



# VIRGINIA BEACH CITY PUBLIC SCHOOLS

## CHARTING THE COURSE

### School Board Services

**Beverly M. Anderson, Chair**

At-Large

**Daniel D. Edwards, Vice Chair**

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 Regular Meeting Agenda***

**Tuesday, October 24, 2017**

School Administration Building #6, Municipal Center

2512 George Mason Dr.

P.O. Box 6038

Virginia Beach, VA 23456

(757) 263-1000

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

### **INFORMAL MEETING**

1. **Convene School Board Workshop (einstein.lab) ..... 4:30 p.m.**  
Workshop topics not completed at this time may be conducted under Item 18 as necessary
  - A. School Board Administrative Matters and Reports
  - B. Update on WHRO Services Presented by WHRO Chief Executive Officer
  - C. Princess Anne Middle School Replacement Design Update
2. **Closed Meeting** (as needed)
3. **School Board Recess..... 5:30 p.m.**

### **FORMAL MEETING**

4. **Call to Order and Roll Call (School Board Chambers)..... 6:00 p.m.**
5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognition:** Additional 2017 Virginia Index of Performance Awards
7. **Superintendent's Report**
8. **Hearing of Citizens and Delegations on Agenda Items**  
The Board will hear public comment on items germane to the School Board Agenda for the meeting from citizens who have signed up to speak with the Clerk of the School Board. Citizens are encouraged to sign up by noon the day of the meeting by contacting the Clerk at 263-1016 and shall be allocated 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.
9. **Approval of Minutes:** October 10, 2017 Regular Meeting
10. **Adoption of the Agenda**



# VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

## ***School Board Regular Meeting Agenda (continued)***

**Tuesday, October 24, 2017**

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

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### **11. Consent Agenda:**

- A. Title IV Grant
- B. Textbook Adoption:
  - 1. Tallwood High School Global Studies and World Languages Advanced Placement World History
  - 2. Ocean Lakes High School Math and Science Molecular Biology
- C. Landstown High School Cell Tower – New Lease

### **12. Action**

- A. Personnel Report / Administrative Appointments (updated 10/25/2017)
- B. Appointment of a Member to the Gifted Community Advisory Committee (removed during Adoption of the Agenda)

### **13. Information**

- A. Field Trip Annual Report
- B. Seatack Elementary School – An Achievable Dream Academy Comprehensive Evaluation
- C. Resolution Regarding FY2016/17 Reversion and Revenue Actual Over Budget Funds
- D. Interim Financial Statements – September 2017
- E. Policy Review Committee Recommendations
  - 1. Bylaw 1-17 Publications Regarding School Board
  - 2. Bylaw 1-38 Regular Meetings, Time and Place, Order of Business, Recessed Meetings, and Work Session/Public Hearing
  - 3. Appendix B School Board Standing Rules
  - 4. Policy 3-74 New Construction/Additions/Alterations: Naming of Schools or Parts Thereof, Commemorative Displays
  - 5. Policy 4-1 Definitions
  - 6. Policy 4-9 Health Examinations/AIDS Awareness Orientation
  - 7. Policy 4-65 School Meetings and Conferences
  - 8. Policy 4-73 Licensed Personnel: Awards for Achievement
  - 9. Policy 4-88 Holidays
  - 10. Policy 7-70 Relations with Non-Governmental Organizations: Corporate and Other Private Sponsorship of Interscholastic Activities

### **14. Standing Committee Reports**

### **15. Conclusion of Formal Meeting**

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*Put Students First • Seek Growth • Be Open to Change • Do Great Work Together • Value Differences*



## **VIRGINIA BEACH CITY PUBLIC SCHOOLS** **CHARTING THE COURSE**

### ***School Board Regular Meeting Agenda (continued)***

**Tuesday, October 24, 2017**

School Administration Building #6, Municipal Center

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

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

**17. *Recess into Workshop* (if needed)**

**18. *Closed Meeting* (as needed)**

**19. *Vote on Remaining Action Items***

**20. *Adjournment***

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***The next regular meeting of the School Board of the City of Virginia Beach is scheduled for  
Wednesday, November 8, 2017***

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**Subject:** Additional 2017 Virginia Index of Performance Awards **Item Number:** 6

**Section:** Student, Employee and Public Awards and Recognition **Date:** October 24, 2017

**Senior Staff:** Ms. Eileen M. Cox, Chief Media & Communications Officer, Department of Media and Communications

**Prepared by:** Ms. Rosemary Gladden, Public Relations Coordinator

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

**Recommendation:**

That the School Board recognize Glenwood, Landstown, North Landing, Rosemont Forest and Cooke elementary schools for earning 2017 Virginia Index of Performance Awards.

**Background Summary:**

On Oct. 4, the Virginia Department of Education (VDOE) announced that 21 more schools in Virginia earned 2017 Virginia Index Performance (VIP) awards, which are presented annually by Governor Terry McAuliffe and the state Board of Education (BOE). According to the VDOE, these schools were inadvertently left out of the state's original announcement in August due to an omission in point calculations. Virginia Beach City Public Schools that were on the most recent announcement are Glenwood, Landstown, North Landing, Rosemont Forest and Cooke elementary schools. They all earned the BOE Distinguished Achievement Award, one of three award categories. This award recognizes schools or divisions that met all state and federal benchmarks and made progress toward the goals of the governor and the BOE. With these additional awards, this brings the 2017 VIP awards total to 29 for VBCPS. Of that 29, 28 are for individual schools and one was presented to the school division. The School Board recognized earlier VIP award winners in September.

**Source:**

VDOE

**Budget Impact:**

None



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

**Section:** Approval of Minutes **Date:** October 24, 2017

**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 October 10, 2017 regular School Board meeting as attached.

**Background Summary:**

**Source:**

Bylaw 1-40

**Budget Impact:**

N/A



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**Carolyn T. Rye**

District 5 - Lynnhaven

**Carolyn D. Weems**

District 4 - Bayside

**Aaron C. Spence, Ed.D.**

Superintendent

### **Regular School Board Meeting MINUTES**

**Tuesday, October 10, 2017**

School Administration Building #6, Municipal Center

2512 George Mason Dr.

Virginia Beach, VA 23456

### **INFORMAL MEETING**

1. **Convene School Board Workshop:** The School Board convened in the einstein.lab at 4:00 p.m. In addition to Superintendent Spence, all School Board members were present upon the arrival of Ms. Melnyk shortly thereafter.
  - A. **School Board Administrative Matters and Reports:** Chairwoman Anderson distributed an updated Bullying Prevention Month resolution where the first paragraph was removed to be approved as part of the Consent Agenda. Routed during the workshop was a request for School Board members to RSVP for upcoming conferences to include the National School Boards Association (NSBA) Annual Conference to be held in San Antonio; NSBA Equity Symposium and NSBA Advocacy Institute in Washington, DC; and the Virginia School Boards Association (VSBA) Annual Convention to be held in Williamsburg. In considering making changes to their bylaw to schedule regular School Board meetings on the second and fourth Tuesday to avoid conflicting with City Council meetings, three budget calendar options were presented noting adoption for presentation to City Council cannot be delayed. Other scheduling components were discussed related to the joint City Council / School Board presentation of the Five-Year Forecast and scheduling on the Monday of the week in June around the graduation schedule. Following discussion, there was consensus to move forward with submitting the bylaw revision for the Policy Review Committee to fine-tune prior to it being presented to the School Board for approval. Superintendent Spence noted the budget calendar being presented for Action should be moved to Information during Adoption of the Agenda pending approval of the bylaw revision and subsequent adjustment in the schedule of meetings to be effective January 1, 2018.





Ms. Weems presented biographical information to be submitted with her application to be considered for the position of Chair of the Tidewater region of the Virginia School Boards Association (VSBA). Following Board comment, Chairwoman Anderson noted the nomination requires School Board approval and therefore will be added to Action during Adoption of the Agenda.

This portion of the workshop concluded at 4:33 p.m.

- B. School Calendar SY19: Eileen M. Cox, Chief Media and Communications Officer, along with Lauren Nolasco, Director of Communications, presented biennial school calendar options for the 2018-19 and 2019-20 school years that will be made available for community review and feedback through the division's online e-Town Hall. Two versions were presented with the primary difference being the placement of professional learning days for staff. Discussion concluded at 4:38 p.m.
- C. Leave Regulations: This item was postponed until after the formal meeting. See Item 17.
- D. Reversion Funds FY17: Farrell E. Hanzaker, Chief Financial Officer, presented an overview of reversion funds from the 2016-17 fiscal year comprised of reversions in the Athletics fund, Green Run Collegiate fund, and School Operating fund totaling \$17.1 million. An additional \$3.1 million was reported for revenues over budget from the Revenue Sharing Formula reconciliation resulting in revenues available for re-appropriation totaling \$20.2 million. Recommended expenditures for the use of reversion funds were also presented. Discussion concluded at 5:12 p.m.

The workshop concluded at 5:12 p.m.

- 2. **Closed Meeting #1**: Vice Chair Edwards made a motion, seconded by Ms. McLeod, that the School Board recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 3 and 7 of the *Code of Virginia*, 1950, as amended, for
  - A. Acquisition of Real Property: Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held property where discussion in an open meeting would adversely affect the bargaining, position, or negotiating strategy of the public body, pursuant to Section 2.2-3711, (A) (3); namely to discuss disposition of two publicly held properties.
  - B. Legal Matters: Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation where such consultation or briefing in an open meeting would adversely affect the negotiating or litigating posture of the Board or consultation with legal counsel employed or retained by the Board regarding specific legal matters requiring the provision of legal advice by such counsel, pursuant to Section 2.2-3711 (A) (7); namely to discuss



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1. disposition of two publicly held properties; and
2. pending or probable litigation or claims related to personal injury or civil rights claims. *[Although, this item was not discussed during the first closed session. See Item 18]*

The motion passed unanimously, and the School Board entered into a closed meeting at 5:16 p.m.

Individuals present for discussion: School Board members; Superintendent Spence; Marc A. Bergin, Ed.D., Chief of Staff; Dale R. Holt, Chief Operations Officer; Anthony L. Arnold, P.E., Executive Director of Facilities Services; Deputy City Attorney for Real Estate, Becky D. Kubin; Debra M. Bryan, Associate City Attorney; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.

The School Board reconvened in an open meeting at 5:47 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 unanimously.

3. **School Board Recess**: The School Board recessed at 5:48 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** *[inadvertently missed at this time, but conducted after Item 6]* **and Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognition**: Top 30 Technologists, Transformers and Trailblazers Award: The School Board recognized Amy E. Cashwell, Ed.D., Chief Academic Officer, for being named a 2017 Top 30 Technologists, Transformers and Trailblazers honoree; an award presented by the Center for Digital Education for her leadership and transformational work to support the school division's digital learning goals, including establishing the school division's Digital Learning Anchor Schools initiative and leading organizational change to provide a school-based instructional support program as well as ongoing professional learning for instructional coaches.
7. **Superintendent's Report**: Five things shared by Superintendent Spence in his report were related to acknowledging National School Lunch Week, the division being awarded \$60,000 in grants from the Commonwealth of Virginia to support safety measures and resources within schools; ten division high school seniors competing for one of the 7,500 National Merit Scholarships in the 63<sup>rd</sup> annual National Merit Scholarship Program; the upcoming Navigating the Journey Pre-K-12





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resource fair; and School Board member honorees being recognized for their participation in the annual Virginia School Boards Association (VSBA) Academy Awards program.

