
Mentoring	All	By choice	<p>All students were assigned a mentor. The mentors included GRC teachers, guidance counselors, and administrators. Each mentor was assigned between eight and ten students as mentees. The mentors collaborated with and guided all students in regard to their high school and postsecondary plans.</p> <p>During 2016-2017, GRC added Socratic discussions in mentoring groups. Within these discussions, students were given a dilemma and they would discuss the best way to resolve the issue (i.e., integrity, perseverance, etc.).²²</p>
Field Trips	All	Enrolled in course/activity	<p>Teachers were responsible for planning field trips relevant to their courses to enrich student learning. Students were able to go on field trips if they were in a relevant course. All students were eligible for field trips regardless of ability to pay.</p>

Activity	Target Group	How Were Students Selected?	How Was This Operationalized at GRC?
Targeted Tutoring	All	By academic need and by choice	Administration, teachers, and AVID tutors worked with students who were underperforming or missing work. Tutoring occurred four days a week for 2.5 hours a day after school. Tutoring sessions included up to four different mathematics sessions and two different literacy sessions each day. All students were invited to the Scholar Central Program. Students were especially targeted if they had academic gaps. The targeted students were sent invitations to attend tutoring through postal mail. Additionally, GRC initiated an academic policy to monitor student progress and support struggling students. Students who made a C- or lower were strongly encouraged to attend Scholar Central, and any student who did not improve their grade to a C or above was placed on academic warning. Any student placed on academic warning was required to attend Scholar Central. As indicated by the tutoring sign-in sheets, a total of 348 students received tutoring services at GRC at some point during 2016-2017. In addition to the increased services, students were also provided two additional study rooms "The Diploma Program Room" and "The Quiet Room" to address concerns in their classes or just have quiet place to study. ²³
Targeted Tutoring (Summer Program)	All	By academic need and by choice	Scholar Central was extended into the summer to limit the effect of "summer slide." The summer programs offered by GRC included a Lego Space Camp, a literacy and mixed-media program entitled "Beyond the Selfie," and a GRC Summer Camp that offered five different college field trips. Summer Camp also included "College Prep," where students learn about the admission process, look at the Common College Application website, and learn how to develop personal statements and resumes.
Saturday Sessions	All Invited Based on Missing Work	Missing work and by choice	Students were encouraged to turn in their work during the week or to attend Saturday sessions to complete work or review lessons. The aforementioned academic policy also required students who were on academic warning and did not improve their grades to a C or better to attend Saturday sessions. To enhance Saturday sessions and increase efficiency GRC staff developed a "prescription plan" for each student who attended. The "prescription plan" was tailored to allow the teacher to know the student's specific needs. ²⁴ Saturday session sign-in sheets indicate that the numbers of students attending Saturday sessions ranged from 3 to 55 students.
Project-Based Learning	All	Enrolled in course/activity	Teachers were responsible for coordinating project-based learning opportunities to enrich student learning such as visiting professors and visiting artists.

Activity	Target Group	How Were Students Selected?	How Was This Operationalized at GRC?
Personal Project	All Tenth Graders	All – Part of GRC Program of Study	<p>MYP projects involve students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes. These student-planned learning activities include:</p> <ul style="list-style-type: none"> ➤ Deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project. ➤ Creating proposals or criteria for their project, planning their time and materials, and recording developments of the project. ➤ Making decisions, developing understanding and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome evaluating the product/outcome and reflecting on their project and their learning.²⁵ ➤ An additional course, called Approaches to Learning, was added to the Middle Years Program in 2016-2017 in order to provide further guidance to students on the Personal Project. This course will include specific learning experiences that will help students become more successful. ➤ Students were responsible for proposing their project to a panel that included at least three of the MYP staff. This way, students were able to receive advice and guidance about the initial stages of their project <p>Students at GRC worked with their mentor to complete their personal projects during their tenth-grade year. According to the GRC Head of School, all tenth-grade students were encouraged to complete a personal project; however, only students in IBDP were required to complete a project.²⁶</p>

Figures 10 and 11 display results from student survey questions regarding their involvement in activities at GRC. When asked if they attended Saturday sessions, 42 percent of GRC students indicated they had attended. Of those students who participated in Saturday sessions, 85 percent indicated it improved their academic performance. Seventy-seven percent (77%) of students indicated they participated in tutoring during 2016-2017, and 91 percent of those students indicated that tutoring helped improve their academic performance. Ninety-three percent (93%) of students indicated that they worked with a mentor during 2016-2017, and 65 percent of those students indicated that mentoring helped meet their needs.

Students indicating they participated in Saturday sessions decreased from approximately 60 percent in the year-two evaluation and there was an 11 percentage-point decrease in the percentage indicating that they participated in tutoring. Additionally, the percentage of students indicating that the mentoring program helped meet their needs decreased by approximately 20 percentage points.

Figure 10: Student Participation in Opportunities

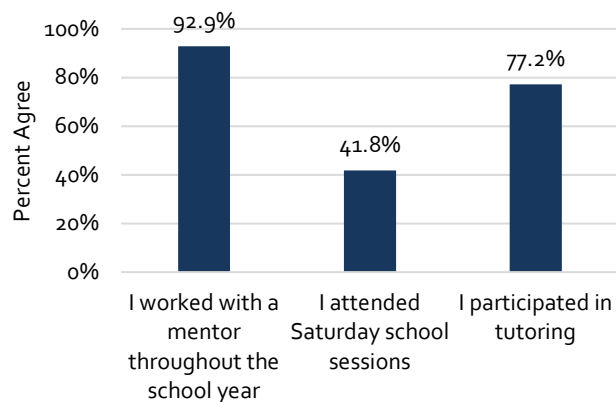
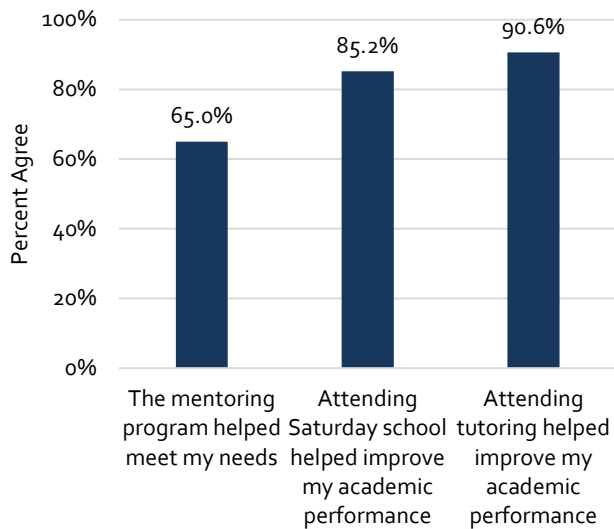


Figure 11: Student Perceptions of Opportunities



Figures 12 and 13 display results from the parent survey regarding their child's participation in activities and events at GRC. Of the parents who responded to the survey, 44 percent indicated that their child attended Saturday sessions, and 82 percent of parents whose student attended Saturday sessions indicated that it helped the student's academic performance. Seventy-seven percent (79%) of parents who responded to the survey indicated that their child attended tutoring. Of those parents, 95 percent indicated that tutoring helped their child's academic performance. Seventy-seven percent (77%) of parents indicated that their child worked with a mentor during 2016-2017, and 79 percent of those parents indicated that mentoring helped improve their child's academic performance. The percentage of parents indicating that their child attended Saturday sessions decreased by approximately 21 percentage points from the year-two evaluation, and the percentage of parents indicating

that Saturday sessions helped their child's academic performance decreased by approximately 14 percentage points when compared to the year-two evaluation.

Figure 12: Parent Responses Regarding Child's Participation in Opportunities

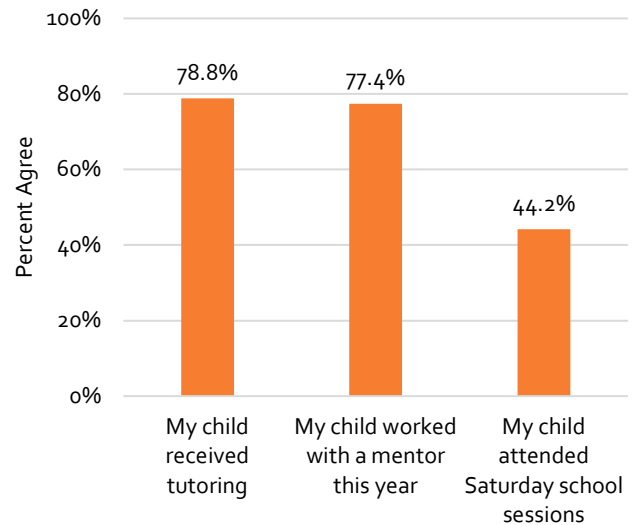
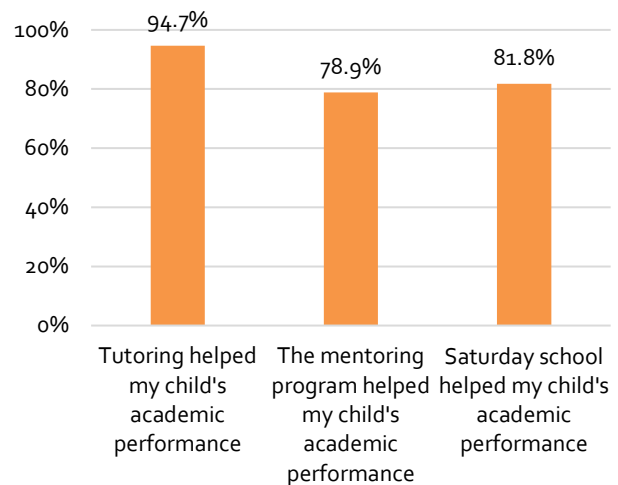
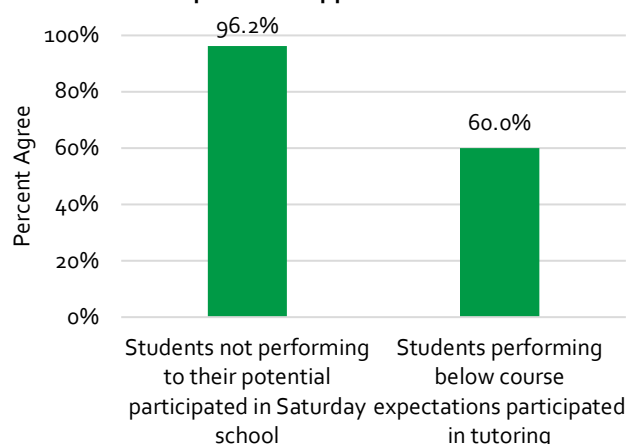


Figure 13: Parent Perceptions of Opportunities



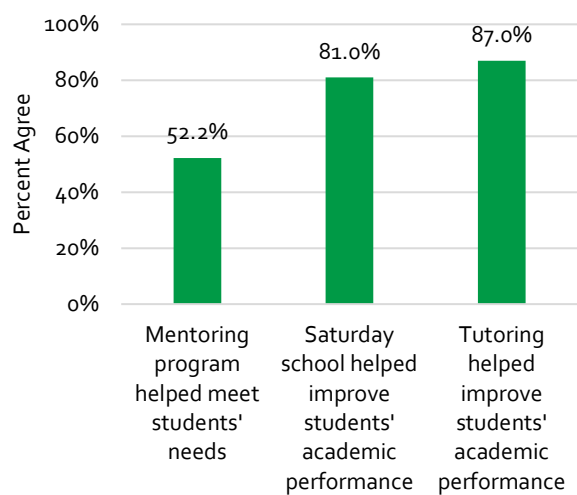
Teachers responded to items about their students' participation in Saturday sessions and tutoring, and the results are displayed in Figure 14. A large majority of teachers (96%) indicated that students who were not performing to their potential attended Saturday sessions. Additionally, 60 percent of teachers indicated that students who were performing below course expectations participated in tutoring which was a large decrease from the year-two evaluation (95%).

Figure 14: Teacher Responses Regarding Student Participation in Opportunities



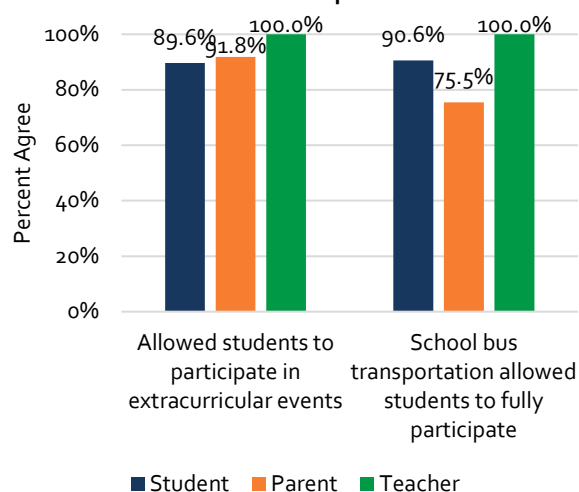
Teachers were asked if they thought the opportunities offered were meeting their students' needs, and the results are displayed in Figure 15. Over half of the teachers (52%) who participated indicated that mentoring helped meet their students' needs, which was notably lower than the 100 percent agreement in year two but similar to the agreement levels in year one (50%). Eighty-one percent (81%) of teachers indicated that Saturday sessions helped improve their students' academic performance, which was a noticeable decrease from the year-two evaluation (95%). Additionally, 87 percent of teachers indicated that tutoring helped improve students' academic performance which was, somewhat lower than year two (95%)

Figure 15: Teacher Perceptions of Student Opportunities



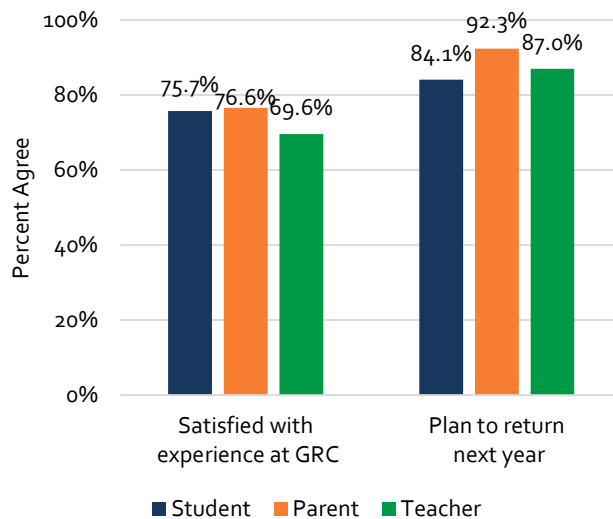
Results for questions regarding participation in extracurricular activities and use of school transportation are displayed in Figure 16. Overall, between 90 and 100 percent of students, parents, and teachers indicated that students had opportunities to participate in extracurricular activities. Additionally, between 76 and 100 percent of respondents indicated that school bus transportation allowed students to fully participate at GRC.