8. **Hearing of Citizens and Delegations on Agenda Items:** None
9. **Approval of Minutes:** September 19, 2017 Regular Meeting: Ms. Holtz made a motion, seconded by Ms. Melnyk, that the School Board approve the minutes of their September 19, 2017 regular meeting as presented. The motion passed (ayes 9, nays 0; 2 abstentions – Edwards and Manning who were not present at the September 19 meeting)
10. **Adoption of the Agenda:** Prior to a motion, Chairwoman Anderson advised of agenda adjustments to include replacing Action Item 12B – Budget Calendar for FY2018-19 (being moved to Information as Item 13 F) with a new item presented in workshop for Ms. Weems' nomination to serve as Chair of the Virginia School Boards Association (VSBA) Tidewater Region. Ms. McLeod then made a motion, seconded by Ms. Rye, that the School Board adopt the agenda as amended. The motion passed unanimously.
11. **Consent Agenda:** After Chairwoman Anderson's review of items presented as part of the Consent Agenda, Ms. Riggs made a motion, seconded by Mr. McDonald, that the School Board approve the Consent Agenda as presented. The motion passed unanimously, and the following items were approved as part of the Consent Agenda:
  - A. Resolutions:
    1. Filipino American History Month as follows:

**RESOLUTION FOR FILIPINO AMERICAN HISTORY MONTH, October 2017**

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

**WHEREAS**, Filipino Americans are an integral part of that diversity; and

**WHEREAS**, it is imperative for the good of our nation that schools continue to build awareness and understanding of the contributions made by Filipino Americans; and

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

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

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes the month of October 2017, as Filipino American History Month; and be it

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

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



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2. Bullying Prevention Month as follows:

**Resolution for Bullying Prevention Month, October 2017**

**WHEREAS**, bullying can take many forms, including verbal, physical, and most recently in cyberspace, and may happen on and off school grounds; and

**WHEREAS**, it is important for Virginia Beach parents, students, teachers and school administrators to be aware of bullying and to encourage discussion of the problem as a school community; and

**WHEREAS**, the School Board of the City of Virginia Beach has a strategic focus on anti-bullying to encourage positive behaviors and to eliminate bullying behaviors; and

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

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach designates the month October 2017, as Bullying Prevention Month in the Virginia Beach City Public Schools, and be it

**FURTHER RESOLVED:** That the issue of bullying and its prevention be discussed in Virginia Beach City Public Schools classrooms during this time, and be it

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

3. Disability Awareness Month as follows:

**Disability History and Awareness Month, October 2017**

**WHEREAS**, Americans with Disability Act of 1990 was founded on four principles: inclusion, full participation, economic self-sufficiency and equality of opportunity for all people with disabilities; and

**WHEREAS**, the Virginia General Assembly has designated the month of October as Disability History and Awareness Month to increase public awareness and respect for persons with disabilities; to inform the public concerning their many contributions to society; and to emphasize the abilities and rights of persons with disabilities rather than their exceptionalities; and

**WHEREAS**, public schools, institutions of higher education, the business community, civic organizations and other interested entities are encouraged to promote Disability History and Awareness Month in the Commonwealth of Virginia; and

**WHEREAS**, the Virginia Department of Education's 2014 Child Count reported the Virginia public school divisions served 162,960 students with disabilities under the Individuals with Disabilities Education Act and Virginia Beach City Public Schools served 8,004 students with disabilities under the Individuals with Disabilities Education Act; and

**WHEREAS**, Virginia Beach City Public Schools believes in having the highest expectations for students with disabilities and believes that students with disabilities make significant academic and social progress when educated in general education environments; and

**WHEREAS**, it is necessary to increase public awareness, knowledge, and understanding of disabilities, the rights of persons with disabilities, and to foster a culture of mutual respect and equal opportunities for all in our schools, businesses, and communities.

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes the month of October 2017 as Disability History and Awareness Month; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourages all citizens to support and participate in the various school activities during Disability History and Awareness Month; and be it

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



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- B. Religious Exemption Case Number: RE-17-14 through 18
- C. The single recommendation proposed as a result of the year one implementation evaluation to continue the Entrepreneurship and Business Academy within Kempsville High School without modification
- D. Policy Review Committee Recommendations regarding review, amendment and/repeal of certain policies reviewed by the committee at their August 17, 2017 meeting as follows:
  - 1. Policy 4-4 Equal Employment Opportunity, Non-Discrimination, and Compliance Officers
  - 2. Policy 4-5 Criminal Charge Filed Against Employee: Notification of Superintendent and School Board
  - 3. Policy 4-36 Payroll Deductions/Tax Sheltered Annuities/Deferred Compensation Plan
  - 4. Policy 4-37 Insurance/Retirement Plan
  - 5. Policy 4-39 Employee Professional Development Reimbursement
  - 6. Policy 4-64 Licensed Personnel: Professional Growth
  - 7. Policy 4-70 Licensed Personnel: Salary Schedule
  - 8. Policy 4-84 Classified Personnel: Growth in Job Skills

## 12. Action

- A. Personnel Report / Administrative Appointments: Ms. Melnyk made a motion, seconded by Mr. McDonald, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated October 10, 2017 inclusive of one administrative appointment as recommended by the Superintendent. The motion passed unanimously, and Superintendent Spence introduced Matthew L. Colohan, current Instructional Specialist in the Department of Teaching and Learning, as the new Coordinator of Instructional Technology in the Department of Teaching and Learning effective October 11, 2017.
- B. Virginia School Boards Association (VSBA) Tidewater Region Nomination: Ms. McLeod made a motion, seconded by Ms. Manning, that the School Board support the nomination of Ms. Weems to be considered a candidate for the position of VSBA Tidewater Regional Chair. At the conclusion of School Board members speaking to the nomination, the motion was approved (ayes 9, nays 1 – Holtz; 1 abstention – Felton who serves on the VSBA Regional Nominating Committee).

## 13. Information

- A. Appointment of a Member to the Gifted Community Advisory Committee: Sandy Beale-Berry, Chairperson of the Community Advisory Committee for Gifted Education, presented the committee's recommendation for the appointment of Cindy Becker to fill the vacant at-large position on the Community Advisory Committee for Gifted Education.



- B. 2017-18 State Accreditation: Status of Our Schools: Tracy A. LaGatta, Director of Student Assessment in the Department of Planning, Innovation, and Accountability, presented the 2017-2018 state accreditation ratings and division highlights of the Standards of Learning (SOL) assessment program. She reviewed accreditation benchmarks and the Graduation and Completion Index (GCI) requirement, and reported one-hundred percent of division schools have been identified as fully accredited for the 2017-18 school year noting the schools that had regained full accreditation. Additionally, an overview was provided of the Virginia Department of Education's new three-year cycle for school full accreditation status resulting in 71 out of 82 division testing schools being fully accredited through 2018-19, and it was noted that proposed revisions to the Standards of Accreditation are currently under review. Finally, she reported status of the division for federal accountability was not being reviewed for the second year due to Virginia being in the process of creating an implementation plan for the new Every Student Succeeds Act of 2015 (ESSA) to go into effect in fall 2018.
- C. Title IV Grant: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning, presented notification of Administration's intent to apply for Title IV, Part A, federal grant for the 2017-18 school year. He explained the Every Student Succeeds Act (ESSA) flexible block grant program includes the new Student Support and Academic Enrichment Grant (SSAE) designed around three broad areas to 1) provide students with a well-rounded education, 2) support safe and healthy students, and 3) support the effective use of technology. Funding for 2017-18 was reported to be in excess of \$298,000, and an overview of programming in each broad area was provided.
- D. Textbook Adoption: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning, presented proposed textbooks as recommended by the applicable Textbook Adoption Committee for implementation in fall 2018 for the following courses:
1. Tallwood High School Global Studies and World Languages Academy Advanced Placement World History: *Ways of the World, A Global History*, with six-year access to Digital Sources, 3<sup>rd</sup> edition, Strayer & Nelson, Published by Bedford/St. Martin's, copyright 2016, replacing the current textbook that has been in use for six years, with an initial implementation cost of \$16,396.65, and \$20,500 total implementation cost over the six-year adoption cycle.
  2. Ocean Lakes High School Math and Science Magnet Molecular Biology: *Biology*, 12<sup>th</sup> edition, S. Mader and M. Windelspecht, Published by McGraw Hill, copyright 2019, replacing current textbooks that have been in use for nine years, with an initial implementation cost of \$21,571.20, and \$27,000 total implementation cost over the six-year adoption cycle.
- E. Landstown High School Cell Tower – New Lease: Anthony L. Arnold, P.E., Executive Director of Facilities Services, presented an overview of a communication tower lease



agreement with Verizon Wireless for adding equipment to the existing cell tower at Landstown High School.

- F. Budget Calendar for FY2018-19: Farrell E. Hanzaker, Chief Financial Officer, introduced options relative to key components of the budget development process as it relates to the School Board considering bylaw modifications to change their regular meeting schedule to be held on the second and fourth Tuesday of each month to avoid conflicting with City Council meetings. He reported Administration's recommendation calls for the School Board to schedule special meetings on the first Tuesday of February and March for presentation of the Superintendent's Estimate of Needs in February, followed by four workshops conducted as needed, and a second special meeting scheduled for the first Tuesday in March for adoption of the School Operating Budget and Capital Improvement Plan (CIP) so that submission to City Council can be accomplished in accordance with their requirements.

14. **Standing Committee Reports:** As Chair of the School Board's Legislative Committee, Mr. McDonald reported on legislative activities to include development of the legislative agenda to be presented to the School Board in November.

Ms. Weems announced SECEP's annual pig and pansy event to be held at Renaissance Academy and several job fairs being held.

Ms. Holtz reported on Sister Cities' events and international friendships; and advised of topics discussed by the Mayor's Committee for Persons with Disabilities.

On behalf of the Policy Review Committee, Ms. Rye invited School Board members to contact any committee member with comments/suggestions relative to the list of policies outlined on the draft agenda provided for the School Board's next regular meeting.

Ms. Felton reported her membership with a group and their efforts to promote the week of October 15-23 as a national week of non-violence, and asked the School Board to consider adding a similar resolution to their agenda in 2018.

Ms. McLeod reported on a meeting of the Facilities Steering Committee for the evaluation of all facilities, and advised of forums to be scheduled for the community to provide input.

15. **Conclusion of Formal Meeting:** The formal meeting concluded at 6:57 p.m.
16. **Hearing of Citizens and Delegations on Non-Agenda Items:** The School Board heard comments from Latasha Holloway regarding concerns about treatment of her children.
17. **Recess into Workshop: Leave Regulations [Workshop Item 1C]:** The School Board recessed at 7:00 p.m. to reconvene in the einstein.lab in workshop format at 7:10 p.m. All School Board members were present along with Superintendent Spence. John A. Mirra, Chief Human Resources Officer, presented an overview of proposed changes to leave regulations. Modifications introduced included a new regulation that explains the disability program for





Virginia Retirement System (VRS) hybrid employees; revisions to the regulation regarding sick leave banks to clarify when sick leave can be used and to prevent the front-loading of leave at the beginning of the fiscal year under certain circumstances; plans to evaluate changing the rate of pay for accumulated sick leave for retiring employees from \$28 per day to \$30 per day or 15 percent of an employee's per diem, whichever is greater, to minimize an increasing amount of sick leave being utilized by employees close to retirement; increasing the amount of time an employee can donate leave and adding language to allow all employees to be able to donate up to 60 hours to family members who are also division employees; transitioning to one sick leave bank; limiting long-term illness leave to twelve months in most cases starting on the first day of absence; refinements in funeral leave to be renamed bereavement leave and replace extraordinary circumstances to allow additional days for death of a spouse, child, or parent with approval from the supervisor for the use of additional days from an employee's sick leave, personal reasons leave or annual leave balance if leave beyond the bereavement entitlement is needed; deleting parental leave not widely used and without benefit to the classroom; stopping the accrual of annual leave under certain circumstances; evaluate paying per diem rate rather than the substitute rate for personal reasons leave; and combining language regarding academic leave with the current sabbatical leave regulation. Discussion concluded at 8:12 p.m.

- 18. Closed Meeting #2:** Vice Chair Edwards made a motion, seconded by Mr. McDonald, that the School Board recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraph 7 of the *Code of Virginia*, 1950, as amended, for Legal Matters: Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation where such consultation or briefing in an open meeting would adversely affect the negotiating or litigating posture of the Board or consultation with legal counsel employed or retained by the Board regarding specific legal matters requiring the provision of legal advice by such counsel, pursuant to Section 2.2-3711 (A) (7); namely to discuss pending or probable litigation or claims related to personal injury or civil rights claims. The motion passed (ayes 10, nays 0; McLeod was absent for the vote but returned shortly thereafter) and the School Board entered into a closed meeting at 8:14 p.m.

Individuals present for discussion: School Board members; 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 9:22 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 unanimously.





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

Tuesday, October 10, 2017  
Regular Meeting  
Page 10 of 10

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

20. **Adjournment:** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 9:23 p.m.

Respectfully submitted:

\_\_\_\_\_  
Dianne P. Alexander, Clerk of the School Board

Approved:

\_\_\_\_\_  
Beverly M. Anderson, School Board Chair



**Subject:** Title IV Grant **Item Number:** 11A

**Section:** Consent **Date:** October 24, 2017

**Senior Staff:** Amy E. Cashwell, Ed.D., Chief Academic Officer, Department of Teaching and Learning

**Prepared by:** James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning  
Monica Robinson, Ed.D., K-12 Academic Support Programs Coordinator, Teaching and Learning

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

**Attachments do not meet ADA compliance. For assistance, please contact James Pohl, Ph.D., Executive Director of Secondary Teaching and Learning, at (757) 263-1446. Thank you,**

**Recommendation:**

That the School Board approve the administration's intent to apply for the following federal grant for the 2017-2018 school year.

Title IV, Part A, Student Support and Academic Enrichment Grant (SSAE): Increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools, and local communities to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

**Background Summary:**

Notification to the public is accomplished through this announcement, through postings on the school division's Internet site, and through a media release from the Department of Media and Communications. Attached for additional information is the anticipated application amount and a brief description of the federal grant program.

**Source:**

Every Student Succeeds Act

**Budget Impact:**

Funds from the Title IV, Part A, will provide revenues for additional resources for schools and the division with an anticipated funding level of \$298,029.15.



Subject: Textbook Adoption: Advanced Placement World History Item Number: 11B1

Section: Consent Date: October 24, 2017

Senior Staff: Amy E. Cashwell, Ed.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning  
Rebecca Gurley, Global Studies and World Languages Academy Coordinator

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

### Recommendation:

That the School Board approve the high school Advanced Placement World History textbook as recommended by the Advanced Placement World History Textbook Adoption Committees for implementation in the fall of 2018.

Course Title	Textbook	Publisher	Copyright
Advanced Placement World History	<i>Ways of the World, A Global History</i> , with six-year access to Digital Sources, 3 <sup>rd</sup> Edition	Bedford/St. Martin's	2016

### Background Summary:

The members of the Advanced Placement World History Textbook Adoption Committee reviewed publishers' websites and identified textbooks for consideration. The committees analyzed the textbooks for correlation to the College Board's Advanced Placement World History Curriculum Framework. Correlation to the Virginia Standards of Learning and the Virginia Beach City Public Schools' curriculum objectives were also examined. The textbooks were reviewed by teachers, parents, a student representative and a community representative, and then placed in the public libraries, as well as the main entrance of the School Administration Building, for public review and comment. After reviewing the textbooks, the Advanced Placement World History Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2017.

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

Course Title	Textbook	Copyright	Years in use (including this year)
Advanced Placement World History	<i>Traditions and Encounters, AP Edition</i> , 5 <sup>th</sup> Ed.	2011	6

### Source:

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

### Budget Impact:

Total initial implementation costs:

Course Title	First-choice Recommendation	Second-choice Recommendation
Advanced Placement World History	\$16,396.65	\$15,800.25



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

# **TEXTBOOK ADOPTION RECOMMENDATION**

## **ADVANCED PLACEMENT WORLD HISTORY**

**October 10, 2017**

*Department of Teaching and Learning  
Global Studies and World Languages Academy  
Tallwood High School*



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

**Global Studies and World Languages Academy  
Textbook Adoption  
Implementation for Fall 2018**

**GLOBAL STUDIES AND WORLD LANGUAGES ACADEMY  
ADVANCED PLACEMENT WORLD HISTORY**

Course(s)	Recommendations	Number Needed	Initial Implementation Cost	Four Year Additional Costs (5%)	Total Implementation Cost
Advanced Placement World History	<b>First Choice:</b> <i>Ways of the World</i> , 3 <sup>rd</sup> Edition. Strayer & Nelson. Bedford/St. Martin's, 2016.	105	\$14,278.95	\$3,569.75	\$17,848.70
	Companion Reader <i>Worlds Together, Worlds Apart</i> . Norton, 2016.	30 (class set)	\$1,200.00	\$300.00	\$1,500.00
	<i>Strive for 5</i> . Bedford/St. Martin's, 2016.	30 (class set)	\$917.70	\$229.40	\$1,147.10
			<b>\$16,396.65</b>	<b>\$4,099.15</b>	<b>\$20,495.80</b>
	<b>Second Choice:</b> <i>Traditions and Encounters</i> , AP Edition, 6 <sup>th</sup> Edition. Bentley. McGraw-Hill Education, 2017.	105	\$14,600.25	\$3,650.05	<b>\$18,250.30</b>
	Companion Reader <i>Worlds Together, Worlds Apart</i> . Norton, 2016.	30 (class set)	\$1,200.00	\$300.00	\$1,500.00
			<b>\$15,800.25</b>	<b>\$3,950.05</b>	<b>\$19,750.30</b>



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

### **TEXTBOOK ADOPTION TIMELINE**

Mar. 2017	<p>Textbook publishers were contacted and requested to supply textbook samples for review.</p> <p>Four social studies instructors were asked to serve on the Textbook Adoption Committee.</p>
May 2017	<p>Teachers were given three textbook samples for the course up for review. A chairperson was appointed, while parents, students and professional representatives were recruited and provided sample textbooks.</p> <p>The Textbook Adoption Committee members met to review the objectives and to begin review of the chosen textbooks.</p>
June 2017	<p>The Textbook Adoption Committee members met to discuss the selected textbooks and to select a first- and second-choice textbook. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks for each adoption.</p>
Aug. – Sept. 2017	<p>The recommended textbooks were placed in the public library and the School Administration Building for public review.</p>
Sept. 2017	<p>Negotiations were conducted with appropriate representatives of the publisher, the GSWLA Coordinator and the executive director of Secondary Teaching and Learning.</p>
Sept. 2017	<p>The GSWLA Coordinator used the recommendations from the committee to prepare the report for the School Board.</p>





**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

**GLOBAL STUDIES AND WORLD LANGUAGES ACADEMY  
ADVANCED PLACEMENT WORLD HISTORY  
TEXTBOOK ADOPTION COMMITTEE**

**Committee Chairperson**

Rebecca Gurley, Global Studies and World Languages Academy Coordinator

**Instructor Representatives**

Kathryn LaRoue, AP World History Instructor

Jessica Windish, Global Studies Instructional Leader

Lisa Gibson, Social Studies Instructional Leader

Lisa Walker, Gifted Resource Teacher

**Parent Representative**

M. Berberich, parent, Global Studies and World Languages Academy

**Community Representative**

Gail Flax, Retired Social Studies Methods instructor, Old Dominion University

**Student Representative**

One student from the Global Studies and World Languages Academy



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

**GLOBAL STUDIES AND WORLD LANGUAGES ACADEMY  
ADVANCED PLACEMENT WORLD HISTORY  
GRADE 10  
FIRST-CHOICE RECOMMENDATION**

The Advanced Placement World History Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

*Ways of the World, A Global History*, 3<sup>rd</sup> Edition. Strayer & Nelson. Bedford/St. Martin's, 2016.

The recommended textbook displays the following strengths:

- Correlates with the *Advanced Placement World History Curriculum Framework* and course objectives.
- Thematic Learning is evident throughout the text.
- Embeds historical thinking skills used by historians throughout the text.
- The narrative style aligns with the College Board AP World History exam.
- Includes test-taking skills that prepare students for the AP exam.
- Provides information in a non-judgmental and unbiased manner.
- Integrates art, architecture, and literature which will enhance students' understanding of cultures, religions, and historical time periods.
- Provides relevant full color photographs, maps, and timelines that will extend student understanding of subject matter.
- Organized in a logical manner that will facilitate student study. Brief Table of Contents and Table of Contents lay out a clear path of study through periodization.
- Introductory and summary sections of each chapter will aid students in relating factual content to the larger scope of world history.
- Each chapter provides relevant, comparative questions which correlate with major concepts and course objectives.
- Offers extensive online learning center which includes primary sources, assessments, and additional resources.

**FIRST-CHOICE RECOMMENDATION  
IMPLEMENTATION COSTS FOR  
ADVANCED PLACEMENT WORLD HISTORY**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five Year Projected Costs (5%)	Total Implementation
Student Edition With digital resources	1 textbook per student	\$135.99 per book	105	\$14,278.95	\$3,569.75	\$17,848.70
Companion Reader <i>Worlds Together, Worlds Apart</i>	Class Set	\$40.00	30	\$1,200.00	\$300.00	\$1,500.00
Strive for 5	Class Set	\$30.59	30	\$917.70	\$229.40	\$1,147.10
<b>Total Implementation Cost</b>						<b>\$20,495.80</b>



**GLOBAL STUDIES AND WORLD LANGUAGES ACADEMY  
ADVANCED PLACEMENT WORLD HISTORY  
GRADE 10  
SECOND-CHOICE RECOMMENDATION**

The Advanced Placement World History Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

*Traditions and Encounters, AP Edition, 6<sup>th</sup> Edition.* Bentley. McGraw-Hill Education, 2017.

The recommended textbook displays the following strengths:

- Correlates with the goals and objectives of the *Advanced Placement World History* curriculum framework and Global Studies and World Languages Academy.
- Provides information in a nonjudgmental and unbiased manner.
- Integrates art, architecture, and literature which will enhance students' understanding of cultures, religions, and historical time periods.
- Provides full color photographs, maps, and timelines that will extend student understanding of subject matter.

The recommended textbook displays the following limitations:

- Lack of alignment with Advanced Placement World History Exam.
- AP World History themes are not evident.
- Historical thinking skills are not embedded throughout the text.
- Text font is very small and dense without subheadings to separate themes.
- Iteration of content is deficient with limited review questions, few authentic applications of content and little test preparation.

**SECOND-CHOICE RECOMMENDATION  
IMPLEMENTATION COSTS FOR  
ADVANCED PLACEMENT WORLD HISTORY**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (5% per year)	Total Implementation
Student Edition	1 textbook per student	\$139.05	105	\$14,600.25	\$3,650.05	\$18,250.30
Companion Reader <i>Worlds Together, Worlds Apart.</i>	Class Set	\$40.00	30	\$1,200.00	\$300.00	\$1,500.00
<b>Total Implementation Cost</b>						<b>\$19,750.30</b>



Subject: Textbook Adoption: Magnet Molecular Biology Item Number: 11B2

Section: Consent Date: October 24, 2017

Senior Staff: Amy E. Cashwell, Ed.D., Chief Academic Officer, Department of Teaching and Learning

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

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

**Recommendation:**

That the School Board approve the first-choice textbooks for *Magnet Molecular Biology* by the respective MSA Textbook Adoption Committees for implementation in the fall of 2018.

Course Title	Textbook	Publisher	Copyright
Magnet Molecular Biology	<i>Biology 12<sup>th</sup> edition</i>	McGraw Hill	2019

**Background Summary:**

A committee of MSA teachers reviewed the two textbooks for the new adoption of the Magnet Molecular Biology book. The committee decided to review texts that were more hands-on, more inquiry-based, and directly correlate to the AP Biology text. The proposed textbooks will replace the current textbooks as follows:

Course	Textbook	Copyright	Years in use (including this year)
Magnet Molecular Biology	<i>Biology: The Dynamic Science</i>	2008	9

**Source:**

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

**Budget Impact:**

Initial implementation costs:

Course Title	First-choice Recommendation	Second Choice Recommendation
Magnet Molecular Biology	\$21,571.20	\$22,260.00



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

# **TEXTBOOK ADOPTION RECOMMENDATION**

**Magnet Molecular Biology**

**October 10, 2017**



**Magnet Molecular Biology  
Textbook Adoption  
Implementation for Fall 2018**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Total Implementation
Magnet Molecular Biology	<b>First Choice:</b> <i>Twelfth Edition Biology</i> <i>S. Mader and M. Windelspecht</i>	140	<b>\$21,571.20</b>	<b>\$26,964.00</b>
	<b>Second Choice:</b> <i>Biology: The Dynamic Science 4<sup>th</sup> edition</i>		<b>\$22,260.00</b>	<b>\$27,825.00</b>





**Magnet Chemistry**  
**TEXTBOOK ADOPTION TIME LINE**

Fall 2016	A Textbook Adoption Committee was established for each of the following: Magnet Molecular Biology.
Dec. 2016	MSA Coordinator began process with Teaching and Learning and planning the timeline for implementation.
April 2017	MSA Coordinator submitted proposal to Teaching and Learning for review. Sample texts were ordered, and the teachers began reviewing.
May/June 2017	Committee members completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks for adoption.
Sept. 2017	The first- and second-choice textbooks were reviewed by teachers, parents, community members and students. Selected textbooks were placed in Ocean Lakes High School library and in the main entrance of the School Administration Building for public review.
Oct. 2017	Textbook adoption is presented to the VBCPS School Board for approval



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

**Magnet Molecular Biology  
TEXTBOOK ADOPTION COMMITTEE**

**Teacher Representatives**

Renee Jackson, Ocean Lakes High School  
Jeremy Schratwieser, Ocean Lakes High School

**Student Representatives**

MSA Student (Class of 2018)  
MSA Student (Class of 2018)

**Parent/Community Representatives**

Ericka Connolly

**Other Representatives**

Mike King, Mathematics and Science Academy Coordinator



## **MAGNET MOLECULAR BIOLOGY**

### **FIRST-CHOICE RECOMMENDATION**

The Magnet Molecular Biology Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

*Twelfth Edition Biology Sylvia S. Mader and Michael Windelspecht (McGraw Hill 2019)*

The recommended textbook displays the following strengths:

- Makes biology interesting, accessible, and understandable to the beginning biology student.
- Includes online supports for active learning with collaborative work in every unit.
- Connects biology to real world experience.
- Includes interactive examples.
- Provides the rigor for the upper-level magnet students in a student-friendly format.
- Incorporates well-defined learning outcomes and frequent progress checks.
- Includes aligned content to AP Biology text.
- Provides the most updated edition for the current trends in science.

### **FIRST-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR MAGNET MOLECULAR BIOLOGY**

<b>Textbook</b>	<b>Allocation</b>	<b>Cost</b>	<b>Number Needed</b>	<b>Initial Implementation</b>	<b>5 Year Projected Costs (5% per year)</b>	<b>Total Implementation</b>
Student Edition	One per student	\$154.08	140	\$21,571.20	\$5,392.80	\$26,964.00



## **MAGNET MOLECULAR BIOLOGY**

### **SECOND-CHOICE RECOMMENDATION**

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

*Biology: The Dynamic Science 4<sup>th</sup> edition* Cengage, 2009

The recommended textbook displays the following strengths:

- Structured and formatted in an appropriate and well-written manner.
- Includes some online resources.