Figure 16: Participation in Extracurricular Activities and School Transportation



Survey respondents were asked about their overall perception of GRC (see Figure 17). At least 70 percent of all groups were satisfied with their experience at GRC. The percentages of students, parents, and teachers who were satisfied during 2016-2017 were notably lower than during the year-two evaluation (88%, 86%, and 100%, respectively). At least 84 percent of all groups planned to return to GRC next year. The percentage of students who planned to return next year was calculated based on the students who were in ninth, tenth, or eleventh grade and responded that they were not graduating this year. Parent responses were calculated based on the respondents who indicated they had a child in ninth, tenth, or eleventh grade.

Figure 17: Overall Satisfaction With GRC



Parent Involvement

The fifth evaluation question was “Was the parent involvement component implemented as specified in the approved plan?” Included as part of this evaluation question is information about opportunities for parent involvement and parent perception data.

Opportunities for Parent Involvement and Participation

Green Run Collegiate was designed to provide a smaller learning environment that allowed school leaders and faculty to develop trust and relationships with families to support each student and to meet the mission and vision of GRC. As stated in the approved charter application, “parents are primarily responsible for the education and overall development of their children.” According to the application, the school and staff “will collaborate with parents and will facilitate substantive parental participation in the school’s program.”²⁷ As specified in the approved charter application, GRC was to have active parent involvement with an emphasis on parents understanding the importance of a college education and how to prepare students for college. Planned activities to garner parent involvement included biannual parent meetings and conferences, college visits with students, and parent representation on the advisory committee. During these activities, parents were to be provided information on financial planning for college, cultural awareness of the college experience, and the importance of postsecondary education towards future economic well-being. Finally,

parents were to sign a compact that states that they are aware of the commitments they and their child are making to GRC. The GRC parent compact was to emphasize that parents will understand and support summer preparation and other requirements, support their child by taking part in activities that empower them towards life-long learning and global citizenship, and will make every effort to participate in parent activities and programs offered by GRC.²⁸

According to the GRC Head of School, all parents signed the compact. Documentation provided by the GRC Head of School and IB coordinator (see Table 7) indicated the number of parents attending workshops/events ranged from 12 to 188 during 2016-2017. The events with the highest number of attendees were for events that involved both parents and students such as the “tailgate night” with 188 parents in attendance. Events with the lowest attendance were art exhibitions.

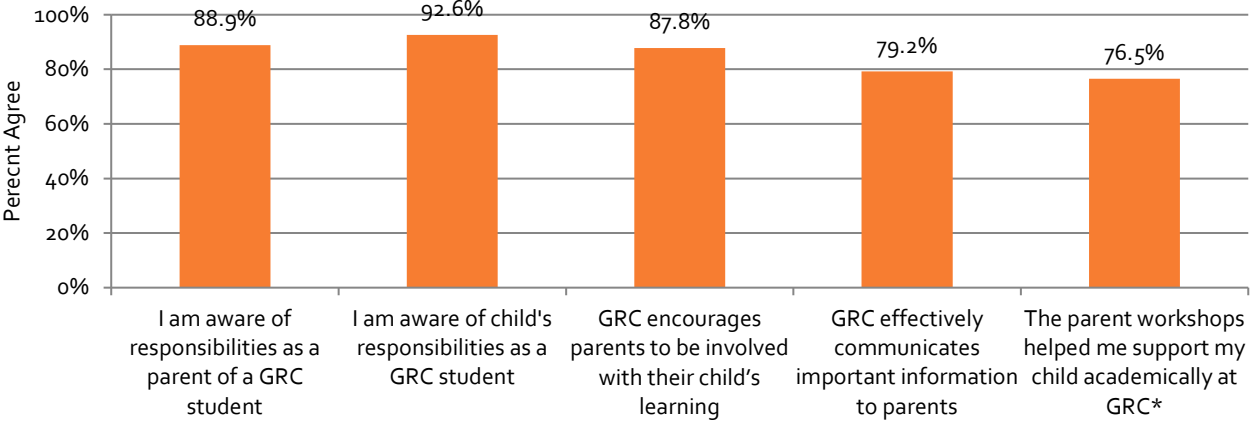
Table 7: Parent Involvement Activities Offered by GRC During 2016-2017²⁹

Activity	Month Activity Occurred	Number of Participants
Open House	September 2016	144
Tailgate	September 2016	188
IB Test Fees Info Sessions (juniors and seniors)	September 2016	31
College and Scholarship Info Night	September 2016	25
IB Pathways Parent Information Night	November 2016	46
MYP Personal Project Night	February 2017	36
Mindfully Cloaked MOCA Exhibition	April 2017	15
IB Art Exhibition at the Joint Use Library	April 2017	12
Rising Senior Info Night	June 2017	34
Senior and Underclassmen Awards	June 2017	24

Results from the parent survey regarding involvement in their child's education are shown in Figure 18. Overall, 89 percent of parents who responded to the survey agreed that their responsibilities as a GRC parent were clear, and 93 percent agreed that their child's responsibilities were clear. A majority of parents (88%) agreed that GRC encouraged parental involvement, and 79 percent of parents agreed that GRC effectively communicated important information to parents. When parents were asked how they were involved in their child's education, 87 percent of the 23 parents who responded to the open-ended question

said they attended parent involvement activities offered at GRC and 22 percent indicated they volunteered at GRC. Of the 55 parent survey respondents, 47 percent attended parent workshops. Of those who attended workshops, 77 percent agreed that workshops helped them support their child. Parents who did not attend were asked why they were unable to attend. Of the 13 parents who did not attend and responded to the open-ended question, 62 percent cited a scheduling issue (e.g., work, another school event, conflicting schedule, etc.) and 31 percent stated communication issues (e.g., received notice late, was not aware).

Figure 18: Perceptions of Parent Involvement



*Based on 26 parents who attended workshops.

An analysis of items from the VBCPS school climate survey administered in 2016-2107 was conducted in order to compare the perceptions of parental involvement at GRC, GRHS, and the division (see Table 8). When results were examined, a higher percentage of parents (82%) from GRHS agreed with the statement that the school encourages parents to be involved with their child's learning; however, GRC (79%) had a slightly higher percentage when compared to the division overall. The division overall had a slightly higher percentage of parents agreeing (79%) that the school effectively communicates information, while GRC had a higher percentage of parents (86%) agree that events are scheduled to encourage parent participation.

Table 8: Perceptions of Parental Involvement From VBCPS Climate Survey Items

Survey Item	GRC (n=14)	GRHS (n=17)	Division (n=758)
School encourages parents to be involved with their child's learning	78.6%	82.4%	77.5%
This school effectively communicates important information to parents	78.6%	76.5%	79.4%
School events are scheduled to encourage parent participation	85.7%	76.5%	79.9%

Progress Towards Meeting Goals and Objectives

The sixth evaluation question was “To what extent were the program goals and objectives identified in the approved charter application met?” Goals and objectives for GRC were outlined in the approved charter application. However, several adjustments were made based on the year-two evaluation recommendations. A total of nine goals and 38 objectives were assessed as part of the comprehensive evaluation (see Appendix B).

Green Run Collegiate Goals and Objectives

Goal 1: 100% of all students attending GRC will graduate.

The first goal was that all GRC students would graduate on time, and objectives related to this goal focused on students completing a rigorous course of study, passing SOL and IB assessments, earning advanced diplomas, and persisting and not dropping out.

- Objective 1 stated that all students will complete a rigorous course of study. Course enrollment data showed that 100 percent of students at GRC were enrolled in a rigorous IB coursework during 2016-2017. Additionally, course grades data were examined from the 121 courses taken by students at GRC, and overall, 97 percent of students who completed their courses at GRC during 2016-2017 passed. Table 9 displays the percent of students who had grades in each quarter and passed their class with a “D” or higher by subject area.

Table 9: Number of Students Enrolled and Passing Coursework

Subject Area	# Enrolled	% Passing With a Grade of “D” or Higher
Art	154	97%
World Language	260	99%
Gifted Courses	1	100%
Language Arts	474	97%
Mathematics	340	92%
Military Science	28	100%
Music	53	100%
Physical Education	202	99%
Science	356	97%
Social Studies	520	96%
Technology Education	57	96%
Theatre Arts	23	100%

- Objective 2 stated that 100 percent of seniors will graduate on time. The Virginia Department of Education released their on-time graduation rates on September 28, 2017, which showed that all 2016-2017 GRC seniors graduated on time.
- Objective 3 stated that all students will score a pass or above on all required SOL assessments, and 80 percent will score a pass or above on IB assessments prior to graduation. Results from 2016-2017 SOL testing showed that 75 to 100 percent of students passed depending on the end-of-course test. Seventy-three percent (73%) of students who sat for an IB exam during 2016-2017 passed. Table 10 displays the percent of students at GRC by pathway (IBDP, IBCP, or Course Completion Certificate) who passed an IB exam. Overall, 70 percent enrolled in the IBDP program passed their IB exams, 84 percent of students enrolled in the Career Program passed their exams, and 73 percent of students receiving a Course Completion Certificate passed their exams.

Table 10: Percent of Students Passing IB Exams by Diploma Pathway

IB Exam	Diploma Program	Career Program	Course Completion Certificate	All
Biology	100.0%	0.0%	16.7%	30.0%
Chemistry	0.0%	--	0.0%	0.0%
Design Tech.	75.0%	--	0.0%	60.0%
ENGLISH A: Lang And Literature	100.0%	100.0%	95.7%	97.6%
French B	100.0%	--	--	100.0%
History	100.0%	100.0%	92.9%	96.3%
History Europe	0.0%	--	--	0.0%
Math Studies	50.0%	100.0%	100.0%	91.7%
Mathematics	50.0%	0.0%	54.5%	50.0%
Physics	0.0%	--	0.0%	0.0%
Psychology	100.0%	--	90.0%	90.9%
Spanish B	85.7%	--	75.0%	81.8%
Theatre	0.0%	--	--	0.0%
Visual Arts	100.0%	--	85.7%	90.9%
Grand Total	70.2%	84.2%	73.1%	73.4%

- Objective 4 was to increase the number of students who graduated with an advanced diploma/IB diploma. Division graduation records were examined from the year prior to implementation (2012-2013) to the first graduating class of students. Table 11 displays the percent of graduates from the 2013 and 2017 on-time graduation cohorts. On-time graduation results are reported for GRC, GRHS, and the division. Green Run High School was used as a comparison because the charter application specified this comparison on the rationale that most students would come from the GRHS attendance zone, which is reflected in our findings. It should be noted that while GRHS is used as a comparison, the results are not a reflection or an evaluation of GRHS's program of study as the offerings at GRC are meant to enhance the education experiences of VBCPS students who would not otherwise be able to participate in IB classes. In 2017, the graduating cohort at GRC earned a higher percentage of advanced studies and IB diplomas when compared to Green Run High School and the division overall.

Table 11: Diploma Types Earned in 2013 and 2017

	Diploma Type	2013	2017
Green Run Collegiate	Advanced Studies	NA	72.5%
	IB	NA	4.4%
	Standard	NA	23.2%
Green Run High School	Advanced Studies	46.0%	36.2%
	IB	NA	0.0%
	Standard	47.5%	56.5%
Division	Advanced Studies	58.3%	59.2%
	IB	2.2%	2.4%
	Standard	36.1%	35.4%

- Objective 5 stated that GRC will help decrease the number of students who drop out in Virginia Beach. Division cohort dropout rates were examined from the year prior to implementation (2012-2013) to the first graduating class. Table 12 displays the dropout rate for GRC, GRHS, and the division. Overall, VBCPS and Green Run High School had dropout rates that were slightly lower than during the year prior to implementation. It should be noted that GRC was the only high school in VBCPS to report no students as dropouts.

Table 12: Dropout Rates

School	2013	2017
Green Run Collegiate	NA	0.0%
Green Run High School	7.5%	7.1%
Division	4.7%	4.6%

- Objective 6 stated that GRC will increase the number of African American and military-connected youth students who graduate with an advanced diploma which is defined for this evaluation as a student earning an advanced studies diploma or an IB diploma. The first graduating class of GRC had 73 percent of the students earn an Advanced Studies Diploma, and 4 percent earn an IB diploma. Overall, at GRC, 77 percent of students earned an advanced diploma which is approximately 15 percentage points higher than the overall division (62%) and 41 percentage points higher than GRHS. Table 13 displays the percentage of students in each identified subgroup that earned an advanced diploma for GRC, GRHS, and the division. When data were examined for subgroups at GRC, GRHS, and the division, GRC had higher percentages of military-connected students (73%) and African American students (76%) earning advanced diplomas.

Table 13: Percent of African American and Military Connected Students Earning an Advanced Diploma

Location	African American	2013 Military Connected	All	African American	2017 Military Connected	All
GRC	--	--	--	75.6%	72.7%	76.8%
GRHS	39.9%	50.0%	46.0%	33.6%	40.7%	36.2%
Division	43.0%	62.0%	60.5%	45.1%	69.0%	61.6%

- Objective 7 stated that GRC will maintain a mobility rate of 15 percent or below. As reported in the 2016-2017 mobility report, GRC had a mobility index of .1983 or 19.8 percent. This was the highest mobility rate during the four years of implementation. The school mobility rate was 8.9 percent in year one, 15.4 percent in year two, and 10 percent in year three.

Goal 2: 100% of students graduating from GRC will pursue postsecondary education or enlist in the military.

Goal 2 in the GRC approved charter application stated that all students graduating from GRC will pursue postsecondary education, enlist in military service, or pursue a specific career path.

- Objective 1 stated that all students will work with a mentor to complete and update their Personalized Learning Plan. Students, teachers, and parents responded to a survey question regarding Objective 1. On the survey, 77 percent of students indicated that they worked with a mentor to develop their PLP, 85 percent of teachers indicated they worked with students to develop PLPs, and 77 percent of parents indicated that their child developed a PLP with his or her mentor.
- Objective 2 stated that all students will have the opportunity to participate in the AVID program. All students were able to enroll in the AVID course if they wanted to; however, regardless of enrollment, students were exposed to AVID strategies in their coursework due to the implementation of AVID school wide. Furthermore, when AVID course enrollment was examined, 31 percent of the students had grades reported for the AVID course in at least one quarter. It should be noted that AVID did not function as originally envisioned in the charter application. Of the 107 students who were enrolled in AVID throughout the 2016-2017 school year, 66 percent indicated that it helped improve their academic performance. Additionally, the GRC guidance counselor is a trained AVID counselor and mirrors many AVID practices with all students at GRC.
- Objective 3 states that all students will receive multiple opportunities for counseling services designed to support financing college in their junior and senior years. Students were asked on the survey if they received counseling services for financial options to attend college. Overall, 50 percent of students in grades 11 and 12 indicated that they received those services. When examined by grade level, 30 percent of eleventh graders and 67 percent of twelfth graders indicated that they received those services.

- Objective 4 stated that students will continue to be assessed beyond graduation to compare college entrance rates, college graduation rates, and postsecondary degrees achieved when data becomes available. Data from the National Student Clearinghouse was used to assess this objective. Seventy-seven percent (77%) of GRC graduates were enrolled in college during the fall immediately after graduation. This was higher than the division's college enrollment percentage (60%). Additionally, 57 percent of GRC graduates enrolled in a four-year institution and 19 percent enrolled in a two-year institution. At the division-level, 40 percent of graduates enrolled in a four-year institution and 20 percent enrolled in a two-year institution.

Goal 3: 100% of all students at GRC will take rigorous IB, college preparatory courses in grades 9-10 in the IB Middle Years Program and in grades 11-12 in the IB Diploma Program.

Goal 3 in the approved charter application stated that all students at GRC will take rigorous IB, college preparatory courses in grades 9-10 in the IB Middle Years Program and in grades 11-12 in the IB Diploma Program.

- Objective 1 stated that all students will complete the six courses required annually in the IB MYP Program. Students' final grades were examined for all IB MYP classes. A student must have passed all classes to have completed the required courses (i.e., grade of A-D). Of the 295 students who had final grades in MYP coursework at GRC during 2016-2017, 95 percent completed all IB MYP coursework. Five percent (5%) of GRC students failed at least one IB MYP class during 2016-2017.
- Objective 2 stated that all tenth-grade students at GRC will complete a personal project. Students were asked on the survey if they completed the personal project by the end of tenth grade, 87 percent indicated that they had completed the personal project.
- Objective 3 stated that all eleventh- and twelfth-grade students will complete the Diploma Program courses, and 80 percent of those who take the IB exam will receive a passing score or above as required by IB. When grades for the 174 students who had grades in each quarter for their IB coursework during 2016-2017 were examined, 96 percent of students received a grade of "D" or higher. Of the ten students enrolled in IBDP, 30 percent completed all requirements and earned an IB Diploma, while of the eight students in the IBCP pathway, 50 percent completed all requirements to earn an advanced studies diploma and the IBCP Certificate. Additionally, 41 students at GRC completed all their IB coursework and met the requirements for an advanced studies diploma with an IB Certificate of course completion. Of the 174 students who had grades in coursework for grades 11 or 12 at GRC during 2016-2017, 96 percent received a passing grade.
- Objective 4 stated that all eleventh- and twelfth-grade students will complete Creativity, Action, Services (CAS) hours over a two-year period that reflects the seven learning outcomes. According to the GRC Head of School, all students participated in CAS hours during their eleventh- and twelfth-grade years as required by the charter application.³⁰
- Objective 5 stated that all eleventh- and twelfth-grade IB Diploma students will complete one semester of a Theory of Knowledge course. According to the GRC Head of School, all students completed the course during 2016-2017.³¹
- Objective 6 stated that all twelfth-grade IB Diploma students will complete a 4,000 word extended essay and achieve a passing score. The GRC Head of School stated that all students completed the extended essay, and only one student did not receive a passing score.³²

Goal 4: 100% of students attending GRC will meet or exceed SOL testing expectations and IB testing expectations.

Goal 4 of the approved charter application stated that 100 percent of students attending GRC will meet or exceed SOL testing expectations.

- Objective 1 stated that all students will receive a pass or above on SOL tests in applicable areas. Table 14 displays the passing rates for GRC students who took SOL assessments during spring 2017. GRC students' SOL scores were examined from the highest level course they were enrolled in for each subject area. Students participated in mathematics, science, history, and English end-of-course SOL tests during spring 2017.

The mathematics SOL assessment combined pass rate for GRC students was 89 percent. Students who took the Algebra II assessment had a higher passing rate (95%) than students who took the Geometry assessment (84%). On the science assessments, 95 percent of students passed Biology and Earth Science and 90 percent passed Chemistry. On the History assessments, 95 percent of students passed US History, 75 percent passed World History I, 94 percent passed World History II, and 92 percent passed World Geography. On English assessments, 99 percent

passed Reading and 100 percent passed Writing. Pass rates for VBCPS and GRHS students taking the same assessments as GRC students are also included in Table 14 for reference purposes.³³ Students at GRC had higher passing rates than students at GRHS on all assessments except for Algebra II, which was the same for both at 95 percent. When compared VBCPS overall, GRC students had higher passing rates on all assessments except Chemistry, World History I, and World Geography.

Table 14: Percent Passing Spring 2017 SOL Assessments by Test

	GRC ³⁴	VBCPS ³⁵	GRHS ³⁶
Test	Percent Passing	Percent Passing	Percent Passing
Algebra II	95%	92%	95%
Geometry	84%	82%	60%
Mathematics Combined	89%	87%	74%
Biology	95%	86%	73%
Earth Science	95%	77%	69%
Chemistry	90%	91%	74%
Science Combined	93%	85%	72%
VA & US History	95%	87%	77%
World History I	75%	80%	59%
World History II	94%	82%	57%
World Geography	92%	94%	84%
History Combined	94%	85%	69%
EOC Reading	99%	92%	85%
EOC Writing	100%	88%	75%

- Objective 2 stated that eleventh- and twelfth-grade students will achieve a pass or above on one exam from each IB Diploma Program subject group. Students who were in the IB Diploma Program passed all of their exams as is required by IB in order to earn that distinction. A total of 48 students attempted 169 IB Exams for SL and HL level courses. Green Run Collegiate students received passing scores on 124 or 73 percent of the IB exams they attempted.
- Objective 3 stated that GRC would meet all federally required benchmarks of Annual Measurable Objectives (AMO) during 2016-2017. Objective 3 was not able to be evaluated due to federal accountability measures being in a transition period during 2016-2017 without specific AMOs.

Goal 5: Green Run Collegiate will close academic gaps for all subgroups after three years of continuous attendance.

Goal 5 in the approved charter application stated that GRC will close academic gaps for all subgroups after three years of continuous attendance. Objectives as part of this goal stated that Personalized Learning Plans would be developed for all students, students would have the opportunity to participate in tutoring, Saturday sessions would be offered for students, and all teachers would receive AVID and IB professional learning to meet students' needs.

- Objective 1 stated that GRC staff will assess each student's past performance upon enrollment and develop a Personalized Learning Plan for students to eliminate academic gaps. Eighty-five percent (85%) of the respondents to the staff survey agreed that they helped to develop a plan with the students to eliminate any gaps.

- Objective 2 stated that students will have the opportunity to participate in targeted tutoring. Seventy-seven percent (77%) of students agreed that they participated in targeted tutoring. Additionally, tutoring sign-in sheets and attendance data were examined; 348 students attended at least one day of tutoring. Of the 348 students who attended at least one day of tutoring, the number of days attended ranged from 1 to 112 days with an average daily attendance of 16 days.
- Objective 3 stated that students in subgroups with wide achievement gaps will participate in Saturday school. Ninety-six percent (96%) of teachers agreed that students attended Saturday sessions, and 42 percent of students indicated that they attended Saturday sessions. Saturday sessions were held 22 times throughout the school year with attendance ranging from 3 to 55 students with an average attendance of 20 students.
- Objective 4 stated that all teachers will receive high-quality professional learning from AVID and IB. Teachers were asked on their survey if they received the professional learning from AVID and IB. Forty percent (40%) of teachers indicated that they received AVID professional learning, and 81 percent received IB professional learning. It should be noted that all teachers received this training when beginning at GRC. Teachers might not have indicated that they had the training due to receiving it in prior years.
- Objective 5 stated that a data system will track students' academic performance and that all teachers will be required to access the system during the meetings with their students. Sixty-two percent (62%) of teachers agreed that they accessed the data system with students throughout the year, and 91 percent of students indicated that they accessed the data system throughout the school year.

Goal 6: 100% of all students attending GRC will work with their mentor to develop a Personalized Learning Plan.

Goal 6 in the approved charter application stated that all students attending GRC will work with their mentor to develop a Personalized Learning Plan. When responding to the survey, students, parents, and instructional staff members were asked questions regarding the Personalized Learning Plan.

- Objective 1 stated that all teachers will mentor five to ten students each year. Of the respondents to the survey, 93 percent of students, 77 percent of parents, and 96 percent of teachers indicated that they (or their child) participated in the mentoring program.
- Objective 2 stated that upon enrollment at GRC mentors will work with students throughout the year to develop their Personalized Learning Plans. On the survey, 77 percent of students, 77 percent of parents, and 85 percent of teachers indicated that students and teachers worked to develop these plans during 2016-2017.
- Objective 3 stated that Personalized Learning Plan for each student will be updated throughout the year. When asked about this on the survey, 76 percent of students, 69 percent of parents, and 85 percent of teachers indicated that the plans were updated.

Goal 7: Green Run Collegiate will maintain a 95% attendance rate.

Goal 7 in the approved charter application stated that GRC will maintain an attendance rate of 98 percent for all students. This goal was revised to 95 percent. During the 2016-2017 school year, the average attendance rate for GRC students was 96, which met the revised goal and was higher than the division and Green Run High School at 94 percent.

- Objective 1 stated that students with unexcused absences would be expected to attend Saturday sessions. Saturday sessions were voluntary and used by students to complete missing work from the previous week. At total of 22 Saturday sessions were utilized and as indicated by student sign-in sheets, Saturday sessions averaged 20 students per session with attendance ranging from 3 to 55 students on a given day.

Goal 8: 100 percent of students at GRC will participate in AVID programming to increase their postsecondary preparation, develop a postsecondary plan for college or military service, create a plan to finance college, and increase their exposure to postsecondary options.

Goal 8 in the approved charter application stated that all students at GRC would participate in AVID

programming to enhance their preparation for postsecondary options.

- Objective 1 was related to the student enrollment in the AVID course at GRC. When course enrollment data were analyzed, 31 percent of students chose to enroll in the AVID course and had AVID grades in at least one quarter. All students were encouraged and given the opportunity to enroll in the AVID course, and students who did not enroll in the course chose not to enroll according to the GRC Head of School.³⁷
- Objective 2 was related to the WICOR (writing, inquiry, collaboration, organization, and reading) professional learning teachers received. Sixty-two percent (62%) of teachers indicated on the survey that they received the WICOR professional learning as planned based on the charter application, and 93 percent of the teachers who responded to the survey indicated that the WICOR professional learning helped them meet the needs of their students. It should be noted along with AVID and IB training that these trainings could have been completed in prior years. The GRC Head of School stated “that all teachers have received these professional learning sessions.”³⁸
- Objective 3 was related to the presence of AVID in all core content classes. Teachers were asked to agree or disagree with statements concerning the use of AVID at GRC. A majority of teachers (73%) who responded to the survey indicated that AVID curriculum and strategies were used in all core content classes.
- Objective 4 stated that all parents will be expected to participate in at least one GRC IB and AVID workshop. When parent survey data were analyzed, only 42 percent of the respondents indicated they had attended a parent workshop. Qualitative data were analyzed for the 22 parents who did not attend workshops and responded to the open-ended question; the most common reason for not attending the workshops was scheduling conflicts followed by they were not aware of workshops or the purpose of the workshops.

Goal 9: Increase academic performance and college readiness in the Green Run area of Virginia Beach in alignment with the VBCPS strategic plan.

Goal 9 according to the approved charter application was to increase academic performance and college readiness.

- Objective 1 was related to the average SOL scale score for students at GRC relative to the division overall. Average SOL scale scores were calculated for the assessments GRC students took while at GRC. Table 15 displays the average SOL scale scores for GRC, all VBCPS high school students, and Green Run High School students who took the same SOL assessments as GRC students. Green Run Collegiate students took a total of 11 SOL assessments during 2016-2017, which included 2 mathematics assessments (Algebra II and Geometry), 3 science assessments (Biology, Earth Science, and Chemistry), 4 history assessments (Virginia and United States History, World History I, World History II, and World Geography), and 2 English assessments (Reading and Writing). Overall, GRC students had higher average SOL scale scores than GRHS on all of the assessments examined except for Reading. However, GRC had lower average SOL scores on 7 out of 11 assessments with the difference in average scale score ranging from 2 to 14 points when compared to the division. The Geometry SOL assessment had the lowest average scale score for GRC students; however, the average is above the proficiency mark.

Table 15: Average SOL Scale Score by Assessment

Group	GRC	VBCPS	GRHS
Algebra II	461	461	447
Geometry	426	429	403
Biology	439	442	421
Earth Science	435	422	413
Chemistry	443	449	419
VA & US History	445	447	426
World History I	426	433	407
World History II	459	457	407
World Geography	446	460	431
Reading	454	458	468
Writing	483	479	464

- Objective 2 stated that GRC will increase SOL scores. For this objective, the overall passing rates of SOL exams in 2013 and 2017 were examined. Table 16 displays the percent of students who met the benchmarks on the SOL in the year prior to the implementation of GRC for GRC, Green Run High School and the division. Green Run Collegiate pass rates ranged from 75 to 100 percent in 2016-2017. Pass rates for GRC were higher than the division on 8 of the 11 (73%) SOL tests and higher than Green Run High School on 10 of the 11 SOL tests (91%).