The recommended textbook displays the following limitations:

- Not as correlated with the AP Biology text.
- Includes fewer activities and inquiry- based questions.
- Does not provide the necessary rigor for a MSA course.

### **SECOND-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR MAGNET MOLECULAR BIOLOGY**

<b>Textbook</b>	<b>Allocation</b>	<b>Cost</b>	<b>Number Needed</b>	<b>Initial Implementation</b>	<b>Five Year Projected Costs (5% per year)</b>	<b>Total Implementation</b>
Student Edition	One per student	\$159.00	140	\$22,260.00	\$5,565.00	\$27,825.00



**Subject:** Landstown High School Cell Tower – New Lease

**Item Number:** 11C

**Section:** Consent

**Date:** October 24, 2017

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

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

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

**Recommendation:**

That the School Board adopt a motion authorizing the Superintendent to execute a lease of land with Verizon Wireless for adding equipment to the existing cell tower at Landstown High School.

**Background Summary:**

The School Board approved a lease with T-Mobile Northeast LLC for a cell tower at Landstown High School on August 3, 2010. The lease provided space on the tower for the City's VBTV department to provide an antenna. The City has since indicated that they have no plans to utilize the tower space, which makes the space available for the proposed lease with Verizon Wireless.

(Since the attached Communication Tower Lease Agreement including the Lease Exhibit, Compound Plan and Elevations maps are not ADA accessible, please call Judith Christman, Project Manager in the Office of Facilities Planning & Construction for additional information at 757-263-1090.)

**Source:**

**Virginia Code**

Virginia Code §22.129 Surplus Property; Sale, Exchange, or Lease of Real and Personal Property

**Budget Impact:**

\$40,000 annually with increase of a minimum of 2.5% based on the CPI



**Subject:** Personnel Report

**Item Number:** 12A

**Section:** Action

**Date:** October 24, 2017

**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 October 24, 2017, 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 OCTOBER 2017  
ASSIGNED TO THE UNIFIED SALARY SCALE  
2017-2018**

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

10/12/2017

Khadija E. Allen

Physical Education Assistant

**BETTIE F. WILLIAMS**

10/5/2017

Xavier D. Williams

Physical Education Assistant, .5

**BIRDNECK**

10/5/2017

Connie A. Daniel

Cafeteria Assistant, 4.5 hours

**CENTERVILLE**

10/12/2017

Karen Layne

General Assistant, .5

**HOLLAND**

10/10/2017

Ladeetra Hamilton

Custodian II, Head Night

10/12/2017

Jean Harlow

Cafeteria Assistant, 5 hours

**NEW CASTLE**

10/3/2017

Takeya R. Peterson

Custodian I, 10 month, night

**NEWTOWN**

10/12/2017

Shannell Elliott

Security Assistant

**OCEAN LAKES**

10/5/2017

Dedric X. Boudy

Cafeteria Manager I

**THOROUGHGOOD**

10/5/2017

Penny L. Rawlins

Cafeteria Assistant, 6 hours

**APPOINTMENTS - MIDDLE SCHOOL****BAYSIDE**

10/5/2017

Felicia Z. Davis

Cafeteria Assistant, 6 hours

**CORPORATE LANDING**

10/12/2017

Amber N. Bulfinch

Cafeteria Assistant, 5 hours

**LARKSPUR**

10/5/2017

Jennifer M. Burns

Special Education Assistant

**LYNNHAVEN**

10/5/2017

Andrea D. Floyd

Security Assistant

10/12/2017

Walter Powell

Security Assistant

**APPOINTMENTS - HIGH SCHOOL****COX**

10/3/2017

Donald Holder

Custodian I, 10 month

**LANDSTOWN**

10/12/2017

Brandon R. Johnson

Custodian I, 10 month, night

**OCEAN LAKES**

10/5/2017

Lovey Owens

Security Assistant

**APPOINTMENTS - MISCELLANEOUS****DEPARTMENT OF TECHNOLOGY**

10/2/2017

Michael Patterson

Network Technician I

**OFFICE OF CONSOLIDATED BENEFITS**

10/20/2017

Amy R. Strange

Benefits Specialist I

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

10/5/2017 Marquis D. Harris Custodian I, 12 month Night

**OFFICE OF PROFESSIONAL GROWTH AND INNOVATION**

10/16/2017 Ann B. Walker Specialist Professional Learning, .4

**OFFICE OF SCHOOL PLANT SERVICES**

10/2/2017 Justin C. Ruffin Machinist Craftsman II

10/3/2017 Michael R. Rector, Jr. HVAC Craftsman II

10/16/2017 John Litz, Jr. Electronics Craftsman III

10/16/2017 Justin T. Albert General Maintenance Craftsman II

10/16/2017 Lamont Woodhouse Electronics Craftsman III

**RESIGNATIONS - ELEMENTARY SCHOOL****BAYSIDE**

10/6/2017 Corine P. Apaliski Physical Education Assistant (career enhancement opportunity)

**BIRDNECK**

10/5/2017 Shane Thomas Custodian I, 10 month, night (health)

**HOLLAND**

10/2/2017 Ladonya M. Reynolds Custodian II, Head Night (health)

**NEWTOWN**

10/3/2017 Karen A. Carter Security Assistant (personal reasons)

**PROVIDENCE**

10/27/2017 Kara L. Panayiotou Special Education Assistant (moved to another school system, public)

**WHITE OAKS**

10/16/2017 Chantana D. Hak Custodian I, 10 month, night (continuing education)

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

10/3/2017 Christopher R. Blount Custodian I, 12 month, night (career enhancement opportunity)

**RESIGNATIONS - HIGH SCHOOL****GREEN RUN**

10/2/2017 Tannya T. Hood School Office Associate II, 10 month (personal reasons)

**RENAISSANCE ACADEMY**

10/10/2017 Maurice T. Jordan ISS Coordinator (career enhancement opportunity)

**RESIGNATIONS - MISCELLANEOUS****OFFICE OF SCHOOL PLANT SERVICES**

10/25/2017 Dean B. Cleveland Electrical Craftsman II (career enhancement opportunity)

**OFFICE OF TRANSPORTATION SERVICES**

9/17/2017 Wesley A Bernard Special Education Bus Driver, 8 hours (death)

10/12/2017 Germanise Battles-Tate Bus Driver, 6 hours (personal reasons)

10/12/2017 Rebecca L Wilfong Bus Driver, 5 hours (personal reasons)

10/31/2017 Victoria E. Davis Bus Driver, 5 hours (personal reasons)

**SCHOOL/DEPARTMENT****POSITION****RETIREMENTS - ELEMENTARY SCHOOL****KINGSTON**

12/31/2017

Denise M. Auman

General Assistant

**LANDSTOWN**

12/29/2017

Amornrat Euphosin

Cafeteria Assistant, 5 hours

**SALEM**

12/31/2017

Lisa A. Berlinghof-Purcell

Security Assistant

**RETIREMENTS - MIDDLE SCHOOL****PRINCESS ANNE**

12/20/2017

Mary E. Urban

School Nurse

**RETIREMENTS - HIGH SCHOOL****NONE****RETIREMENTS - MISCELLANEOUS****DEPARTMENT OF BUDGET AND FINANCE**

10/31/2017

Lorraine F. Rogers

Payroll Assistant

**OFFICE OF TRANSPORTATION SERVICES**

9/29/2017

Carolyn L. Long

SPED Bus Driver, 6 hours

10/31/2017

Karen C. Gibson

Bus Driver, 8 hours

**OTHER EMPLOYMENT ACTIONS****NONE**

**VIRGINIA BEACH CITY PUBLIC SCHOOLS  
PERSONNEL REPORT OCTOBER 2017  
ASSIGNED TO THE INSTRUCTIONAL SALARY SCALE  
2017-2018**

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS</u>
<b><u>APPOINTMENTS - ELEMENTARY SCHOOL</u></b>			
<b><u>CENTERVILLE</u></b> 10/5/2017	Marjorie A. Hobbs	Kindergarten, .5	Indiana University, Bloomington, IN
<b><u>HOLLAND</u></b> 10/9/2017	Sherry A. Tamayo	Grade 4	Rowan University, VBCPS NJ
<b><u>APPOINTMENTS - MIDDLE SCHOOL</u></b>			
<b><u>BAYSIDE 6TH GRADE CAMPUS</u></b> 10/12/2017	Rosemary M. Delese	Grade 6 English	Bloomsburg University of Pennsylvania
<b><u>APPOINTMENTS - HIGH SCHOOL</u></b>			
<b><u>RENAISSANCE ACADEMY</u></b> 10/3/2017	Chanel L. Diggs	Grade 6	Strayer University
<b><u>APPOINTMENTS - MISCELLANEOUS</u></b> NONE			
<b><u>RESIGNATIONS - ELEMENTARY SCHOOL</u></b> NONE			
<b><u>RESIGNATIONS - MIDDLE SCHOOL</u></b>			
<b><u>BAYSIDE 6TH GRADE CAMPUS</u></b> 10/13/2017	Michelle Brown	Grade 6 (health)	
<b><u>LARKSPUR</u></b> 10/6/2017	Katherine L. Nielsen	Special Education (personal reasons)	
<b><u>RESIGNATIONS - HIGH SCHOOL</u></b>			
<b><u>FIRST COLONIAL</u></b> 10/6/2017	Eric D. Shelstad	School Counselor (career enhancement opportunity)	
<b><u>RESIGNATIONS - MISCELLANEOUS</u></b> NONE			
<b><u>RETIREMENTS - ELEMENTARY SCHOOL</u></b> NONE			
<b><u>RETIREMENTS - MIDDLE SCHOOL</u></b> NONE			

SCHOOL/DEPARTMENT

SUBJECT

COLLEGE

PREVIOUS

RETIREMENTS - HIGH SCHOOL

NONE

RETIREMENTS - MISCELLANEOUS

NONE

OTHER EMPLOYMENT ACTIONS

NONE

October 24, 2017

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
PERSONNEL REPORT OCTOBER 2017  
ADMINISTRATIVE APPOINTMENTS  
2017-2018

SCHOOL/DEPARTMENT

POSITION

APPOINTMENTS - ELEMENTARY SCHOOL

NONE

APPOINTMENTS - MIDDLE SCHOOL

NONE

APPOINTMENTS - HIGH SCHOOL

NONE

APPOINTMENTS - MISCELLANEOUS

NONE



**Subject:** Appointment of Member to the Community Advisory Committee for Gifted Education **Item Number:** 12B

**Section:** Action **Date:** October 24, 2017

**Senior Staff:** Amy E. Cashwell, Ed.D., Chief Academic Officer, Department of Teaching and Learning

**Prepared by:** Veleka S. Gatling, Ph.D., Executive Director of Programs for Exceptional Children

**Presenter(s):** Veleka S. Gatling, Ph.D., Executive Director of Programs for Exceptional Children  
Sandy Beale-Berry, Chairperson, Community Advisory Committee for Gifted Education

**Recommendation:**

That the School Board approve the appointment of a new member to the Community Advisory Committee for Gifted Education (CAC) to fill the vacancy in the At-large zone.

**Background Summary:**

The CAC is comprised of parents, school personnel, a secondary gifted student, teachers of gifted students and gifted program administrative personnel. It is responsible for reviewing and assessing the Local Plan for Gifted Education. Its members offer their advice to the community and School Board on matters involving gifted education and the needs of gifted students. The committee updates its pool of potential members on an ongoing basis. The nominating subcommittee has the responsibility to recruit qualified nominees that fairly represent the ethnic and geographic diversity of the school division. The committee's nominations are presented to the School Board within a reasonable time after the occurrence of a vacancy, as it is also their responsibility to monitor the terms of current members as well as any new vacancies. The Community Advisory Committee for Gifted Education met on Monday, Sept. 11, 2017. At this meeting, applications for the vacancy in the remaining At-large zone were reviewed. As the result of voting by committee members, it is recommended that Cindy Becker be appointed to fill the vacant At-large seat. Ms. Becker is the parent of two gifted students and has attended past CAC meetings. Her education, leadership and volunteer experiences ensure she will effectively represent the At-large zone and fulfill all CAC assignments and responsibilities.

**Source:**

§VAC 20-40-60.A.13

Code of VA. § 22.1-18.1

**Budget Impact:**

None



## **Community Advisory Committee for Gifted Education**

Sandy-Beale Berry, Chair

October 10, 2017

### **Cindy Becker – New Appointment: At-large**

Ms. Becker is the parent of two sons who are identified gifted, one attending high school and one attending middle school. Her profession is pharmacist. Ms. Becker is a proud graduate of Virginia Beach City Public Schools (VBCPS) and participated in gifted programs during that time. She says, “I know the value of these programs and the difference it made in my education.

We are very fortunate that these programs have continued and evolved into a multitude of opportunities for students at all levels. With two children now in VBCPS, I have been very involved with the schools they have attended and would like to continue my involvement by being a part of this committee.”

Ms. Becker is and has been an active volunteer in the school division. She sees the need to challenge all students, especially gifted learners, with a variety of opportunities both through the academy programs and in their neighborhood schools. She has expressed a strong interest in contributing to the CAC and the committee highly recommends her for this At-large position.



**Subject:** 2016 -2017 Field Trip Report **Item Number:** 13A

**Section:** Information **Date:** October 24, 2017

**Senior Staff:** Dale Holt, Chief Operations Officer, Department of School Division Services

**Prepared by:** David L. Pace, Acting Director, Office of Transportation Services

**Presenter(s):** David L. Pace, Acting Director, Office of Transportation Services

**Recommendation:**

Acceptance of the 2016-2017 annual field trip report

**Background Summary:**

School Board Policy 6-56 requires the superintendent to submit an annual field trip report to the School Board for their information

**Source:**

School Board Policy 6-56

**Budget Impact:**

Field trip expenses on school buses totaled \$371,585.00 in salaries and \$399,278.00 in operational costs.

# VIRGINIA BEACH CITY PUBLIC SCHOOLS

## 2016-2017 FIELD TRIP REPORT

School Board Policy 6-56 and Regulation 6-56.1 govern field trips for Virginia Beach students. School division administrative guidelines are in place and include procedures for the approval of all field trips. The division superintendent, or his designee must approve all trips out-of-the area or requiring an overnight stay.

During the 2016-2017 school year, instructional field trip transportation costs were paid from each school's field trip allocation account. This allocation is computed at \$1.50 per student. Schools were responsible for the transportation costs when commercial carriers were used. Field trips were restricted to the South Hampton Roads area due to budget constraints.

For the purposes of collecting and reporting the data in this report, all school-sponsored trips have been categorized as field trips. This includes instructional, athletic, forensic, club, competitions, participation, etc. This method of data collection supports the state mandate and reporting requirement to separate the two major categories of transportation for students: transportation of students to and from school, and transportation of students for other school-related activities. This report does not include data on the use of VBCPS buses for special trips paid for by other city agencies.

### FIELD TRIP SUMMARY: 2016-2017 (2015-2016 figures in parenthesis for comparison)

CATEGORY	Field Trips Transported By VBCPS Buses	Miles Traveled	Total Salaries Paid To Drivers
Instructional	3,074 (4,163)	71,063 (77,802)	\$ 124,848 (\$ 205,581)
Athletic/Clubs	3350 (3,365)	58,542 (61,708)	\$93,197 (\$ 96,964)
Festivals – Tattoo, Air Show, Va. Symphony, All City	442 First year of reporting	9,444	\$ 16,325
After School Tutoring/Swim Program	1083 (952)	7,979 (6,858)	\$ 19,038 (\$ 13,751)
Community Based Instruction/Work Experience	4,468 (4,694)	58,270 (55,207)	\$ 99,288 (\$ 98,994)
TOTAL	12,417 (13,236)	205,298 (202,690)	\$ 352,696 (\$ 417,052)

1

- Figures have been rounded as appropriate. Data does not include scheduled activity runs.

## **NARRATIVE SUMMARY**

### **ELEMENTARY SCHOOLS**

- Approximately 30 percent of the elementary trips using VBCPS buses were for tutoring programs and after-school extracurricular activities. There are no regular activity runs for elementary schools.
- The most common destinations for elementary school instructional field trips included the following:

Chrysler Hall, Sandler Center, Wells Theater  
Local Farms and Dairies  
Virginia Marine Science Museum  
Norfolk Zoo  
Portsmouth Children's Museum  
Calz Pizza  
Kellam High  
Plaza Middle School Planetarium  
Equi-Kids

### **MIDDLE SCHOOLS**

- Approximately 45 percent of all middle school trips using VBCPS buses were for athletic activities.
- The most common destinations for middle school instructional field trips included the following:

Back Bay, Long Creek, Local Waterways  
Harrison Opera House, Chrysler Hall  
Wells Theater  
Norfolk Botanical Gardens  
Busch Gardens  
ROPES Course  
First Landing State Park  
Plaza Middle School Planetarium

### **HIGH SCHOOLS**

- Approximately 30 percent of all high school trips using VBCPS buses were for athletic activities.
- The most common destination for high school instructional field trips included the following:

Chrysler Hall  
Local College & Universities  
Local Military Installations  
Courts and Jail - Court Docent Programs  
Back Bay and Local Waterways  
First Landing State Park  
Triple R Ranch

### **SPECIAL EDUCATION**

- Special education field trips support student individualized education programs for community-based instruction and work transition experiences. The most common destinations are local business firms.



**An Achievable Dream Academy at Seatack Elementary School:**

**Subject:** Comprehensive Evaluation **Item Number:** 13B

**Section:** Information **Date:** October 24, 2017

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

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

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

**Recommendation:**

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

**Background Summary:**

An Achievable Dream Academy at Seatack Elementary School was first implemented in kindergarten through grade two in 2014-2015 with the addition of grade three in 2015-2016 and grade four in 2016-2017. Because this program operates with local resources, evaluation of the program throughout the implementation period is required by School Board Policy 6-26, and it was recommended by the Office of Research and Evaluation that the program undergo a comprehensive evaluation during the program's third year to build on data that had been collected during the program's first two years. The College of William and Mary, under contract with An Achievable Dream Academies, Inc., conducted an evaluation of the program's first year of operation in 2014-2015 through an approved research application from VBCPS, and an evaluation brief from the Office of Research and Evaluation was distributed to the School Board in May 2017. On September 7, 2016, the School Board approved the 2016-2017 Program Evaluation Schedule, in which An Achievable Dream Academy was recommended for evaluation. The comprehensive evaluation focused on the operation of the program, characteristics of students, progress made toward meeting goals and objectives, stakeholders' perceptions, and the additional cost to the school division. In addition, recommendations for the program are provided along with An Achievable Dream Academy's response.

**Source:**

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

**Budget Impact:**



# An Achievable Dream Academy at Seatack Elementary School: *Comprehensive Evaluation*

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

Comprehensive Evaluation  
Report  
October 2017



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

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## Executive Summary

The School Board approved a comprehensive evaluation of An Achievable Dream Academy (AADA) at Seatack Elementary School for the 2016-2017 school year on September 7, 2016. The comprehensive evaluation focused on the operation of the program, characteristics of students enrolled, progress toward meeting established goals and objectives, stakeholder perceptions, and the additional cost of AADA to the division. Throughout the comprehensive evaluation, the implementation of AADA was assessed for alignment with the contract between Achievable Dream Academies, Inc. and Virginia Beach City Public Schools (VBCPS). The evaluation was based on reviews of documents and interviews, data from the VBCPS data warehouse, and surveys.

## Key Evaluation Findings

### Operational Components

#### Additional Opportunities

- Four days each week the school day was extended by 1 hour 20 minutes, making the full school day 7 hours and 50 minutes. On two of these days, the extended portion was for academics (reading and mathematics), whereas on the other two days, the extended portion was for clubs. The extended day included fewer hours than the 2 hours per day that were originally noted within the contract due to logistics with the bus schedules. This adjustment was a joint decision by VBCPS and AADA.
- All second through fourth graders were required to stay for the extended school day, whereas kindergartners were not included in the extended day programming and first graders were not involved until the second semester. Based on a joint decision by VBCPS and AADA, the included grades were in contrast to the contract, which noted that extended day would start with kindergarten.
- The school year was also extended to include a required summer intersession for all students, which focused on academics (i.e., reading and mathematics) and social and moral curricula, and Saturday programming as needed.
- When surveyed about whether resources were provided for improvement in the areas of reading and math, 87 percent of instructional staff who responded to the survey agreed that resources were provided for math and 97 percent agreed that resources were provided for reading. When surveyed about students' growth in these areas, almost all parents who responded to the survey (93% or above) agreed that AADA helped improve skills in reading and math. The majority of third- and fourth-grade students (81% or above) agreed that they can read better or understand their reading and math assignments better.

**Participants' Perceptions of Students' Growth in Academics**

Area of Academic Growth	Staff Percent Agree	Parent Percent Agree	Student Percent Agree
Reading	96.6%	92.9%	88.2% <sup>a</sup> 80.6% <sup>b</sup>
Mathematics	86.7%	94.5%	84.3%

<sup>a</sup>I can read better. <sup>b</sup>I understand my reading assignments better.

- Opportunities were provided for students to learn outside of the classroom by attending field trips to locations throughout the community. Over the 2016-2017 school year, there was a total of 67 field trips taken across all K-4 grades. When providing responses to an open-ended survey question about strengths of AADA, a main theme across students, parents, and instructional staff was the opportunity for field trips.
- Each morning, students recited the "Banners," which were "positive affirmations that remind them of the school's beliefs and expectations." The goal of reciting the Banners each morning was to reinforce AADA's values and high standards for proper behavior as well as encourage self-confidence.

- During 2016-2017, AADA had six community partnerships, which included leadership from Naval Air Station Oceana, Virginia Port Authority, and Virginia Beach City Public Schools' School Board. The two community partners who responded to the survey either strongly agreed or agreed that they were satisfied that the program was meeting expectations in serving the community.
- Sailors from Naval Air Station Oceana and Dam Neck served as role models and mentors for students by regularly visiting AADA in the mornings.
- First- through fourth-grade students had access to numerous clubs and extracurricular activities while at AADA. Examples of clubs included, athletics (e.g., golf), science- or math-related clubs (e.g., STEM Robotics), arts-related clubs (little theater), and various other club opportunities (e.g., go green club).

### Specialized Curricula

- The Social, Academic, and Moral Education (SAME) curriculum emphasizes ethics, etiquette, peaceful conflict resolution, Speaking Green®, and STEM.
- Over 86 percent of parents who responded to the survey perceived that AADA enhanced students' conflict management skills and provided instruction on manners and etiquette. However, a somewhat lower percentage of instructional staff who responded to the survey agreed that the resources provided enhanced their students' ability to manage conflict (75%) or that effective instruction was provided in manners and etiquette (75%). In addition, lower percentages of students who responded to the survey agreed that they could resolve conflicts with other people (65%) or that they were more polite and well-mannered with others (74%).

### Parent and Student Educational Contracts

- To ensure a high-expectation level, all parents and students sign an educational contract with AADA each year. These contracts were agreements that students and parents would adhere to the responsibilities as outlined by the program, including ensuring that students come to school on time each day.
- An important component of the program reflected in the contract was that students would adhere to a dress code to provide structure and set a tone for the school environment. Most instructional staff (88%) perceived that AADA developed a sense of structure among students through school uniforms. However, many students and some parents identified the dress code as being an area that needed improvement in survey comments.

### Instructional Staff Selection Process and Staff Characteristics

- For the first year, all Seatack Elementary School instructional staff members (including kindergarten through fifth grade teachers) were provided the opportunity to transfer to another school if they preferred. Instructional staff members who stayed went through the interview process.
- The selection processes for new instructional staff employees involved joint interviews with the principal and an AADA representative. In selecting teachers, AADA set desired talents, experiences, and commitments to include experience in Title I schools and those who were receptive to the social and moral program components. The instructional staff were also required to sign a contract with AADA.
- The majority of staff (60%) had a graduate-level education with a master's or doctorate degree and had been with VBCPS for an average of 12 years. However, 15 percent of the AADA instructional staff members were new to VBCPS starting in the 2016-2017 school year.

## Professional Learning Opportunities

- All staff were provided with a specialized professional learning opportunity on working with students in poverty, the targeted population for the program. Classroom teachers for second, third, and fourth grades were also trained on the computer-based reading program that differentiated instruction based on reading levels.
- Most instructional staff (84%) who responded to the survey agreed that there was sufficient professional development; however, only 61 percent agreed that there was clear and consistent communication with AADA.

## Student Characteristics

- Within the contract, it was noted that students must meet historical performance criteria to be selected for the program; however, students from the targeted attendance zone were automatically accepted into the AADA at Seatack Elementary School.
- The AADA also accepted students from nearby attendance zones (i.e., Birdneck and Lynnhaven elementary schools). These students were selected based on social factors, such as free and reduced lunch status, single parent households, and public/subsidized housing.
- There was a total of 376 students enrolled at any point during the 2016-2017 school year, 328 of which were enrolled for at least half the school year.
- In comparison to students across the division, AADA students who were enrolled on September 30, 2016 (N=335) were more likely to identify as African American or Hispanic, and less likely to identify as Asian or Caucasian. There was also a much higher percentage of students at AADA who were economically disadvantaged (74%) in comparison to the division (41%).
- Between 64 and 87 percent of those enrolled in grades 1 through 4 for at least one-half of the school year during 2016-2017 were also enrolled in the program the previous year. Between 58 and 71 percent of second through fourth graders enrolled during 2016-2017 have been in the program since the beginning (2014-2015 school year).

**Percent of 2016-2017 Enrolled Students Who Also Enrolled in Previous Years**

Grade	Number of Enrolled Students	Percent Also Enrolled in 2015-2016	Percent Also Enrolled in 2014-2015
Kindergarten	50	^	n/a
Grade 1	75	75.7%	^
Grade 2	78	87.2%	70.5%
Grade 3	47	68.1%	59.6%
Grade 4	78	64.1%	57.7%
Total	328	63.3%	40.1%

Note: ^ Students may have been retained in previous year(s). These numbers are less than 10.