Table 16: SOL Pass Rates Prior to Implementation in 2013 and After Full Implementation in 2017

Group	GRC		VBCPS		GRHS	
	2013	2017	2013	2017	2013	2017
Algebra II	NA	95%	73%	92%	77%	95%
Geometry	NA	84%	79%	82%	53%	60%
Biology	NA	95%	85%	86%	71%	73%
Earth Science	NA	95%	86%	77%	79%	69%
Chemistry	NA	90%	89%	91%	80%	74%
VA & US History	NA	95%	83%	87%	76%	77%
World History I	NA	75%	79%	80%	75%	59%
World History II	NA	94%	83%	82%	70%	57%
World Geography	NA	92%	94%	94%	91%	84%
Reading	NA	99%	92%	92%	85%	85%
Writing	NA	100%	89%	88%	80%	75%

- Objective 3 stated that GRC will increase college readiness of all students regardless of subgroup status. The objective was originally proposed to be measured by CWRA results. However, there were no CWRA results for students at GRC because the assessment was not given in 2016-2107. As a supplemental measure of subgroup college and career readiness, Table 17 displays the percent of students who met the SAT college and career readiness benchmarks by subgroups as reported by the Navigational Markers for GRC students, GRHS, and the division. The percent of GRC students meeting college readiness benchmarks were higher than the division on 6 of the 14 comparisons (43%) and higher than GRHS on 10 of the 14 comparisons (71%).

Table 17: Percent Meeting SAT College and Career Readiness Benchmarks by Subgroup

Subgroup	GRC		Division		GRHS	
	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics
African American	66.7%	29.2%	61.6%	27.8%	44.8%	24.1%
Asian	50.0%	50.0%	85.6%	70.9%	68.8%	56.3%
Caucasian	63.6%	63.6%	90.9%	65.3%	79.1%	51.2%
Hispanic	57.1%	57.1%	85.4%	50.0%	73.7%	47.4%
Multiracial	75.0%	75.0%	85.4%	60.5%	70.0%	40.0%
Econ Dis	66.7%	32.5%	68.6%	37.1%	51.6%	30.8%
AAM	84.6%	38.5%	58.8%	29.0%	42.1%	26.3%

- Objective 4 stated that GRC will increase the number of students in Virginia Beach who achieve college credit in high school. Eighty-four percent (84%) of graduating seniors responded on the survey that they expected to receive college credit based on their time at GRC.
- Objective 5 stated that GRC students' performance on the SAT will be judged against local, state, and national trends. Table 18 and Table 19 display the percent of tenth- and eleventh-grade students who met the college and career readiness benchmarks as determined by the PSAT taken during 2016-2017. Green Run Collegiate students had percentages higher than or equal to (grade 11 mathematics) students meeting the college and career readiness benchmarks at GRHS and the division. When compared to percentages for the state and all test takers, GRC had higher percentages of students meeting the college and career readiness in reading but had lower percentages in mathematics and combined for grades 10 and 11. Table 20 displays the percent of

students who met the college and career readiness benchmarks on the SAT during 2016-2017. Green Run Collegiate had higher percentages of students meeting the benchmarks in reading and mathematics than GRHS, but lower percentages compared to the division and Virginia. When compared to all SAT test takers in 2016-2017, GRC students had a higher percentage meeting the benchmark in reading, but had a lower percentage meeting the benchmark in mathematics.

Table 18: Percent of Tenth-Grade Students Meeting PSAT Benchmark by Test

PSAT Section-10	GRC	VBCPS	GRHS	Virginia	All
Reading	78%	63%	35%	69%	64%
Mathematics	42%	38%	18%	46%	43%
Combined (Both)	39%	35%	15%	43%	40%

Table 19: Percent of Eleventh-Grade Students Meeting PSAT Benchmark by Test

PSAT Section-11	GRC	VBCPS	GRHS	Virginia	All
Reading	76%	64%	40%	72%	69%
Mathematics	39%	39%	20%	49%	48%
Combined (Both)	37%	36%	18%	48%	45%

Table 20: Percent of Students Meeting SAT Benchmark by Test

SAT Section	GRC	VBCPS	GRHS	Virginia	All
Reading	73%	84%	59%	81%	70%
Mathematics	41%	57%	37%	55%	49%
Combined (Both)	41%	56%	33%	53%	46%

Comparison Group Performance Results

Data presented to this point were based on GRC's goals and objectives with some data from GRHS and the division for reference purposes. While the largest percentage of GRC students comes from the GRHS attendance zone, GRHS, as well as the division, are not the best comparisons for GRC due to demographic differences between the groups. The analyses conducted by Hanover Research compared the academic performance, attendance, and discipline of GRC twelfth-grade students to a matched group of students who were also in twelfth grade during 2016-2017. All students in this analysis were enrolled in the same high school for all four years from ninth to twelfth grade. The demographic variables used to match students included students' gender, race/ethnicity, free/reduced lunch status, and gifted status when the students were in eighth grade. Due to limited numbers of GRC special education and limited English proficient (LEP) students, these variables were not used to match students. As can be seen from Table 21, there were no significant differences between the GRC and comparison groups in regards to demographics. Eighth-grade mathematics and reading performance, attendance, and discipline were also used to construct the comparison group. There were also no significant differences between the GRC and comparison groups for the eighth-grade variables (see Table 21). For mathematics SOLs, there were equivalent percentages of students across the two groups who took the same mathematics SOL and performed within the same proficiency level. Across the two groups, there were equivalent percentages of students who attended the same middle schools and from the same high school attendance zones. Therefore, the matched group was the best available comparison for GRC students.

Table 21: Comparison of Demographics for GRC and Comparison Group

Characteristics	GRC (N=64)	Comparison Group (N=244)
Male	42.2%	58.2%
Female	57.8%	41.8%
African American	59.4%	51.2%
Asian	3.1%	1.2%
Caucasian	21.9%	28.7%
Hispanic	7.8%	10.7%

Characteristics	GRC (N=64)	Comparison Group (N=244)
Native Hawaiian/Pacific Islander	1.6%	1.6%
Two or More Ethnicity	6.3%	6.6%
Economically Disadvantaged	46.9%	40.2%
Gifted	20.3%	20.5%
Grade 8 Variables		
Attendance Rate	96.7%	96.6%
Referrals	0.38	0.41
Reading SOL Standard Score	438.5	440.9
Mathematics SOL Test and Performance		
Algebra I – Fail	4.7%	4.1%
Algebra I – Pass Proficient	37.5%	33.2%
Geometry – Pass Advanced	3.1%	4.1%
Geometry – Pass Proficient	31.3%	34.0%
Grade 8 Mathematics – Fail	12.5%	13.1%
Grade 8 Mathematics – Pass Proficient	6.3%	6.6%

Note: There were no significant differences between the groups.

Academic comparisons focused on performance on English Language Arts and mathematics SOLs, PSAT, and SAT as well as number of AP/IB courses taken and graduation details/plans. In regards to academic performance on the SOLs, GRC students performed significantly better on the Algebra II SOL both by average SOL scores (see Table 22) and percent of students passing in the advanced range (see Table 23). Statistically, GRC students generally performed similar to the comparison group on the reading, writing, and Geometry SOLs, although the pattern of results for reading and writing favored GRC students.

Table 22: Average SOL Scores by Subject Area

Subject	GRC	Comparison Group
Reading	455.30	450.35
Writing	481.06	467.40
Geometry	417.37	417.40
Algebra II	481.61**	458.99

Note: Asterisks denote significant differences from comparison group. * $p < .1$ ** $p < .05$, *** $p < .01$.

Table 23: Percent of Students by SOL Proficiency Level

Subject and Level	GRC	Comparison Group
Reading		
Fail	3.1%	2.9%
Pass Proficient	87.5%	90.1%
Pass Advanced	9.4%	7.0%
Writing		
Fail	3.1%	8.6%
Pass Proficient	68.8%	67.5%
Pass Advanced	28.1%	23.9%
Geometry		
Fail	22.0%	22.6%
Pass Proficient	73.2%	75.3%
Pass Advanced	4.9%	2.1%
Algebra II		
Fail	4.7%	5.1%
Pass Proficient	56.3%**	75.6%
Pass Advanced	39.1%**	19.4%

Note: Asterisks denote significant differences from comparison group. * $p < .1$ ** $p < .05$, *** $p < .01$.

Green Run Collegiate students also performed statistically similar to students in the comparison group on the PSAT in all areas, and there were equivalent percentages of students who attempted the SAT (see Table 24). The comparison group had a higher average SAT mathematics score than GRC students did, but the difference was only marginally significant ($p < .1$); however, the overall SAT scores and reading/writing SAT scores were similar.

Table 24: Average PSAT and SAT Scores and SAT Participation Rate

Measure	GRC	Comparison Group
PSAT Combined	127.1	125.3
Critical Reading	42.9	42.3
Mathematics	44.8	43.4
Writing	39.4	39.6
SAT Total	1032.2	1066.7
Reading/Writing	536.1	544.3
Mathematics	496.1*	522.4
SAT Participation	84.4%	74.6%

Note: Asterisks denote significant differences from comparison group. * $p < .1$ ** $p < .05$, *** $p < .01$.

There were statistically significant differences for course choices, in making plans after graduation, and enrolling in college (see Table 25). On average, GRC students took more AP or IB courses across all grade levels than students in the comparison group (see Table 25). Additionally, a higher percentage of GRC students indicated their plan was to attend a four-year college after graduation than the comparison group. Further, a higher percentage of GRC students enrolled in college during the fall after high school graduation than the comparison group. However, there were no statistically significant differences in the percentages of students who graduated on time or with an advanced diploma.

Table 25: Average Number of AP/IB Courses Taken, Graduation Details, and Plan

Measure	GRC	Comparison Group
Number of AP/IB Courses		
Grade 9	7.0***	0.3
Grade 10	6.0***	0.5
Grade 11	5.5***	1.4
Grade 12	4.4***	1.4
Graduation and College		
On-Time	100.0%	100.0%
Advanced Diploma	76.6%	73.8%
4-year College Plan	82.8%***	65.2%
Enrolled in College	82.8%***	62.6%

Note: Asterisks denote significant differences from comparison group. * $p < .1$ ** $p < .05$, *** $p < .01$.

A comparison of behavioral outcomes showed that GRC students had significantly more referrals and lower attendance rates (see Table 26). Green Run Collegiate students had significantly more referrals in grades 9, 10, and 12 and significantly lower attendance rates in grades 10 and 12.

Table 26: Average Referrals and Attendance Rates

Measure	GRC	Comparison Group
Referrals		
Grade 9	0.64**	0.30
Grade 10	0.84***	0.28
Grade 11	0.33	0.28
Grade 12	0.61*	0.29
Attendance Rate		
Grade 9	97.3%	96.7%
Grade 10	95.4%**	96.8%
Grade 11	94.9%	95.8%
Grade 12	91.0%***	94.6%

Note: Asterisks denote significant differences from comparison group. * $p < .1$ ** $p < .05$, *** $p < .01$.

Green Run Collegiate Costs

The final evaluation question was “What was the cost of Green Run Collegiate to VBCPS and how did it compare to the approved budget?” This section of the report outlines the budget that was part of the approved charter application as well as the costs of the charter school. Following the approval of the charter application by the School Board on April 9, 2013, there were multiple revisions to the budget for GRC based on additional information about the school’s needs as the planning process continued throughout summer 2013. However, because the budget dated March 25, 2013 was the budget that was outlined as part of the charter school application that was reviewed and approved by the VBCPS School Board, that is the budget that serves as the point of comparison.³⁹

Costs and expenditures are organized by categories, which were determined based on the types of costs (see Table 27). A description of each cost category is available in Appendix C. These categories may or may not align directly to specific VBCPS budget codes. To the greatest extent possible, categories from the charter application budget were aligned with the categories represented in actual budget documents from the Department of Budget and Finance. However, due to the more general nature of the budget categories in the charter application and more specific details in the VBCPS budget documents, it was not always possible to align the budget and expense documents. Total costs within each category were rounded to the nearest dollar, and the total cost was calculated based on the whole dollar amounts.

The 2016-2017 VBCPS budget from the charter application for the final year of implementation totaled \$3,906,802. The largest projected expenses for the final year of implementation included personnel, transportation, instructional materials and supplies, and professional learning. Total 2016-2017 school year expenditures were \$3,485,211 or \$421,591 less than anticipated. During 2016-2017, GRC received two grants that helped offset \$145,348 of expenses regarding after-school tutoring personnel cost, instructional supplies, computer supplies, and transportation. The 21st Century grant is on a multi-year schedule and funds were carried forward if not spent in the year awarded. During 2016-2017, GRC spent \$15,411 of their award from the 21st Century Grant in fiscal year 2015; \$68,798 from their fiscal year 2016 award; and \$51,139 of the money awarded from fiscal year 2017. Overall, the 21st Century Grant provided \$135,348 worth of financial assistance that covered personnel, computer supplies, and transportation costs for the after-school tutoring program. A Charter School Support Grant for 2017 provided \$10,000 worth of assistance to purchase instructional supplies for GRC programs. The total expenditures by VBCPS for the operation of GRC in 2016-2017 were \$3,339,863. Overall, the largest expenditures were for personnel, transportation, professional learning, and instructional materials.

Table 27: Year 4 Costs – 2016-2017 School Year

Cost Category	GRC Budget From Charter Application	Actual Costs
GRC Personnel	\$2,554,390	\$2,785,502
Facilities	\$0	\$0
Furniture	\$49,938	\$0
Computer/Technology Equipment	\$60,000	\$74,847
Instructional Materials and Supplies	\$65,654	\$112,525
IB Curriculum Development	\$18,000	\$0
Professional learning	\$41,200	\$121,455
Office Supplies	\$25,500	\$39,598
Marketing/Communication	\$15,040	\$3,777
Purchased Services (Special Education, Gifted, Student Information System, Phone, Insurance, Custodial Services, Accounting Services, Legal Services, Food Services)	\$115,522	\$30,538
Transportation (Incremental costs only)	\$217,000	\$285,454
IB and AVID Fees	\$90,870	\$31,515
Unallocated Reserve	\$653,688	\$0
Total Cost	\$3,906,802	\$3,485,211
Grant Funds Received	---	(\$145,348)
Total Cost to VBCPS	---	\$3,339,863

The extent to which the costs of GRC are considered “additional” or “incremental” costs to VBCPS is not addressed in this evaluation. If one considers additional costs to be those that would not be incurred if GRC was not in operation, some personnel costs to operate GRC (\$364,426); IB and AVID costs for materials, curriculum, professional learning, and fees (fees \$31,515); some legal fees; incremental transportation costs (\$283,954); and summer school tuition for prospective GRC students would be additional costs to VBCPS. If one considers additional costs to be those that are remaining after the per pupil revenue is allocated specifically to GRC, then the additional costs are lower due to state, federal, and local funding following the child.⁴⁰

Recommendations and Rationale

Recommendation #1: Continue Green Run Collegiate Charter School with modifications noted in Recommendations 2 through 5. (Responsible Group: GRC Governing Board)

Rationale: Continuing GRC with modifications is recommended because 2016-2017 was GRC's first year of full implementation in grades 9 through 12. Green Run Collegiate enrolled students who would not typically have the opportunity to attend a rigorous college preparatory program with IB components. Course enrollment data showed that 100 percent of students at GRC were enrolled in a rigorous IB coursework during 2016-2017. Additionally, when students were asked why they enrolled in GRC, 35 percent of students mentioned "opportunity" and 34 percent of students mentioned "rigorous" coursework that would allow them to pursue higher education. Academic data from SOL results showed that GRC had higher passing rates than students from Green Run High School. When compared to the division, GRC had higher passing rates on 73 percent of the SOL assessments. Furthermore, when degree attainment was examined, GRC had a higher percentage of students earn the advanced studies or IB diploma (77%) when compared to Green Run High School (36%) and the division (62%). Additionally, based on matched groups analyses of students at GRC and comparable students throughout the division, GRC students enrolled in a greater number of advanced courses (e.g., IB/AP), they performed significantly better on the Algebra II SOL test, and they were more likely to indicate that they planned to attend a four-year college. However, there were decreases in perception data from the prior year evaluations in multiple areas that were examined, including the mentoring and Personalized Learning Plan components.

Recommendation #2: Increase the number of students who are taking advantage of and successfully completing the rigorous IB programs (Diploma and Career pathways) offered to them at GRC. (Responsible Group: GRC Governing Board)

Rationale: Increasing the number of students who are taking advantage of and successfully completing the IB Diploma Program and IB Career Program pathways is recommended because it was a central focus of the charter application. As stated in the charter application and the goals and objectives, it was the expectation that 100 percent of students would obtain an IB Diploma. Degree attainment was examined and approximately 96 percent of GRC students earned a degree that was attainable at any VBCPS comprehensive high school (standard diploma or advanced studies diploma). When division Navigational Markers were examined, almost all students at GRC were enrolled in rigorous courses. However, only ten students enrolled in the IBDP and of those students, 30 percent met the requirements to earn the IB Diploma, while eight students were enrolled in the IBCP program with 50 percent of those students earning the IBCP Certificate in conjunction with an advanced studies diploma. Overall, 26 percent of GRC students enrolled in the IB programs, and of those 18 students who enrolled, 39 percent met the requirements set forth by IB and VBCPS to earn that distinction. It should be noted that 41 students who earned the advanced studies diploma also earned the IB certificate of course completion; this is a distinction that signifies that students completed IB coursework and sat for IB exams, but did not enroll in the IBDP or IBCP pathway.

Recommendation #3: Ensure that students are receiving multiple opportunities for counseling services focused on college financial assistance as specified in Goal 2, Objective 3 of the charter school application. (Responsible Group: GRC Governing Board)

Rationale: Ensuring that students receive multiple opportunities for counseling services designed to support financing college is recommended to assist students with their plans for college enrollment. Students were asked on the survey if they received counseling services focused on financial options to attend college. Overall, 50 percent of student in grades 11 and 12 indicated that they received those services. When examined by grade level, 30 percent of eleventh graders and 67 percent of twelfth graders indicated that they received those services. While the IB

coordinator at GRC has stated that all students received services as part of GRC's program components, additional targeted efforts with multiple opportunities for juniors and seniors to learn about college financing options is needed.

Recommendation #4: Review the mentoring and Personalized Learning Plan processes and modify them as needed to ensure that these program components are maximizing students' potential to meet their goals. (Responsible Group: GRC Governing Board)

Rationale: Reviewing the mentoring and PLP processes and modifying them as needed is recommended because these are hallmarks of GRC as the school was originally designed, and survey data around both of these components demonstrated declines in perceptions among students and teachers from the 2014-2015 school year. When asked if the mentoring program met students' needs, 65 percent of students, 79 percent of parents, and 52 percent of teachers agreed that it met students' needs. Further, there were substantial drops in agreement levels in year four compared to year two (e.g., 20% decline for students, 48% decline for teachers, and 11% decline for parents). Students' and parents' agreement levels regarding mentoring were the lowest they have been across all evaluations. When asked if they developed a PLP, 77 percent of students agreed that they had developed one with their mentor which was a decline of approximately 18 percentage points from the year-two evaluation. Students were also less likely to agree that they updated their PLP with their mentor throughout the year (13% decline from 89% in year two to 76% in year four). When teacher results were examined, there was a 15-percentage point decrease in agreement levels regarding developing a PLP with students and updating it throughout the year (100% in year two to 85% in year four for both survey items). Additionally, while the parent agreement levels regarding the PLP were the highest they have been since implementation, no agreement level was above 77 percent. While the GRC Head of School ensures these activities are occurring, adjustments to these components may be needed to maximize GRC students' pathway planning to become college or career ready.

Recommendation #5: Conduct an evaluation update during 2017-2018 based on an additional cohort of students progressing through GRC. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: Because a large percentage of the program's terminal goals and objectives (i.e., graduation rate, degree attainment, college plans) were evaluated with only one graduating cohort, conducting an evaluation update is recommended to monitor the progress of additional GRC cohorts. Further evaluation will allow for the identification of trends in graduation rates, IB exam completion, degree attainment, and college/career data. College enrollment data will also be collected to determine if GRC students' plans to attend a four-year college align with data on actual college attendance. Additional monitoring will also allow for continued assessment of areas where there was a decline in student and teacher perceptions in 2016-2017 compared to the year-two implementation evaluation in 2014-2015. With the decreases in perception data, it is important to continue to monitor the student and staff perceptions and the functioning of program elements such as the Personalized Learning Plan, whole school AVID implementation, and mentoring for continuous improvement efforts.

Appendix A: Green Run Collegiate Newsletters

Green Run Announcements

[Congratulations, NJROTC!](#)

On Saturday, 21 October 2017, the NJROTC traveled to Potomac Senior High School to compete in their combined drill and athletic meet. It was a huge success! There were 11 schools from Maryland and Virginia competing. The Green Run cadets took 1st place in Armed and Unarmed Exhibition Drill, Color Guard, Armed Standard Drill, and Unit Personnel Inspection. They also took 1st place in both the 16X100 and 8X200 relays. 1st place in push-ups with Adriel Guzman taking 1st place individual honors with 169. They took 2nd place in sit-ups with Akira Anderson and Aminah Jones taking 1st and 2nd place individual female honors respectively, and 2nd place in Unarmed Standard Drill. Our unit placed in every event. They took 1st place overall athletics, 1st place overall drill, and 1st place overall for the meet.

[SCA Tie-Dye Party](#)

Stallion Country is about to get GROOVY! The SCA is having a tie-dye party on MONDAY, Oct. 23rd to kick off Homecoming week! Bring \$2 to tie-dye and meet at the picnic tables outside of school at 2:30. Bring your White SCA Theme shirt or buy one there for \$10!

[SCA PowderPuff](#)

The annual Green Run PowderPuff football game is WEDNESDAY, Oct. 25th at 6pm! Come out to support our girl players and cheer on our boy cheerleaders! Tickets will be \$5 at the gate or \$2 with a donation of 3 canned goods. All canned goods will be donated to the Food Bank of Southeastern Virginia. Happy Homecoming!

[Leadership Workshop Staff Applications Due](#)

Completed Leadership Workshop staff member applications are due no later than 2:20PM Thursday, October 26th. Applications can be submitted in the SCA office. Please see Mrs. Bellamy or Ms. Huckaby with any questions regarding the application process. Be sure to submit a professional and well-put together application!

[Homecoming Tickets](#)

Homecoming Dance Tickets are ON SALE NOW! Buy yours during lunch between Monday, Oct. 16th and Thursday, Oct. 26th. Tickets will be \$15 or \$10 with a donation of 5 canned goods. All food donated will benefit the FoodBank of Southeastern Virginia and the Eastern Shore. One dollar from every ticket sold will benefit the United Way. TICKETS WILL NOT BE SOLD AT THE DOOR. Dance the night away on Saturday, October 28th from 8-10pm knowing that you're helping two worthy causes while having a great time! Want to bring a guest from another school? All guest forms must be approved by a Green Run administrator before being turned in to Ms. Waschbisch in Room 123. You may only buy your guest's ticket AFTER your guest form has been approved and turned in.

[College Night](#)

College Night October 24, 2017 Representatives from more than 175 colleges, universities, proprietary schools and the military will have exhibits at the school division's annual College Night, Tuesday, Oct. 24 from 5:30-8 p.m. at the Virginia Beach Convention Center. Virginia Beach City Public Schools' students and parents are invited to the free event to learn more about postgraduate education options, programs of study, admission requirements, student life and transition services for students with disabilities. A partial list of participating institutions is available on vbschools.com.

Appendix A: Green Run Collegiate Newsletters (continued)

Green Run Announcements

College Visits

- 10/23/17 Monday – Virginia Commonwealth University @ 10:30 am Stallion Conference Room
- 10/24/17 Tuesday – University of Missouri @ 11:00 am – Stallion Conference Room
- 10/24/17 Tuesday – Hollins University @ 1:00 pm – Stallion Conference Room
- 10/25/17 Wednesday – University of Utica @ 9:10 am – Stallion Conference Room
- 10/27/17 Friday – Va. Tech @ 1:00 pm - Stallion Conference Room
- 11/06/17 Friday – University of Mary Baldwin @ 12:30 pm – Stallion Conference Room

GRHS Senior Info

GRHS Senior Information Senior Package order Forms will be available on October 12. A QR code that links to the order form will be posted throughout the building. All orders will be completed online. Payments will be made after school in Room 201 beginning on November 15. Orders will be delivered during the short week before the Winter Break. The package will include a 2018 T shirt with ALL senior's names, a 2018 hoodie, a lanyard, a prom ticket voucher, and an all night grad party voucher. GRHS GRC \$140.00 Seniors may see their English 12 teachers, Mrs. Briscoe, or Ms. Wanzong starting Thursday to obtain the Google Classroom Code. All announcements and important information will be housed there

LW Staff Applications Due

Completed Leadership Workshop staff member applications are due no later than 2:20PM Thursday, October 26th. Applications can be submitted in the SCA office. Please see Mrs. Bellamy or Ms. Huckaby with any questions regarding the application process. Be sure to submit a professional and well-put together application!

MFLC

Do you have a family member in the Military? Did you know that the Department of Defense has extra support for you here at school? The MFLC is an extra counselor at school that you can talk to and help you figure things out. Just fill out a blue request form in the Library or School Counseling Office. Or see the MFLC in the library or talk to your School Counselor to find out more!

Art Contest

Art Contest open to ALL VBCPS K-12 students: THE ART OF BEING A MILITARY CHILD Details and Cardstock supplied for the contest are available from our art teachers or the Military Family Life Counselor in the library. Submissions are due by December 19, 2017. Contest open to ALL VBCPS K-12 students

Volunteer Opportunities

Luxford Elementary School is looking for volunteers for its fall Festival on October 28, 12:00-3:00. If you are interested, please email the PTA at luxfordpta@gmail.com.



THE STALLION ROUND-UP

-----GREEN RUN EVENTS-----



WEEK OF OCTOBER 23-28, 2017

10.23.17 MONDAY	<p>● SPIRIT DAY: DYNAMIC DUO</p> <p>Stallion Tie-Dye Party at the picnic tables at 2:30 for \$2! Bring your white SCA t-shirt or \$10 to buy a white SCA spirit shirt!</p> <p>**Class Float Building will take place all week next to the baseball field - 2:30-4:30**</p>
10.24.17 TUESDAY	<p>● SPIRIT DAY: HOLLYWOOD (Red Carpet/Celebrity)</p> <p>SCA Meeting in Room 217 @ 2:20pm Varsity & JV Field Hockey vs. Salem @ 4:00pm Girls & Boys Volleyball vs. Princess Anne @ 4:30pm</p>
10.25.17 WEDNESDAY	<p>● SPIRIT DAY: PINK DAY</p> <p>PowderPuff Football Game - 6pm</p>
10.26.17 THURSDAY	<p>● SPIRIT DAY: SPECTRUM DAY (Seniors: Blue, Juniors: Green, Sophomores: Red, Freshman: Orange)</p> <p>Underclassmen Make-up Pictures GR Leadership Workshop Staff applications are due to the SCA workroom. Boys & Girls Volleyball @ Salem 4:30pm JV Football @ Kempsville 6:00pm</p>
10.27.17 FRIDAY	<p>● SPIRIT DAY: STALLION PRIDE</p> <p>Homecoming Pep Rallies during 4B Homecoming Parade at 6:20pm Homecoming Football Game vs. FC at 7pm</p>
10.28.17 SATURDAY	<p>Homecoming Dance in the Cafeteria from 8-10pm</p>

"It's not what you look at that matters, it's what you see." - Henry David Thoreau

Please email Ms. Waschbisch (KaWaschb@ybschools.com) three weeks prior if you have an event you would like to have in the weekly Stallion Round-up!