## Opt-In and Opt-Out Data

- There were 88 kindergarten through fourth-grade students who lived in the designated Seatack Elementary School zone who were enrolled at a different school as of September 30. Therefore, these students may have opted out of AADA. The records of the majority of these students indicated that their reason for not attending AADA was “Other” rather than childcare hardships, moving, or required courses or programs. Of the 59 students whose reason was “Other,” 51 students attended a nearby school, Birdneck Elementary School.

- There were 12 kindergarten through fourth-grade students who attended Seatack Elementary School, but lived in an area that was designated as a zone for another elementary school. One-half of the students attended AADA from the Birdneck or Lynnhaven elementary school attendance zones, but six other elementary school zones were also represented.

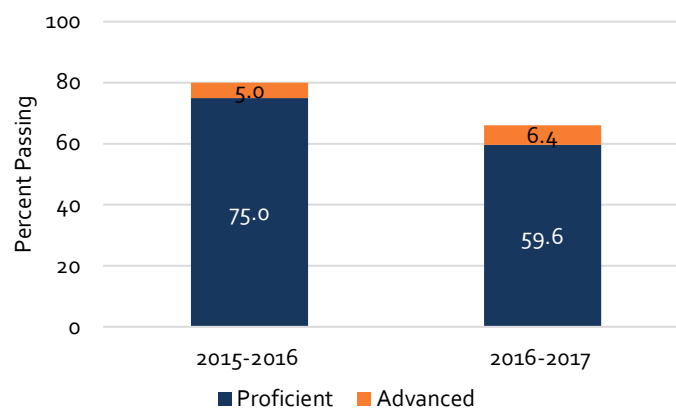
## Progress Toward Meeting Goals

### Progress Toward Meeting Targets Set by AADA

#### Goal #1: Reading Achievement

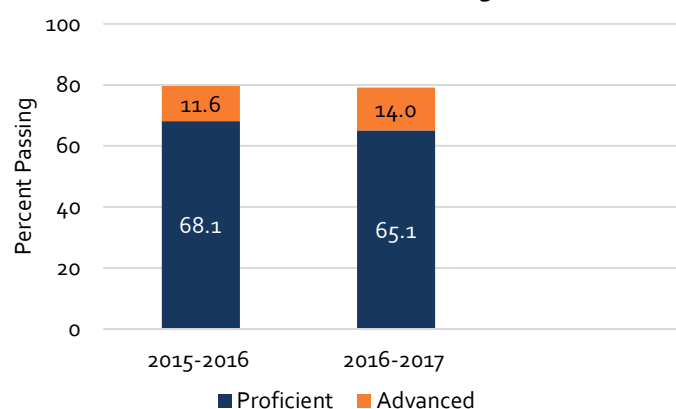
- The third-grade reading Standards of Learning (SOL) goals (80% pass rate, 10% advanced) were not met, with 66 percent of third-grade students passing the assessment, and only 6 percent of those students scoring in the pass advanced range.

**Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Third-Grade Reading SOL**



- The overall pass rate for the fourth-grade reading SOL was 79 percent, which was slightly lower than the goal of 80 percent. Additionally, 14 percent of those students scored within the pass advanced range, which was also slightly lower than the goal of 15 percent.

**Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Fourth-Grade Reading SOL**



- The goal of 90 percent of kindergarten students reading on or above grade level was met and exceeded with 96 percent of kindergartners achieving this reading level on the Developmental Reading Assessment (DRA).

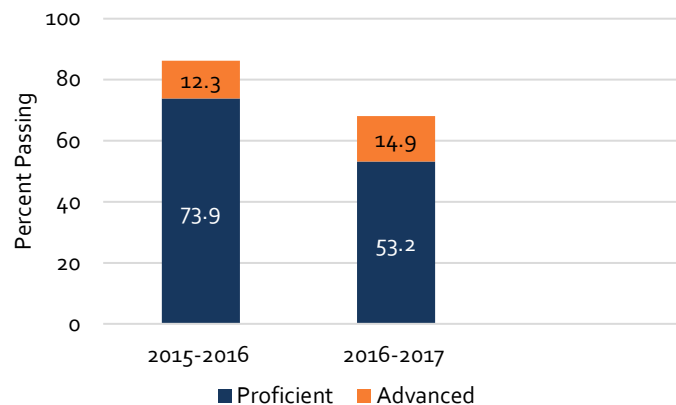


- The goals of 80 percent of first and second graders reading on or above grade level were not met. Only 68 percent of first graders and 71 percent of second graders were reading on or above grade level at the end of the year based on the DRA.

### Goal #2: Mathematics Achievement

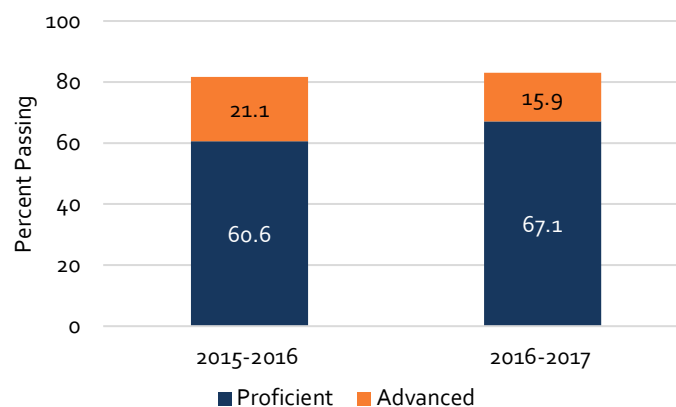
- Overall, 68 percent of third-grade students passed the third-grade math SOL assessment, which did not meet the passing rate goal of 80 percent; however, 15 percent of students scored in the pass advanced range, which met the pass advanced goal of 10 percent.

**Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Third-Grade Math SOL**



- In 2016-2017, 83 percent of fourth-grade students passed the fourth-grade math SOL assessment, which did not meet the passing rate goal of 85 percent; however, 16 percent of students scored in the pass advanced range, which met the pass advanced goal of 10 percent.

**Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Fourth-Grade Math SOL**



### Goal #3: Discipline

- Seven students had a single offense suspension, which was slightly higher than the goal of six or less. Additionally, there were five students who had multiple offenses, which was higher than the goal of two or less. There was also one occurrence of a major offense as defined by AADA.

- More than 78 percent of all participants agreed that the program helped students' behavior at school. However, only 69 percent of staff agreed that the program helped students' ability to demonstrate self-control and 73 percent of students agreed that the program helped their ability to work better with others.

**Participants' Agreement in Area of Students' Behavioral Growth**

Area of Behavioral Growth	Staff Percent Agree	Parent Percent Agree	Student Percent Agree
Behavior at school	78.8%	88.3%	78.2%
Ability to demonstrate self-control	68.8%	85.6%	80.0%
Ability to collaborate and/or work with others	78.1%	92.9%	72.7%

#### **Goal #4: Attendance**

- The first attendance goal was met with AADA students having an average daily attendance rate of 95 percent.
- During 2016-2017, 68 percent of kindergarten students had more than five absences, which was higher than the goal of 49 percent.
- During 2016-2017, 73 percent of first graders and 56 percent of second graders had more than five absences, which was higher than the goal of 40 percent for each grade level.
- For third and fourth graders, the goal for the percentage of students with more than five absences was set to 30 percent; however, 57 percent of third graders and 62 percent of fourth graders had more than five absences.

#### **Goal #5: Teacher Retention**

- For classroom teachers (e.g., first-grade teacher, second-grade teacher, etc.), the retention rate from the 2016-2017 to 2017-2018 school year was 95 percent; therefore, the goal was met (90%).
- When examining retention for all instructional staff, including positions such as specialists and Title I resource teachers, the retention rate was 83 percent.

#### **Comparison Group Performance**

- Hanover Research compared academic performance, discipline, and attendance of AADA students to two matched groups of students from two similar schools during the 2016-2017 school year.
- Comparisons of reading achievement using the DRA were mixed. In comparison to one group, students from AADA performed better than the comparison group at all grade levels. In comparison to the other group, there were mixed results at each grade level.
- As measured by the Reading Inventory (RI), AADA third- and fourth-grade students overall outperformed students from both comparison groups in terms of the percentage of students reading on grade level. While the general pattern showed that AADA students outperformed the comparison groups of students, no differences were found to be statistically significant.
- Third- and fourth-grade AADA students performed slightly higher than one comparison group, but slightly lower than the other comparison group on the reading SOLs. However, no differences were found to be statistically significant.
- The third- and fourth-grade math SOL scores showed that AADA students performed higher than both comparison groups in terms of the percent of students passing and generally had higher average math SOL scale scores than both comparison groups, although these differences were not statistically significant.

- The referral rate for AADA students was higher than one comparison group, but lower than the other comparison group. There were also trends for AADA students to have higher rates of in-school suspensions compared to both comparison groups, but lower rates of out-of-school suspensions.
- The students from AADA had slightly better attendance rates than the comparison groups and lower unexcused absence rates, although the differences were not statistically significant.

## Stakeholders' Perceptions

### Perceptions of Academics

- Over 85 percent of instructional staff agreed that AADA provided resources to help students improve academically. Similarly, at least 93 percent of parents agreed that AADA helped to improve their child's skills in academics.
- From 81 to 88 percent of students agreed that they could read better and understand their reading and mathematics assignments better.
- Instructional staff were less likely to agree that the AADA enhanced students' ability to manage time, set goals and achieve them, develop study skills, and that the AADA established a schedule of daily activities that met their students' needs with 66 to 73 percent agreeing with these statements.

**Participants' Percent Agreement Regarding Students' Academic Growth**

Area of Academic Growth	Staff Percent Agree	Parent Percent Agree	Student Percent Agree
Reading	96.6%	92.9%	88.2% <sup>a</sup> 80.6% <sup>b</sup>
Mathematics	86.7%	94.5%	84.3%
Science	92.9%	95.7%	62.7%
Social Studies	85.2%	93.7%	56.9%
Ability to set goals and achieve them	71.0%	91.1%	72.8% <sup>c</sup> 87.4% <sup>d</sup>
Study skills	71.0%	89.5%	--
Ability to manage time	65.5%	--	--
Provided the level of academic support my students needed.	83.9%	91.2%	--
Established a schedule of daily activities, which met my students' needs.	73.3%	91.6%	--

<sup>a</sup>I can read better. <sup>b</sup>I understand my reading assignments better. <sup>c</sup>I set high goals for myself. <sup>d</sup>I work to achieve my goals.

### General Perceptions

- Over 86 percent of parents agreed that the program maintained clear and consistent communication with them and that parents had opportunities for involvement in the program and in their child's education.
- Between 86 and 90 percent of parents who responded to the survey agreed they saw a positive impact on their lives at home (e.g., parenting techniques, values instilled at home, and relationship with child). Additionally, almost all parents (96%) agreed that they would recommend AADA to other families.

## Additional Cost

- According to the agreement, VBCPS was responsible for paying for the following costs to the same level as would be provided to any of its schools: technology, computer maintenance personnel, educational supplies, field trips and related transportation, food (i.e., breakfast and lunch), program staff professional learning, daily and summer intersession transportation, after school and tutors payroll provided through Federal funding, and maintenance of school property.
- There were several additional AADA operational costs related to the longer school day and school year that were the responsibility of VBCPS such as utilities, maintenance, supplies, etc., as well as transportation costs for students who opted into the program from Birdneck and Lynnhaven elementary schools attendance zones and daily transportation costs during the summer intersession.
- The total additional cost to VBCPS for AADA was \$39,453.
- According to the Department of Budget and Finance, following a review of financial records for 2016-2017, AADA reimbursed VBCPS for the costs that should have been reimbursed and AADA paid for staff stipends due to the extended instructional time.

## Recommendations and Rationale

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

**Rationale:** The first recommendation is to continue An Achievable Dream Academy with modifications that are reviewed in the recommendations below. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. The term of the contract that was signed in July 2013 is five years and will automatically renew annually unless action is taken to cancel by either entity. Therefore, the recommendation to continue the program with modifications is made to enhance efforts toward meeting the goals set by AADA, especially related to academic achievement.

The program appears to have been effective in terms of reports of student social-emotional growth, high daily student attendance rate, high parent satisfaction, and remarkable teacher retention. An emphasis of the program is social and moral education. Many instructional staff and parents indicated this was a beneficial aspect of the program as well as agreeing that there was improvement in students' behavior. However, there are additional concerns in regards to the discipline data as reviewed in Recommendation 3. The average daily attendance rate for students was high, meeting the goal of 95 percent. Additionally, students, parents, and instructional staff who responded to the survey agreed that AADA increased students' desire to attend school. However, the goals set by grade for the percentages of students who had several absences were not met. Reports of satisfaction with AADA was high for parents and instructional staff. In particular, almost all parents would recommend the program, which has increased since the program began. Many parents also indicated that there were no perceived areas of improvement for the program. Additionally, the 95 percent classroom teacher retention rate from 2016-2017 to 2017-2018 shows that classroom teachers stayed with the program, although staff noted the need for improvements in communication.