Appendix B: Green Run Collegiate Goals and Objectives

Goal	Objective	Location in Approved Application
Goal 1 100% of all students attending Green Run Collegiate (GRC) will graduate.	Objective 1 – 100% of students will complete a rigorous course of study including college preparatory IB courses prior to graduation.	p. 24
	Objective 2 - 100% of students will meet Virginia graduation requirements after four years of instruction.	p. 24
	Objective 3 – 100% of students will score pass or above on required SOL tests as needed to graduate. Eighty percent (80%) of students taking the IB exams(s) will score a pass or above.	p. 24
	Objective 4 – Increase the numbers of students in this community who achieve an advanced diploma/ IB Diploma.	p. 5 p. 34
	Objective 5 – Decrease dropout rates (compared to division and Green Run High School).	p. 58
	Objective 6 – Increase the number of African American and military-connected youth who graduate with an advanced diploma (compared to division and Green Run High School).	p. 58
	Objective 7 – Green Run Collegiate will maintain a mobility rate of 15% or below.	p. 23
Goal 2 100% of students graduating from Green Run Collegiate will pursue post-secondary education, enlist in military service, or pursue a specific career path.	Objective 1 – 100% of all students will work with their mentors to complete and annually update their personal learning plans.	p. 24
	Objective 2 – All students will have the opportunity to enroll in intensive college preparation through annual participation in the AVID program.	p. 24
	Objective 3 – All students will receive multiple opportunities for counseling services designed to support financing college including grants, scholarships, financial aid, and military service in their junior and senior years of instruction.	p. 24
	Objective 4 – Students will continue to be assessed beyond graduation to compare college entrance rates when data becomes available (college graduation rates, and postsecondary degrees achieved).	p. 64
Goal 3 100% of all students at GRC will take rigorous IB, college preparatory courses in grades 9-10 in the IB Middle Years Program and in grades 11-12 in the IB Diploma Program.	Objective 1 – All students in the ninth and tenth grades will complete the six courses required annually in the IB MYP Program.	p. 24
	Objective 2 – All tenth grade students will complete the personal project required by the IB Program.	p. 24
	Objective 3 – All eleventh and twelfth grade students will complete the Diploma Program courses. Eighty percent (80%) of students who sit for the exam will receive a passing score or above as required by IB.	p. 24
	Objective 4 – All eleventh and twelfth grade students will complete Creativity, Action, Service (CAS) hours over a two year period which reflect the 7 learning outcomes.	p. 24
	Objective 5 – eleventh and twelfth grade Diploma Program students will complete one semester course in Theory of Knowledge each year.	p. 24
	Objective 6 – Twelfth grade Diploma Program students will complete a 4,000 word extended essay and achieve a passing score.	p. 24

Appendix B: Green Run Collegiate Goals and Objectives (continued)

Goal	Objective	Location in Approved Application
Goal 4 100% of students attending GRC will meet or exceed SOL testing expectations and IB testing expectations.	Objective 1 – All ninth and tenth grade students will receive a pass or above on SOL tests in English, mathematics, science, history/social studies, technology, fine arts, foreign language, and health/PE.	p. 24
	Objective 2 – Annually, eleventh and twelfth grade students will achieve a pass or above on one exam from each IB Diploma Program subject group.	p. 24
	Objective 3 – GRC will meet all federally required benchmarks of AMOs.	p. 58
Goal 5 GRC will close academic gaps for all subgroups after three years of continuous attendance. *The definition of subgroups will be widened beyond NCLB indicators to include military-connected youth. Note: Reduction of subgroup gaps compared to division and Green Run High School data (p. 58).	Objective 1 – GRC staff will assess each student's past performance upon enrollment and develop a Personalized Learning Plan for all students designed to eliminate academic gaps.	p. 24
	Objective 2 All students will have the opportunity to participate in targeted tutoring.	p. 25
	Objective 3 – Students in subgroups with wide achievement gaps who are not performing to their potential will participate in Saturday remediation sessions.	p. 25
	Objective 4 – All teachers will receive high-quality professional development from AVID and the IB designed to help them meet the needs of all students annually.	p. 25
	Objective 5 – A data system will track the academic performance of all youth and be accessible to school leaders, teachers, parents, and students. All teachers will be required to update this system daily and all students will be required to access this system during weekly meetings with their mentors.	p. 25
Goal 6 100% of all students attending GRC will work with their mentor to develop a Personalized Learning Plan (PLP).	Objective 1 – Each teacher at GRC will be expected to mentor five to ten youth continually throughout their academic career at GRC.	p. 25
	Objective 2 – Upon enrollment, each mentor will work with students to develop a prescriptive and goal driven Personalized Learning Plan (PLP).	p. 25
	Objective 3 – PLPs will be updated quarterly and as needed based on each student's postsecondary and career goals.	p. 25
Goal 7 GRC will maintain a 95% attendance rate.	Objective 1 – Students with unexcused absences will be expected to attend Saturday sessions to review recorded missed courses and to complete missed coursework.	p. 25

Appendix B: Green Run Collegiate Goals and Objectives (continued)

Goal	Objective	Location in Approved Application
Goal 8 100% of all students at Green Run Collegiate will have the opportunity to participate in AVID programming to increase their post-secondary preparation, develop a post-secondary plan for college or military service, create a plan to finance college, and increase their exposure to post-secondary options.	Objective 1 – All students participate in AVID each year in a modified block schedule.	p. 25
	Objective 2 – All teachers will receive professional development in the WICOR model (writing, inquiry, collaboration, organization, and reading).	p. 25
	Objective 3 – All content area classes will incorporate AVID strategies.	p. 25
	Objective 4 – All parents will be encouraged to participate in at least one GRC IB and AVID workshop quarterly.	p. 25
Goal 9 To increase academic performance and college readiness in the Green Run area of Virginia Beach in alignment with the VBCPS strategic plan (see page 16 of charter application for this goal).	Objective 1– 100% of students attending GRC will meet or exceed VBCPS mean SOL scores.	p. 22
	Objective 2 – Increase SOL & PSAT scores for GRC students.	p. 5
	Objective 3 – Increase college readiness of all students regardless of poverty levels, subgroup status, or military affiliation (e.g., CWRA, IB college credit offered, and college acceptance data).	p. 35 p. 58
	Objective 4 – Increase the number of students in the Virginia Beach community who achieve college credit while in high school.	p. 5
	Objective 5 – Student’s performance on PSAT, SAT, ACT, and CWRA will be judged against local, state, and national trends to judge the effectiveness of the school’s academic program in preparing students for postsecondary education.	p. 63

Appendix C: GRC Cost Categories

Cost Category	Description
Personnel	Includes salary and benefit costs (if applicable) for all personnel including the head of school, the IB coordinator, office staff, teachers, substitutes, and AVID tutors.
Facilities	Includes expenses for preparing the facilities for GRC such as carpeting and labor.
Purchased Services	Includes costs for GRC to secure services from VBPCS related to providing special education, gifted, or other student services; student information system; phone; insurance; custodial services; accounting services; legal services; and food services other than cafeteria services.
Instructional Materials and Supplies	Includes IB instructional materials as well as instructional materials for other courses including band, art, Earth Science, and Biology. Materials may include laboratory supplies, printed laboratory manuals, workbooks, and other instructional supplies.
Furniture	Includes costs for furniture needed for configuring GRC offices and staff room, as well as any additional student furniture that may be necessary.
Computer/Technology Equipment	Includes costs for laptops, printers, scanners, tablets, Kindles, or graphing calculators.
Computer Software and Supplies	Includes software and software subscriptions and computer-related supplies such as tablet cases and USBs.
Office Supplies	Includes consumable office supplies such as paper and file folders as well as consumable computer supplies such as toner and ink. Other standard office supplies are also included.
Marketing/Communication	Includes costs related to advertising; communication; and celebrations with stakeholders about GRC including brochures, enrollment forms, printing of communication materials, and postage.
Professional Development	Includes registration, travel, and workshop costs for IB or AVID professional development, as well as professional development regarding charter schools.
IB Curriculum Development	Costs specifically related to development of IB curriculum including teacher workshop pay.
IB or AVID Fees	Fees for IB or AVID related to candidacy, authorization, or annual fees.
Transportation	Includes the incremental cost of providing transportation to GRC students such as costs for transporting out-of-zone students and after-school bus runs for students receiving tutoring or participating in extracurricular activities. Costs are based on driver salaries and benefits and operational costs.

Endnotes

- ¹ B. Winn, personal communication, September 4, 2017.
- ² Military-connected status was based on students identified in the VBCPS data warehouse as “Military-Live On Base” or “Military-Live Off Base.” Students who were identified as “Government Connected – Not Military” were not included.
- ³ R. Patricio, personal communication, August 11, 2014.
- ⁴ Charter Application, 2013.
- ⁵ B. Winn, personal communication, June 15, 2015.
- ⁶ Charter Application, 2013.
- ⁷ <http://www.ibo.org/>
- ⁸ B. Winn, personal communication, June 15, 2015.
- ⁹ B. Winn, personal communication, June 15, 2015.
- ¹⁰ Charter Application, 2013, p. 47.
- ¹¹ IB (2015). International Baccalaureate Diploma Programme Standard Level and Higher Level Courses. Retrieved November, 2, 2017 from <http://www.ibo.org/globalassets/publications/recognition/slhl-brief-en.pdf>
- ¹² IB (2015). International Baccalaureate Diploma Programme Standard Level and Higher Level Courses. Retrieved November, 2, 2017 from <http://www.ibo.org/globalassets/publications/recognition/slhl-brief-en.pdf>
- ¹³ IB (2015). International Baccalaureate Diploma Programme Standard Level and Higher Level Courses. Retrieved November, 2, 2017 from <http://www.ibo.org/globalassets/publications/recognition/slhl-brief-en.pdf>
- ¹⁴ IB (2015). International Baccalaureate Diploma Programme Standard Level and Higher Level Courses. Retrieved November, 2, 2017 from <http://www.ibo.org/globalassets/publications/recognition/slhl-brief-en.pdf>
- ¹⁵ B. Winn, personal communication, September 4, 2017.
- ¹⁶ Charter Application, 2013.
- ¹⁷ AVID (2014). *Frequently Asked Questions*. Retrieved July, 15, 2014 from <http://www.avid.org/faq.ashx>
- ¹⁸ B. Winn, personal communication, June 15, 2015.
- ¹⁹ Charter Application, 2013, p. 63.
- ²⁰ B. Winn, personal communication, June 15, 2015.
- ²¹ B. Winn & R. Patricio, personal communication, December 5, 2017.
- ²² B. Winn, personal communication, September 4, 2017.
- ²³ B. Winn, personal communication, September 4, 2017.
- ²⁴ B. Winn, personal communication, September 4, 2017.
- ²⁵ IB (2015). *MYP Projects*. Retrieved September 25, 2015 from <http://www.ibo.org/en/programmes/middle-years-programme/curriculum/myp-projects/>
- ²⁶ B. Winn, personal communication, September 4, 2017.
- ²⁷ Charter Application, 2013, p. 5.
- ²⁸ Charter Application, 2013.
- ²⁹ B. Winn & R. Patricio, personal communication, June 26, 2015.
- ³⁰ B. Winn, personal communication, September 4, 2017.
- ³¹ B. Winn, personal communication, September 4, 2017.
- ³² B. Winn, personal communication, September 4, 2017.
- ³³ The division and Green Run High School results are included for reference based on page 58 of the charter application where results for core objectives were to be compared with the division and Green Run High School. While the core objectives will not be assessed until future evaluations, the SOL results were presented for each group for informational purposes.
- ³⁴ Data retrieved from VDOE, October 12, 2015. Data is available at http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml
- ³⁵ P. Evans, personal communication, August 20, 2015.
- ³⁶ P. Evans, personal communication, August 20, 2015.
- ³⁷ B. Winn, personal communication, September 4, 2017.
- ³⁸ B. Winn, personal communication, September 4, 2017.

³⁹ The GRC budget is available at
http://www.doe.virginia.gov/boe/committees_standing/charter_schools/meeting_materials.shtml)

⁴⁰ J. Gaitens, personal communication, July 25, 2013.

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Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 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, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write the Department of Planning, Innovation, and Accountability, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456 0038. Telephone 263-1199 (voice); fax 263-1131; 263-1240 (TDD) or email Mary Ann Morrill at maryann.morrill@vbschools.com.

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January 2018



DEPARTMENT OF PLANNING, INNOVATION, AND ACCOUNTABILITY

Green Run Collegiate: Comprehensive Evaluation Recommendations

The table below indicates the proposed recommendations resulting from the **Green Run Collegiate: Comprehensive Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2017 Program Evaluation	Green Run Collegiate Governing Board's Recommendations
<u>Information</u> January 9, 2018 <u>Consent</u> January 23, 2018	Green Run Collegiate: Comprehensive Evaluation Recommendations	<ol style="list-style-type: none">1. Recommendation #1: Continue Green Run Collegiate Charter School with modifications noted in Recommendations 2 through 5. (<i>Responsible Group: GRC Governing Board</i>)2. Recommendation #2: Increase the number of students who are taking advantage of and successfully completing the rigorous IB programs (Diploma and Career pathways) offered to them at GRC. (<i>Responsible Group: GRC Governing Board</i>)3. Recommendation #3: Ensure that students are receiving multiple opportunities for counseling services focused on college financial assistance as specified in Goal 2, Objective 3 of the charter school application. (<i>Responsible Group: GRC Governing Board</i>)4. Recommendation #4: Review the mentoring and Personalized Learning Plan processes and modify them as needed to ensure that these program components are maximizing students' potential to meet their goals. (<i>Responsible Group: GRC Governing Board</i>)5. Recommendation #5: Conduct an evaluation update during 2017-2018 based on an additional cohort of students progressing through GRC. (<i>Responsible Group: Department of Planning, Innovation, and Accountability</i>)	The Green Run Collegiate Governing Board concurs with the recommendations from the program evaluation.



Subject: Policy Review Committee Recommendations **Item Number:** 11B1-8

Section: Information **Date:** January 9, 2018

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

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

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

Recommendation:

That the School Board receive for information the Policy Review Committee recommendations regarding review, amendment and/ repeal of certain policies as reviewed by the committee at their December 14, 2017 meeting.