### **Recommendation #2: Analyze academic data relative to performance targets and investigate the reasons for declines to ensure instruction and additional instructional time are effective. (Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)**

**Rationale:** The second recommendation is to analyze academic data relative to performance targets and investigate the reasons for declines to ensure instruction and additional instructional time are effective. In comparison to matched groups of students from similar schools, which takes into account demographic variables, there were some mixed results for academic outcomes. In comparison to both schools, a higher percentage of AADA students passed the mathematics SOLs and generally had higher average math SOL scores, although these differences were not statistically significant. Results for reading achievement were mixed for AADA in comparison to the matched groups. However, only 3 of the 11 academic goals set by AADA were met, and overall academic performance was notably lower than the performance targets. When examining variation in academic achievement from the previous year, it was also found that grades 1, 2, and 3 had declines in reading achievement and grade 3 had a decline in math achievement. In particular, these grades exhibited between a 7 and 16 percent decline in students passing/on grade level for reading and an 18 percent decline in students passing the mathematics assessment. This trend is in contrast to the pattern of SOL scores across the division from 2015-2016 to 2016-2017, which had only slight increases or decreases in scores. It is also important to note that the extended day, a portion of which is spent on academics, included fewer hours than were originally noted within the contract due to logistics with the bus schedules. The declining scores are noteworthy, and it is recommended to continue to review and analyze the academic data relative

to performance targets throughout the year, investigate the reasons for the declines in scores, and review whether additional instructional time is adequate to meet the needs of the students both in terms of the amount of time and the use of instructional time.

### **Recommendation #3: Leverage the program’s interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior. (Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)**

**Rationale:** The third recommendation is to leverage the program’s interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior. In comparison to matched groups of students at similar schools, AADA students had a higher in-school suspension rate (but a lower out-of-school suspension rate). The referral rate for AADA students was higher than one matched group, but lower than the other matched group. In addition, the disciplinary goals set by AADA were to maintain the number of suspensions from the previous year. However, none of the three disciplinary goals were met. There was an increase in the number of students who had a single offense (one additional student) and who had multiple offenses (three additional students), along with one additional major offense. Although 88 percent of parents agreed there was improvement in positive behavior at school, there were some concerns in survey results from students and teachers. Between 65 and 74 percent of students agreed that they have the ability to manage conflict, use good manners, and work with others. Also noteworthy is only 69 percent of teachers agreed that AADA helped to improve students’ ability to demonstrate self-control, and 75 percent agreed that AADA enhanced students’ ability to manage conflict.

### **Recommendation #4: Ensure the attendance procedures and parent educational contracts are being followed. (Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)**

**Rationale:** The fourth recommendation is to ensure the attendance procedures and parent educational contracts are being followed. Although the average daily attendance rate met the overall goal (95%), the grade-level goals set for the percentage of students with more than five absences were not met. In particular, during the 2016-2017 school year, between 56 and 73 percent of kindergarten through fourth-grade students had more than five absences. Although most percentages declined from the previous year, the percentages are still noteworthy. It is also important to note that these data do not include attendance for the summer intersession or Saturday programming offered by AADA. As noted within the Parent and Student Handbook, AADA’s current procedures involve creating attendance committees, which identify students who have accumulated three or more absences on a monthly basis. Additionally, AADA provides phone calls and letters to parents to combat absences.<sup>1</sup> Parents sign educational contracts that include sending their child to school on time, each day. There should be a thorough review of attendance procedures, division guidelines, and other potential interventions available to the program as well as procedures for ensuring that parents follow the educational contracts that are signed annually.

### **Recommendation #5: Increase opportunities for clearer and more consistent communication between the instructional staff, administrators, and AADA. (Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)**

**Rationale:** The last recommendation is to increase opportunities for clearer and more consistent communication between the instructional staff, administrators, and AADA. Only 61 percent of instructional staff agreed that there was clear and consistent communication with AADA. Additionally, when providing comments on areas for improvement, several instructional staff members indicated the need for clearer, more consistent, and timely communication between the instructional staff, administrators, and AADA. For example, some staff indicated issues that have occurred, such as being told two conflicting ideas, decisions being made without all stakeholders being present, and instances when pieces of communication between VBCPS, Title I, and AADA have been missing.

There was concern about collaboration on issues, such as needs of the building and involvement in planning and decision making for field trips and on-site programs. More generally, there was a desire for collaboration with the administration to make decisions that benefit students and staff.



## Introduction

### Background

An Achievable Dream Academy (AADA), which began in 1992 in Newport News Public Schools, conducts “a year-round, extended day public school program designed to close the achievement gap and allow all children to learn to succeed regardless of their socioeconomic background.”<sup>2</sup> The partnership between AADA and Virginia Beach City Public Schools (VBCPS) at Seatack Elementary School began in the 2014-2015 school year with implementation in kindergarten through second grades. The program expanded to include third grade in 2015-2016 and fourth grade in 2016-2017. The term of the contract is five years and will automatically renew annually unless action to cancel the contract is taken by either entity.<sup>3</sup> The contract between Achievable Dream Academies, Inc. and VBCPS was presented to the School Board on June 18, 2013 and approved on July 16, 2013. According to the contract, a new grade will be added each year until the year 2025 with a full K-12 program. The fifth grade has been added for the 2017-2018 school year and a “phase-in” model with sixth grade will continue the following year.<sup>4</sup>

An evaluation for the 2014-2015 school year was conducted by The College of William and Mary under contract with the Achievable Dream Academies, Inc., and included an approved research application from VBCPS. In addition, academic, discipline, and attendance outcomes from the 2014-2015 and 2015-2016 school years were assessed by the VBCPS Office of Research and Evaluation (ORE) and presented in an Evaluation Brief, which is available online.<sup>5</sup> The School Board approved a comprehensive evaluation of An Achievable Dream Academy at Seatack Elementary School for the 2016-2017 school year on September 7, 2016.

### Purpose

This evaluation provides the School Board, Superintendent, and program managers at AADA with information about the implementation of AADA at Seatack Elementary School and student outcome measures for the 2016-2017 school year. Because this initiative operates with local resources, evaluation of

the program throughout the implementation period is required by Policy 6-26, and it was recommended by the VBCPS ORE that the program undergo a comprehensive evaluation during the program’s third year to build on data that had been collected during the program’s first two years. The comprehensive evaluation focused on the operation of the program, characteristics of students enrolled, progress toward meeting established goals and objectives, stakeholder perceptions, and the additional cost of the establishment and maintenance of AADA at Seatack Elementary School to the school division. Throughout the comprehensive evaluation, the implementation of AADA was assessed for alignment with the contract between Achievable Dream Academies, Inc. and VBCPS.

### Program Overview

The purpose of AADA is to “improve students’ academic performance in school, encourage appropriate behavior and citizenship, increase school attendance, decrease drop-outs, and ultimately to increase the likelihood the student would grow into a productive, law-abiding and responsible citizen.”<sup>6</sup> More generally, An Achievable Dream’s mission is to ensure that children create their own individual dream leading them to future success. The program uniquely offers an extended school day and year as well as additional opportunities for students, such as field trips and numerous clubs. Students are also offered a specialized curriculum that provides opportunities to “develop social, academic, and moral skills that help them become strong adults.”<sup>7</sup> The program also stresses high expectations through the use of student and parent educational contracts as well as a dress code for students. Within VBCPS, students from the Seatack, Birdneck, and Lynnhaven elementary school attendance zones were eligible to attend AADA.

### Program Goals and Objectives

Goals and objectives were developed by the AADA staff and were provided to VBCPS program evaluation staff by the Vice President of Academies for An Achievable Dream, Inc.<sup>8</sup> The goals were focused on reading and mathematics achievement, student discipline, student attendance, and teacher retention. The goals were provided in a matrix format with

performance targets determined by AADA staff. They are included below in narrative form.

## Goal #1: Reading Achievement

**Goal #1a:** By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 80 percent (when calculated by accreditation rules) on the third-grade reading Standards of Learning (SOL) test, with 10 percent of those students passing achieving a pass advanced.

**Goal #1b:** By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 80 percent (when calculated by accreditation rules) on the fourth-grade reading SOL test, with 15 percent of those students passing achieving a pass advanced.

**Goal #1c:** By the end of the 2016-2017 school year, An Achievable Dream Academy will achieve 90 percent of kindergarten students reading on or above grade level, and 80 percent of first and second graders reading on or above grade level, as measured by the Developmental Reading Assessment, Second Edition (DRA).

## Goal #2: Mathematics Achievement

**Goal #2a:** By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 80 percent (when calculated by accreditation rules) on the third-grade mathematics SOL test, with 10 percent of those students passing achieving a pass advanced.

**Goal #2b:** By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 85 percent (when calculated by accreditation rules) on the fourth-grade mathematics SOL test, with 10 percent of those students passing achieving a pass advanced.

## Goal #3: Discipline

**Goal #3:** For the 2016-2017 school year, An Achievable Dream Academy will:

- Maintain the number of suspensions based on a single offense to six or less.
- Maintain the number of suspensions based on multiple offenses to two or less.
- Maintain the number of major offenses (e.g., weapons, drugs, multiple fights) at zero.

For monitoring purposes, in addition to the goals listed previously, data regarding bus disciplinary incidents and overall referral rates will also be analyzed and presented.

## Goal #4: Attendance

**Goal #4a:** For the 2016-2017 school year, An Achievable Dream Academy will maintain an average daily attendance rate of 95 percent.

**Goal #4b:** For the 2016-2017 school year, An Achievable Dream Academy will reduce the percentage of students with more than five absences to:

- Forty-nine percent among kindergarten students.
- Forty percent among first- and second-grade students.
- Thirty percent among third- and fourth-grade students.

For monitoring purposes, unexcused absence rates will also be analyzed and reported.

## Goal #5: Teacher Retention

**Goal #5:** For the 2016-2017 school year, An Achievable Dream Academy will secure a teacher retention rate of 90 percent.

Data related to these areas will be presented throughout the Evaluation and Results section of this report where appropriate.

# Evaluation Design and Methodology

## Evaluation Design

The purpose of the comprehensive evaluation was to assess the implementation of the AADA during its third year of operation from kindergarten to grade four, determine the extent to which the implementation aligned with the contract that was in place between Achievable Dream Academies, Inc., and VBCPS, and assess the progress toward meeting the goals of AADA. The evaluation utilized a mixed-methods design to collect quantitative and qualitative information about the school's operation. Data for academic performance, discipline, attendance, and teacher retention were used to assess the extent to

which progress was made toward meeting goals. In addition, analyses were conducted to determine the effectiveness of the AADA in terms of academic and behavioral outcomes compared to similar comparison groups of students. Survey data were collected to assess stakeholder's perceptions, and cost data were collected to determine the cost of the program to VBCPS.

## Evaluation Questions

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

1. **What were the operational components of the An Achievable Dream Academy (AADA) at Seatack Elementary School?**
  - a. What additional opportunities did the AADA provide for students (e.g., extended-day, summer intersession, enrichment, field trips, mentors, etc.)?
  - b. What specialized curricula were implemented?
  - c. What was included in the parent and student educational contracts?
  - d. What was the staff selection process and what were the staff's characteristics?
  - e. What professional learning opportunities were provided for staff?
2. **What were the characteristics of the students enrolled at AADA in 2016-2017?**
  - a. How many students opted in or opted out of the AADA?
3. **What progress is being made toward meeting the goals of AADA at Seatack Elementary School?**
4. **What were the perceptions of stakeholders of AADA at Seatack Elementary School (i.e., students, parents, staff, and community partners)?**
5. **What was the additional cost of implementing AADA at Seatack Elementary School to the school division during 2016-2017?**

## Instruments and Data Sources

Multiple instruments and data sources were used to gather data throughout 2016-2017. Quantitative data

for 2016-2017 were gathered through the VBCPS data warehouse and from closed-ended survey questions. Data from the previous year were used as a comparison where possible. Data from the summer intersession were not included in the analyses, as they are not kept in the VBCPS data warehouse. Qualitative data were collected through document reviews, interviews, questionnaires, and open-ended survey questions. The Department of Planning, Innovation, and Accountability employed the following data collection methods:

- Reviewed the An Achievable Dream and VBCPS websites, the partnership contract with VBCPS, and the 2016-2017 AADA Parent Student Handbook to obtain information about the operational components of the program.
- Gathered and analyzed data from the VBCPS data warehouse related to student demographics and student progress in the school and division (e.g., enrollment, academic performance, discipline, attendance).
- Administered surveys to third- and fourth-grade students, parents, instructional staff, and community partners.
- Collected staffing data for 2016-2017 and 2017-2018 from the Department of Human Resources.
- Collected cost information from the departments of Budget and Finance and School Division Services (e.g., facilities, transportation).
- Conducted an interview with the Vice President of Academies for AADA and collected information from AADA staff via questionnaires.

## Surveys

The Department of Planning, Innovation, and Accountability invited Seatack AADA instructional staff, community partners, and third- and fourth-grade students to complete an online survey regarding their perceptions of the program during May 2017. Students in kindergarten through second grades did not complete the survey due to the developmental level of the concepts being assessed. Parents were invited to complete a paper survey that was sent home with their child during May 2017 regarding their perceptions of the program. The school offered incentives to classrooms with the highest parent survey return rates. Response rates to the surveys are shown in Table 1.

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

Participant	Surveys Sent	Surveys Returned	Response Rate (%)
3 <sup>rd</sup> and 4 <sup>th</sup> Grade students	127	104	81.9%
K – 4 Parents	330	243	73.6%
Instructional Staff	55	33	60.0%
Community Partners	6	2	33.3%

For this evaluation, the evaluators used the following survey instruments that included both open- and closed-ended survey items:

- **Students** – The instrument gauged third- and fourth-grade student perceptions of AADA with a focus on instruction and academic and social/behavioral growth. Students responded to survey items using the two response options of Agree or Disagree. Two open-ended response questions invited students to identify the best thing about AADA at Seatack and recommend what could be different.
- **Parents** – The instrument gauged parent perceptions of AADA with a focus on children’s academic and social/behavioral growth, attendance, and communication with the school. Survey statements were rated on a 4-point Likert scale from Strongly Agree to Strongly Disagree. Two open-ended response questions asked for comments about the benefits of AADA for their child and recommendations for improvement.
- **Instructional Staff** – An instrument gauged administrator, instructional staff, and classroom assistant perceptions of AADA with a focus on resources for instruction, their students’ academic and social/behavioral growth, professional development, and communication. Survey statements were rated on a 4-point Likert scale from Strongly Agree to Strongly Disagree. Two open-ended response questions asked staff to identify the benefits of AADA and recommendations for improvement.
- **Community Partners** – An instrument gathered information from partners regarding their partnership with AADA during the 2016-2017 school year. One item was a closed-ended question asking partners to rate their satisfaction with their partnership with AADA on a 4-point Likert scale from Very Satisfied to Very Dissatisfied. Seven open-ended items asked partners to describe their role and involvement in the partnership,

perceptions and challenges of program implementation, what students gained from enrollment, strengths of the program, and recommendations on how the program might be improved.

## Data Analysis

An Achievable Dream Academy at Seatack Elementary School student enrollment, demographic, and performance data as well as division demographic data were extracted from the VBCPS data warehouse using query statements. These data were exported to Microsoft Excel and SPSS spreadsheet files to allow for data analysis. To be included in the outcome analyses, students must have been enrolled in the program during 2016-2017 for at least one-half of the school year. Of the 376 students who were enrolled in the program during the 2016-2017 school year, 328 students (87%) met this criterion. When making comparisons to data from the previous year in 2015-2016, enrollment criteria were also implemented. Standards of Learning (SOL) data were analyzed by the Office of Student Assessment based on accreditation rules, which allow adjustment for students who were included as recovery students from not passing the previous year. Due to providing SOL data based on accreditation rules, all students are included in these analyses (i.e., no exclusionary criteria for days enrolled).

Research and evaluation staff downloaded survey results for the student, instructional staff, and community partner surveys from SurveyMonkey. Parent survey responses were scanned into an Excel spreadsheet file. Closed-ended survey data were analyzed using frequency analyses in SPSS. Survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Open-ended comments were analyzed for common themes. Staffing data for the 2016-2017 and 2017-2018 school years were compared to determine teacher retention. Teachers who were retained may have moved to a different grade level, but remained at Seatack Elementary School. Cost data from various departments were compiled and summarized for the evaluation.

Additional analyses were conducted by Hanover Research under contract with VBCPS to compare performance data for AADA students to two matched



groups of students from comparable schools. Hanover first matched AADA students with similar peers at two comparable schools through a statistical technique referred to as propensity score matching. These matched groups effectively served as “control” groups when testing how the AADA 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 used both demographic variables and students’ fall 2016 DRA scores to construct comparison groups. Next, Hanover matched students in the AADA program with students who did not participate in the AADA but had similar propensity scores to participants. Overall, these comparisons produced a comparison group of students who were, on average, similar to the participants in the AADA program. Since Hanover constructed the comparison groups separately for each comparable school, the final number of observations in each comparison was different for Comparison Groups A and B. Hanover Research then compared outcomes for AADA students and Comparison Groups A and B students using t-tests to uncover statistically significant differences in students’ academic and behavioral outcomes by grade and school level.

## Evaluation Results and Discussion

This evaluation describes the implementation of AADA at Seatack Elementary School, the adherence to the contract, and progress toward meeting program goals during the 2016-2017 school year. This section of the report provides the results associated with each evaluation question and a discussion of the results.

### Operational Components

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

### Additional Opportunities

In addition to providing a public school curriculum, AADA offers additional opportunities that extend beyond the typical curriculum and school day. These opportunities included an extended school day and year with enrichment classes, field trips, Banners, community partnerships and mentors, focus on technology, numerous clubs and extracurricular activities, and a merit program. When surveyed, most instructional staff (97%) and parents (94%) agreed that the AADA program provided students with additional opportunities to learn beyond the traditional school day. These additional opportunities are reviewed below.

#### *Extended School Day and Summer Intersession*

The first additional opportunity for students is extending the time spent at school to allow for additional instruction and out-of-classroom experiences. The contract noted that the extended day would be a total of 8 ½ hours, which is 2 hours longer than the typical day at Seatack Elementary School. As implemented during 2016-2017, the school day was extended by 1 hour 20 minutes each day except for Friday, making the full school day 7 hours 50 minutes (see Table 2 for 2016-2017 school year hours). The reason for this difference was due to logistics with the bus schedules. The adjustment of the extended time length was a joint decision by VBCPS and AADA after the contract was signed. On two of these days, the extended portion was for academics (reading and mathematics), whereas on the other two days, the extended portion was for clubs. During the days spent on academics, AADA also held instructional enrichment classes that focused on novel studies, coding activities, and math problem-solving concepts. According to the contract, the extended day would start with kindergarten; however, as implemented, kindergartners were not included in the extended day programming and first graders were not involved until the second semester. This was a joint decision by VBCPS and AADA after the contract was signed. All second through fourth graders were required to stay for the extended school day.

**Table 2: 2016-2017 School Hours**

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

The year was also extended to include a required summer intersession and Saturday programming as needed. As reported in the contract, the program is “an 8 ½ hour day program that is 200 plus or minus days long, as deemed appropriate by AADA to carry out AADA’s extended learning calendar.” For the summer intersession following the 2016-2017 school year, there were an additional 17 days of school, equaling a total of 197 days for the full year (see Table 3 for summer days and hours). As implemented, the summer intersession provided four hours of instructional time. All students, including kindergartners, were required to attend the summer intersession. During the summer intersession, there was a focus on academics (i.e., reading and mathematics) as well as the social and moral curricula. Only students who were identified as needing additional academic instruction were required to attend on Saturdays. This identification of need is based on previous SOL scores, current benchmark scores, and teacher recommendations (i.e., classroom behavior or performance).<sup>9</sup>

**Table 3: 2017 Summer Intersession Days and Hours**

Grade	Days	Hours
Kindergarten through Grade 4	July 5 – July 27, 2017	Mon. – Fri., 8:00 a.m. – 12:00 p.m.

In response to an open-ended survey question about benefits of the AADA program, instructional staff indicated the extended day and year as one of the benefits. In particular, instructional staff noted that it allowed for additional time for academic support and intervention as needed. When surveyed about whether resources were provided for improvement in the areas of reading and math, 87 percent of instructional staff who responded to the survey agreed that resources were provided for math and 97 percent agreed that resources were provided for reading. Parents and

students were asked about their perceptions of students’ growth in these areas. As can be seen in Table 4, almost all parents who responded to the survey (93% or above) agreed that AADA helped improve skills in reading and math. The majority of third- and fourth-grade students (81% or above) agreed that they can read better or understand their reading and math assignments better.

**Table 4: Participants’ Perceptions of Students’ Growth in Academics**

Area of Academic Growth	Staff Percent Agree	Parent Percent Agree	Student Percent Agree
Reading	96.6%	92.9%	88.2% <sup>a</sup> 80.6% <sup>b</sup>
Mathematics	86.7%	94.5%	84.3%

<sup>a</sup>I can read better. <sup>b</sup>I understand my reading assignments better.

### Field Trips

Another aspect of AADA is providing opportunities for students to learn outside of the classroom by attending field trips to locations throughout the community. Over the 2016-2017 school year, there were a total of 67 field trips taken across all K-4 grades.<sup>10</sup> Instructional staff and parents were questioned about whether students were provided with these opportunities to learn outside of school. All instructional staff (100%) and most parents (96%) who responded to the survey agreed that this opportunity was provided. Most third- and fourth-grade students who responded to the survey (86%) perceived these field trip opportunities to be beneficial to understanding their academics. When providing responses to an open-ended question about strengths of the AADA program, a main theme across students, parents, and instructional staff was the opportunity for field trips. For example, students indicated enjoying learning new things as a result of these trips, and parents and staff indicated that field trips provided opportunities for new experiences.

### Banners

Another opportunity for the students at AADA includes a daily morning routine. Each morning, students recited the “Banners,” which are “positive affirmations that remind them of the school’s beliefs and expectations.” Portions of the sayings recited included “Decisions are up to me. Success in school –

helps me be successful in life. I can go to college if I work hard. Being a success means doing my best. An Achievable Dream loves me. I am someone special. Believe in Yourself.”<sup>11</sup> The goal of reciting the Banners each morning was to reinforce AADA’s values and high standards for proper behavior as well as encourage self-confidence. Physical banners with the affirmations placed in the building served as an additional reminder for the students.

### **Community Partnerships**

During 2016-2017, AADA had six community partnerships, which included leadership from Naval Air Station Oceana, Virginia Port Authority, and Virginia Beach City Public Schools’ School Board. Community partners who completed surveys indicated that their role as a partner was to benefit the division, support the community, and assist/mentor students. Partner respondents’ involvement had included attending fundraisers, assisting when visitors tour the program, and employing mentors of the students. Overall, implementation of the program was viewed positively by community partners, except for concerns that the community may not be taking advantage of the program and ensuring that there is continuity in the volunteers who assist with the program. Academic achievement was indicated as a strength of the program. Partner respondents indicated that students in the program gain more opportunities for success in the areas of academic achievement and social development as well as interactions with supportive adults. All community partners who responded to the survey either strongly agreed or agreed that they were satisfied that the program was meeting expectations in serving the community.

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

### **Mentors**

The emphasis on ensuring AADA students envision their own achievable dream is supported by providing mentors and role models who are successful individuals from the community. Sailors from Naval Air Station Oceana and Dam Neck provided support to students at AADA. Sailors regularly visited AADA in the mornings to welcome students to the school and shake their hands while ensuring to look them in the eye. Sailors also had the opportunity to provide support in classrooms and on field trips.

### **Technology Focus**

As identified in the contract, AADA is to be used as a laboratory for technology; therefore, all technology used at the school is up to date. The instructional staff were expected to incorporate technology into their academic lessons with students. For first graders, SMART tablets and individual student Chromebooks were provided, which allowed students to have a 1:1 ratio. Two computer-based programs were used for reading and math instruction for second- to fourth-grade students. The reading program allowed for differentiated instruction based on a student’s reading level, and the math program addressed math facts for operations using games and quizzes. There was also technology that supported several technologically related club offerings, including a 3-D printing club and Google CS 1<sup>st</sup> club, which was based on computer coding.

### **Clubs and Extracurricular Activities**

Students had access to 49 different clubs and numerous extracurricular activities while at AADA during 2016-2017.<sup>12</sup> The clubs were offered to first through fourth graders and were changed every nine weeks.<sup>13</sup> Examples of clubs included athletics (e.g., golf, dance, fitness), science- or math-related clubs (e.g., MakerSpace, STEM Robotics, Lego, Coding), arts-related clubs (e.g., little theater, photography, drama, arts and crafts), and various other club opportunities (e.g., go green club and communication club).

As stated in the contract, a tennis program may have been implemented depending on the funding. Alternatively, a tennis club was offered as an option to students in first through fourth grades. Tennis has been

viewed by AADA as a means of building students' level of self-esteem and encouraging social interactions. The tools that are needed for success in tennis extend to life, including "discipline, perseverance, confidence, sportsmanship, and teamwork."

There were several other extracurricular activities that AADA offered, such as various field trips; opportunities for lessons or activities in athletics, such as lacrosse, swimming, tennis, and golf; and outreach experiences through local museums, such as Mad Science, Virginia Aquarium, Virginia Museum of Contemporary Art and Virginia Air and Space Center.

### **Dream Merit Program**

To encourage positive behavior, students are also provided the opportunity to be rewarded with "dream merits."<sup>14</sup> These merits were earned during any AADA activity when students engaged in appropriate school behavior. Staff members or sailor volunteers could have rewarded students for appropriate behavior or appropriate dress specifically during programming on character development or throughout the school day.