Background Summary:

1. Policy 3-32 Emergency/Small/Sole Source Purchases
2. Policy 4-4 Equal Employment Opportunity, Non-Discrimination, and Compliance Officers
3. Policy 4-21 Payment to Estate of Deceased Employees
4. Policy 4-32 Employee Associations
5. Policy 4-43 Personnel Protection from Sexual Harassment
6. Policy 4-87 Overtime and Supporting Regulation
7. Policy 4-97 Administrative Internships
8. Policy 7-1 Relations with the Public

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of December 14, 2017

Budget Impact:

None

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Emergency/Small/Sole Source Purchases

A. Emergency Purchases

An emergency shall be deemed to exist when a breakdown in machinery or equipment and/or a threatened termination of essential services or a dangerous condition develops, or when any unforeseen circumstances arise causing curtailment or diminution of an essential service or where materials or services are needed to prevent loss of life or property.

In case of emergency, a contract may be awarded without competitive sealed bidding or competitive negotiation; however, such procurement shall be made with such competition as is practicable under the circumstances. A written determination of the basis for the emergency and for the selection of the particular contractor shall be submitted to the School Board and included in the contract file. Public notice will be made as required by law or regulation.

B. Small Purchases/Professional Service Contracts

All purchases of goods, contractual services, insurance and capital improvements where the aggregate or sum of all phases is estimated to be less than \$100,000 in value, shall not be subject to the requirements of the competitive sealed bidding procedures as described in School Board [Policy 3-35](#) or competitive negotiation. ~~provided, However, when the aggregate or sum of all phases is estimated to be between \$30,000 and \$100,000 the purchasing authority will obtain three informal solicitations or proposals (when practicable), document such solicitations or proposals, and document the basis for choosing the vendor/contractor. If no other vendor/contractor is practicably available to provide the goods or services or the purchasing authority is unable to obtain solicitations or proposals, the purchasing authority will document this information and proceed with the purchase. that the purchasing authority shall, nevertheless provide for competition where practicable and whenever the amount thereof exceeds \$30,000, the informal written solicitation of a minimum of four or more proposals in the commodity area of the transaction shall be sought. Written quotations from vendors shall be obtained where practicable, although verbal quotations will be permitted provided a written record of all such verbal quotations is made and filed with the records of the transaction.~~

Single or term contracts for professional services shall not be subject to the requirement of competitive negotiation of School Board [Policy 3-38](#) where the aggregate or the sum of all phases is not expected to exceed \$30,000; however, the purchasing authority shall provide for competition wherever practicable. Professional services are exempt from these provisions.

C. ~~Sole~~/Single Source Purchases

When only one known source exists or can be practicably be identified or only one single supplier can fulfill the requirements for a purchase or the provision of

services, the purchasing authority may purchase or enter into a contract without using competitive processes if the following procedures are followed.

1. Acceptable reasons for sole/single source purchases

- a. Only one known source exists for the supplies or services as determined by documented research;
- b. No other reasonable alternative source exists or can reasonably be identified that meets the purchasing authority's requirements;
- c. Only one source meets the business needs of the purchasing authority (e.g. compatibility; unique or special features or services)
- d. Procurement of public utility services;
- e. Compatibility (such as purchasing authority requires specific piece of equipment to be compatible with existing equipment);
- f. Limited or proprietary systems, services (i.e. additional licenses, updates, specialized replacement parts, etc.)
- g. Professional expert is requested;
- h. Sales territories or product availability within a limited geographic boundaries;
- i. Unique or proprietary services owned or licensed by a person or corporation (motivational speakers, comedians, artists, musicians, singers, actors, etc.); and
- j. Other reasons consistent with applicable law and regulation and as approved by the Director of Purchasing or designee.

2. What does not constitute acceptable reasons for sole/single source purchases

- a. Purchasing authority's preference for a brand name product or service or preference for particular vendor/contractor;
- b. The "uniqueness" alone of a good or service without justification of the reasons no other good or service will meet the requirements and without written agreement of the Director of Purchasing or designee that no other good or service can meet the requirements; and
- c. Failure of the purchasing authority to follow purchasing procedures or plan adequate time to complete competitive procurement procedures or contract approval process.

3. Sole/single source procedure

- a. Purchasing authority must provide written justification to support the sole/single source request. Such request must include the following:
 - 1) A description of the unique features or reasons that justify not following competitive negotiation procedures;
 - 2) Documented research supporting the determination that the vendor/contractor is the only known source or only practicably identifiable source;

- 3) Documented compatibility, licensing or related issues; and
- 4) Other supporting evidence.

4. Approval of sole/single source determination

- a. The purchasing authority will submit the written justification and supporting documentation to the Director of Purchasing for approval prior to purchasing goods or services;
- b. The Director of Purchasing or designee will review the supporting documentation and approve the written justification, reject the written justification or request further supporting information for consideration before rendering a decision;
- c. Public notice of the sole/single source determination will be made in accordance with applicable law or regulation; and
- d. The purchasing authority will not be authorized to proceed with the purchase or contract for services or goods without approval from the Director of Purchasing or designee.

~~Upon determination in writing that there is only one source practicably available for that which is to be procured, a contract may be negotiated and awarded to that source without competitive sealed bidding (School Board **Policy 3-35**) or competitive negotiation (School Board **Policy 3-38**). The writing shall document the basis for this determination and shall be approved by the Director of Purchasing or designee.~~

D. Consultant services

Consultant services are defined as advice or assistance of a purely advisory nature provided to the School Division or the School Board by an outside individual, firm, or organization for a predetermined fee. Professional services as defined by the Virginia Public Procurement Act are not considered Consultant services. All requests to contract for Consultant services will be coordinated with the Procurement Office.

1. Justifications for Consultant Services

- a. The purchasing authority must have written specifications of the Consultant services needed. Such specifications must include, but are not limited to: i) the specific nature of services to be provided; ii) the reason why School Division resources cannot address the needed services; iii) the results to be attained from the services provided; iv) how the results will be measured; v) how students or staff or stakeholders will benefit from the services; vi) what consultant expenses will be covered by the contract; vii) the source of funding for the services and any restrictions related to that funding; and viii) any other documents.

2. Consultant Services with estimated aggregates or sums less than \$30,000

- a. The purchasing authority may contract for a Consultant service with an estimated aggregate or sum less than

\$30,000 (including expenses such as, but not limited to: travel; parking; lodging; meals; related expenses) without following competitive procurement practices. The purchasing authority will provide the written justifications for Consultant services.

3. Consultant Services with estimated aggregates or sums between \$30,000-\$100,000

- a. The purchasing authority may contract for a Consultant service with an estimated aggregate or sum between \$30,000 and \$100,000 (including expenses such as, but not limited to: travel; parking; lodging; meals; related expenses) after obtaining a minimum of two quotes if reasonably available. If the purchasing agency is unable to obtain quotes for similar Consultant services, it will document efforts taken to identify other sources and the fact that it was unable to obtain quotes. The purchasing agency will provide the written justifications for Consultant services as well as the reason

4. Consultant Services with estimated aggregates or sums in excess of \$100,000

- a. The purchasing authority will follow competitive procurement procedures for Consultant services with estimated aggregates or sums in excess of \$100,000 (including expenses such as, but not limited to: travel; parking; lodging; meals; related expenses).

5. Use of sole/single source processes for Consultant services

- a. With the approval of the Director of Purchasing or designee, the purchasing authority may use sole/single source processes for Consultant services.

6. Expenses for Consultant services

- a. Consultant services contracts should include expenses such as: travel; parking; lodging; meals; communications; copying services; incidental expenses; and related expenses.
- b. Costs of expenses should be consistent with School Division guidelines for similar expenses for School Division employees and officers. Justifications for significant deviations from such guidelines must be approved by the Director of Purchasing or designee.

7. Contracting with current or former employees or officers

- a. The purchasing authority may not hire current or former employees or officers for Consultant services without prior approval from the Director of Purchasing and confirmation that such contract does not violate applicable law or regulation.

Legal Reference:

Code of Virginia §2.2-3100, et seq., as amended. State and Local Government Conflict of Interests Act.

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

Code of Virginia § 2.2-4370, as amended. Disclosure of subsequent employment.

Editor's Note:

See also the School Division's "Purchasing Services Handbook."

Adopted by School Board: February 16, 1993
Amended by School Board: October 19, 1999
Amended by School Board: August 2, 2000
Amended by School Board: September 3, 2002
Amended by School Board: December 20, 2011
Amended by School Board: September 16, 2014

Amended by School Board:



PERSONNEL

Equal Employment Opportunity, Non-discrimination and anti-harassment, and Compliance Officers

A. Purpose

The School Board is committed to maintaining an environment that is free from discrimination and harassment based on race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability, genetic information or veteran status. Employees are expected to conduct themselves in a manner built on mutual respect, to understand and appreciate differences, and to treat all persons fairly and with respect and courtesy. The School Board directs the Superintendent to take prompt and appropriate action to investigate and resolve all complaints made under this Policy and to publish and provide training regarding this Policy and any supporting regulations.

B. Equal Employment Opportunity

The School Board is an equal opportunity employer and is committed to hiring and retaining qualified individuals. Accordingly, all recruiting, hiring and promoting for all job classifications, rates of pay or other forms of compensation, all employment actions or conditions of employment are made without regard to race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability, genetic information or veteran status or any other basis protected by applicable federal, state or local law or regulation except where such categories are bona fide occupational qualifications.

C. Employee Compliance

School Board employees will comply with this Policy and with any regulations promulgated by the Superintendent to ensure that this Policy of non-discrimination and non-harassment is implemented. The Superintendent is directed to take appropriate actions with regard to any employee who fails to comply with this Policy and supporting regulations including discipline up to and including dismissal from employment.

D. Compliance Officers

Any employee or applicant for employment who experiences or perceives discrimination and/or harassment under this Policy should report the complaint to the below listed designated contacts who handle compliance with this Policy.

1. **Title VI of the Civil Rights Act (race) and Title IX of the Education Amendments of 1972 (sex discrimination) regulations for personnel** employment policies and practices – Chief Human Resources Officer, 2512 George Mason Drive, Building 6 Room 122, Municipal Center, Virginia

Beach, Virginia 23456, telephone (757) 263-1133, facsimile (757) 263-1081.

2. **Title VI of the Civil Rights Act (race) and Title IX of the Education Amendments of 1972 (sex discrimination) regulations for student programs** – Director of the Office of Student Leadership, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia 23451, telephone (757) 263-2020, facsimile (757) 263-2022.
3. **Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1974-(disability discrimination) for personnel** – Chief Human Resources Officer, 2512 George Mason Drive, Building 6 Room 122, Municipal Center, Virginia Beach, Virginia 23456, telephone (757) 263-1133, facsimile (757) 263-1081.
4. **Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act, and the Individuals with Disabilities Act (disability discrimination) for students** – Director of Guidance Services and Student Records, Plaza Annex, 641 Carriage Hill Road, Virginia Beach, Virginia 23452, (757) 263-1980, facsimile (757) 493-5437 or Director of the Office of Programs for Exceptional Children, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia 23451, telephone (757) 263-2400, facsimile (757) 263-2067.

Complaints may also be filed directly with the United States Department of Education Office for Civil Rights at the address below:

United States Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

Legal Reference:

Americans with Disabilities Act of 1990, 42 U.S.C. §12101, *et seq.*, as amended.

Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-88, as amended.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, 34 C.F.R. Section 104.7 (a) and (b), as amended.

Virginia Human Rights Act, Virginia Code § 2.7-3900, as amended.

Pregnancy Discrimination Act of 1978, P.L. 95-555, 92 Stat: 2076, as amended.

Equal Pay Act of 1963, 29 U.S.C. §201, *et seq.*, as amended.

Civil Rights Act of 1964 (Title VII), P.L. 88-352, as amended.

Age Discrimination in Employment Act of 1976, P.L. 90-202, U.S.C. §621, *et seq.*, as amended.

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

Amended by School Board: June 8, 2004

Amended by School Board: November 19, 2013

Amended by School Board: August 18, 2015

Amended by School Board: November 15, 2016

Amended by School Board: October 10, 2017

[Amended by School Board:](#)



PERSONNEL

Payment to the Estate of Deceased Employees

The ~~Virginia Beach City~~ School Board shall pay to the estate of a deceased employee the greater amount for either all accumulated annual leave or the period until the end of the ~~month~~ pay period during which death occurred.

Adopted by School Board: October 21, 1969

Amended by School Board: October 15, 1974

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:

PERSONNEL

Employee Associations

A. 1. Right to Form, Join, ~~e~~Etc.

The Superintendent shall ensure the right of all employees, freely and without fear of penalty, to form, join, assist, or be represented by an employee association or to refrain from such activity. The School Board shall continue to exercise unilaterally its final managerial authority.

B. Employee Association Definition

An employee association is defined as an organization comprised of and organized by only employees or retirees of Virginia Beach City Public Schools.

C. 2. Use of School Facilities for Employee Association Business

~~Any employee association which satisfies the requirements for representation on a committee as set forth in subsection C (2) of Policy 4-8 shall be entitled to use designated school facilities, in the manner provided below, for the purpose of conducting association business: Employee associations that have documented current membership of at least twenty percent (20%) of a given School Board employee group as of October 1st of each school year Employee associations are authorized to use School facilities for association business as set forth below.~~

1.a. With the prior approval of the principal, an association representative may confer with an individual association member on school premises, either before or after such member's established work hours.

2.b. Associations may hold meetings of its members on school premises, provided: ~~(a)~~ a written request for the use of school premises is submitted to the principal at least twenty-four (24) hours in advance of such use; ~~(b)~~ the request is approved; ~~(c)~~ the meeting is not held during the regular work hours of the facility being used; and ~~(d)~~ the association agrees to pay any customary charges that may be assessed for custodial services and utilities.

3.e. One (1) bulletin board shall be set aside at each school specifically for the posting of information by associations. The principal of each school shall determine the size and location of such bulletin board; provided, however, that the bulletin board shall be at least two (2) feet by three (3) feet in size and shall be located away from student areas. Any information posted on school premises by an association shall only be posted on the designated bulletin board.

4d. Associations may distribute information in teacher mailboxes, provided such distribution is: ~~(a)~~ done by a member of the association and not by a school's administrative staff; and ~~(b)~~ only occurs before the beginning of, or

after the end of, a school's regular workday.

5e. With the prior approval of the principal, associations may use a school's public address system to announce the date, time and place of association meetings, provided such use does not occur during the instructional part of the day.

Notwithstanding the above, school premises, bulletin boards, teacher mailboxes and public address systems shall not be used by any association, on its own behalf or on behalf of a political action committee or other entity, for the distribution or dissemination of information which directly or indirectly supports or opposes any candidate for public office.

DE3. Additional Services

In addition to the foregoing, any employee association as defined in Section BB ~~satisfies the requirement for representation on a committee as set forth in subsection C (2) of Policy 4-8~~ shall be entitled to the following:

1a. With the prior approval of the Superintendent or designee, an association's members may take leave to conduct association business, provided the association reimburses the school division for any such leave taken, which reimbursement shall be at the member's hourly rate of pay; and

2b. An association may have the dues of its members deducted from such members' paychecks, provided the employee has provided authorization to the Administration to have association dues deducted from their paychecks. ~~Effective with Fiscal Year 2006-2007, t~~The employee must provide appropriate authorization to and as determined by the Administration to withhold dues. Such withholding will remain in force until the employee provides appropriate authorization as determined by the Administration to discontinue the deduction. Employees who are employed or join an association after November 1st may elect to have their dues deducted from their paychecks for the remainder of the fiscal year by providing appropriate authorization to the Administration at least ten (10) business days before the date they want the first such deduction to take place. Verification of such authorization, and the deduction of dues, shall be conducted by the Administration, provided the association reimburses the Sschool Division for the actual cost to provide this service.

Editor's Note:

On October 5, 1999, the School Board passed a Resolution Authorizing Superintendent to Suspend Employee Association's Privilege of Using School Facilities in Response to Association's Violation of School Board Policy or Regulation Governing Use. This resolution gives the Superintendent authority to suspend an association's privileges under this policy for a period of up to twelve (12) months. This resolution will remain in effect until the School Board takes action to revoke it. A copy of the resolution can be found in the School Board minutes for October 5, 1999, and [attached to this policy](#) 📎.

~~See Policy 4-8 — Employee Input Process C (2).~~

Adopted by School Board: November 1, 1977
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: September 21, 1999
Amended by School Board: June 8, 2004
Amended by School Board: December 20, 2005

Amended by School Board:

PERSONNEL

Personnel Protection from Sexual Harassment

A. Policy

- ~~1. The school board, in law and in spirit, is committed to providing a work environment conducive to the performance of job duties and free from intimidation or coercion in any form.~~
- ~~2. As an employer, the board is dedicated to a stringent policy against discrimination. It is the intent of this policy to further detain a specific form of discrimination; that of harassment on the basis of sex.~~
- ~~3. Sexual harassment is an unlawful employment practice which when found could subject the board to financial liability. The board intends to avoid such liability by prohibiting the practice of sexual harassment and requiring that its employees refrain from conduct which gives rise to allegations of sexual harassment.~~
- ~~4. The division superintendent shall develop regulations which ensure that all employees are able to work in an environment free from sexual harassment.~~

B. Responsibility

- ~~1. Administrative and supervisory employees are responsible for the consistent application of this policy and any implementing regulations within their respective areas of authority.~~
- ~~2. Division administrative and supervisory employees have a duty to investigate allegations of sexual harassment and take immediate and appropriate corrective action. Administrative and supervisory employees who allow sexual harassment to continue or fail to take appropriate corrective action shall be considered a party to the act of behavior, even though they may not behave in such a manner. Such personnel shall also be subject to corrective action. Depending on the circumstances, such corrective action measures may result in demotion from a supervisory position or dismissal from division service.~~
- ~~3. In an effort to eliminate and avoid sexual harassment, the superintendent shall take affirmative steps to sensitize all employees to the unlawful nature of sexual harassment and express strong disapproval of such conduct. These efforts are subject to the review of the school board.~~
- ~~4. Sexual harassment is a work-related problem. While avenues of redress are available through the U.S. Equal Employment Opportunity Commission, effective relief is also available within the division for teachers under school~~

board ~~policy 4-3~~ Grievance Procedures and its implementing regulations
and for other employees under division ~~regulation 4-3.2~~.

Legal Reference:

Title VII, Civil Rights Act of 1964 as amended.

Code of Federal Regulations. Title 29, Chapter XIV, § 1604.11, Sexual Harassment (1980)

Katz v. U.S. Department of Transportation, 4th Circuit Court of Appeals (June 2, 1983).

Meritor Savings Bank v. Vinson., 106 S. Ct. 2399 (1986).

Adopted by School Board: October 21, 1986

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:



PERSONNEL

Classified Personnel: Overtime

A. Generally

The ~~e~~Compensating of employees for overtime hours worked will be as defined by the Fair Labor Standards Act of 1938, as amended, and Title 29, Code of Federal Regulations.

B. Definitions

1. Eligible Employees

~~All classified personnel, except those holding exempt positions, are covered by this policy. Specifically excluded are administrative and instructional personnel.~~

2. Work Period

~~The work period for determining overtime compensation for eligible employees shall be a regular workweek commencing Saturday, 12 midnight, and continuing for 168 consecutive hours (7 consecutive 24-hour periods) until 11:59 p.m. on the following Saturday.~~

3. Overtime Hours

~~Overtime hours for determining overtime compensation are defined as those hours actually worked for which the regular hourly rate of compensation is received which exceed forty hours during the seven-day workweek.~~

B.C. Overtime Pay and Compensatory Time Off

1. In General

Eligible non-exempt employees shall be compensated with pay at one and one-half times the regular hourly pay for all hours actually worked which are beyond forty (40) hours in a workweek. In lieu of monetary payment for overtime, compensatory time may be awarded. Compensatory time is calculated at one and one-half times the hours actually worked which are beyond forty (40) hours. Compensatory time off shall be granted to eligible employees at a rate of one and one-half hours for each hour of overtime employment as defined in B.3. preceding. An employee may not accrue more than sixty (60) hours of compensatory time (40 overtime hours) for overtime worked. Any employee who, after April 14, 1986, accrues sixty (60) hours of compensatory time off shall, for additional overtime hours of work in excess of sixty (60) hours, be paid overtime compensation as provided in Part D following.

2. Termination of Employment

An employee who accrued compensatory time off authorized to be provided under Part 1 shall, upon termination of employment, be paid for the unused compensatory time at a rate of compensation not less than:

- a. ~~The average regular rate received by such employee during the last three (3) years of the employee's employment; or~~
- b. ~~The final regular rate received by such employee—whichever is higher.~~

3. Use of Compensatory Time

~~An employee who has accrued compensatory time off authorized to be provided under Part 1 and who has requested the use of such compensatory time, shall be permitted by the administration to use such time within a reasonable period after making the request if the use of the compensatory time does not unduly disrupt the operations of the school division.~~

D. Overtime Pay

- 1. ~~Eligible employees who, after April 14, 1986, accrue 60 hours of compensatory time off shall be compensated with pay at time and one-half of the regular hourly rate of pay for all additional overtime hours worked.~~
- 2. ~~In determining the eligibility for overtime compensation at the time and a half rate, hours not actually worked, except as defined in section B.3 above, will be excluded.~~
- 3. ~~Overtime worked amounting to less than seven (7) minutes on a regular workday shall not be compensated. Overtime work amounting to eight (8) minutes or more shall be compensated to the nearest quarter hour.~~
- 4. ~~Overtime compensation shall not be waived by any agreement between the School Board and its eligible employees.~~

E. Dual Positions

~~Any classified employee shall devote his or her primary attention to the requirements of the full-time position. Employees shall only be employed in one School Board position with one exception: if the employee's work hours are less than forty in a seven-day period, that employee will be permitted to work at a part-time position or duty for any additional hours until the total hours of both positions reach forty hours. The assignment of a second position or duty with the school system shall be prohibited if the maximum is more than forty hours for both positions inclusive.~~

F. Voluntary Services

~~The volunteering of services by the employee as a "nonpaid" volunteer to perform the same type of work that is performed as a "paid" employee shall be prohibited. The determination of whether the two types of work are the same shall be made by the Superintendent or a designee. It shall be the employee's responsibility to notify his or her supervisor prior to volunteering his or her services for any School Board activity.~~

G. Administration

~~The authorization and control of all overtime work is the direct responsibility of the administrative staff. Overtime assignments shall be permitted only when required by operational necessity and without which the normal operation of the department or school cannot continue. Administrators must ensure that employees do not perform unauthorized overtime work. Employees shall not voluntarily work additional hours without prior approval~~

~~of their supervisor. Failure to obtain such prior approval of additional work may result in disciplinary action.~~

1. Approval of Overtime

All overtime shall be approved in advance by either the Superintendent ~~department head~~ or a designee ~~at the request of the building principal or department head~~. In cases of emergency, the supervisor in charge shall have authority to assign the overtime to relieve the emergency. In these instances, the emergency and the resulting overtime shall be reported to the central office ~~department head~~ as soon as possible, but no later than the next working day.

2. Reporting Overtime

Appropriate overtime records will be maintained and ~~periodic~~ reports submitted to the School Board upon request.

Legal Reference:

The Fair Labor Standards Act of 1938, as amended, 29 U.S.C. § 201, *et seq.*

Adopted by School Board: March 18, 1986

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: June 16, 1998

Amended by School Board: June 20, 2006

Amended by School Board: September 5, 2007

Amended by School Board:

ADMINISTRATION

Administrative Internships and Administrative Assistants

A. The School Division will endeavor to promote succession planning by supporting future administrators.

1. Administrative Interns. Current VBCPS teachers who are pursuing advanced degrees in School Leadership and Administration may complete administrative internship hours with VBCPS. Such hours must normally be completed outside of the scope of the teachers' contract times. Teachers must seek prior approval from their principals to accrue any internship hours during their contracted times, and they must keep a log of such hours so that they can work the hours owed beyond the contract day. The Approval for administrative internships must come from the Department of Human Resources, which will work with principals to determine the placement locations.
2. Administrative Assistants. Once VBCPS teachers have obtained Virginia Department of Education (VDOE) licenses with endorsements in School Administration, they may apply for vacant Administrative Assistant positions. Administrative Assistants, who are paid according to the Instructional Pay Scale, serve as Assistant Principals-in-training. During their employment as Administrative Assistants, they will gain valuable experience and training to help them become better-prepared candidates for Assistant Principal positions.

~~A program of administrative internships may be established under which members of the licensed staff or graduate students shall be eligible to act as temporary assistants to or temporary replacements for members of the administrative staff. The purposes of the program shall be:~~

~~To develop administrative ability among staff members and graduate students who have a potential for and an interest in school administration.~~

~~To promote among the staff a better understanding of the functions performed by the various departments of the School Division; and~~

3. The program shall be designed so as to:

3.

- A. Require minimal expenditure of funds;
- B. Recognize the value of the program as one part of the total plan of growth opportunities for the licensed staff;
- C. Select the best qualified applicants; ~~and~~
- D. Operate without harm to other functions of the School Division; and.
- E. Build educational partnerships between the School Division and universities/colleges.

Adopted by School Board: October 20, 1992
Amended by School Board: December 3, 2013

Amended by School Board:

COMMUNITY RELATIONS

Relations with the Public

The School Board recognizes citizens' rights to participate in educational decisions and their right to be informed about how pupils are being educated and how school funds are spent. The School Board endorses an affirmative public communication policy and accepts responsibility for keeping the community informed about schools. In cooperation with administrators and teachers, it seeks opportunity to inform individual citizens and organizations about educational services, initiatives, accomplishments, needs, challenges, costs, revenues, expenditures and other pertinent topics.

The School Board and Superintendent seek and welcome individual and group opinions, suggestions, and questions regarding school matters. Regular School Board meetings shall be open to the public and to the news media. Closed sessions shall be held only in compliance with state law.

School Board Members, administrators, teachers, and staff recognize the news media, VBTv (the municipal cable television channel), the School Division's website and social media channels to be important means of keeping people informed about school-related news and information. They welcome the interest and assistance of publishers, editors, station managers, and reporters. School Board Members, administrators, teachers and staff desire to provide representatives of all news media with available non-confidential facts about schools. All news releases will be distributed electronically to local news media and will be posted on the School Division's website for convenient public access.

To ensure that information on the School Division's website, vbschools.com, is accessible to the greatest extent possible to all site visitors, including individuals with disabilities, the website follows the Website Content Accessibility Guidelines (WCAG) 2.0. These guidelines were created by the World Wide Web Consortium to set website standards to assist individuals with disabilities. The School Division continuously reviews and updates its website to ensure compliance with current and future standards.

Some pages on vbschools.com contain links to third party sites, which are not within the control of VBCPS and may not comply with accessibility standards. VBCPS is not responsible for the content or accessibility of third party sites. The School Division is in the process of incorporating website accessibility into its procurement process for products or services used on vbschools.com.

Community members who are experiencing difficulty accessing information on vbschools.com, should contact the school division's Department of Media and Communications at 757-263-1075 to obtain the information in an alternative format.

The Superintendent is authorized and directed to prepare publications needed to keep citizens informed about educational services, initiatives, achievements, needs, costs, challenges, revenues, and expenditures and other pertinent topics. The Superintendent is directed to provide parents, guardians and students at the beginning of each school year the academic objectives, standards of learning, and requirements for graduation as required by the Regulations Establishing the Standards for Accrediting the Public Schools in Virginia. The Superintendent will ensure that each school provides to the parents of children attending the school and to the school community a written School Performance Report

Card that complies with the Regulations Establishing the Standards for Accrediting the Public Schools in Virginia.

All School Board employees and volunteers shall seek to maintain positive relationships with students, parents, organizations, and news media, thus helping implement this Policy.

Editor's Note:

See also [School Board policy 7-10](#) and any implementing regulations.

Legal References:

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

Virginia Board of Education Regulation, 8 VAC 20-131-270, as amended. School and community communications.

Adopted by School Board: October 21, 1969
Amended by School Board: November 18, 1986
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: October 20, 1992
Amended by School Board: September 15, 1998
Amended by School Board: May 25, 2004
Amended by School Board: May 9, 2006
Amended by School Board: August 19, 2014

Amended by School Board:

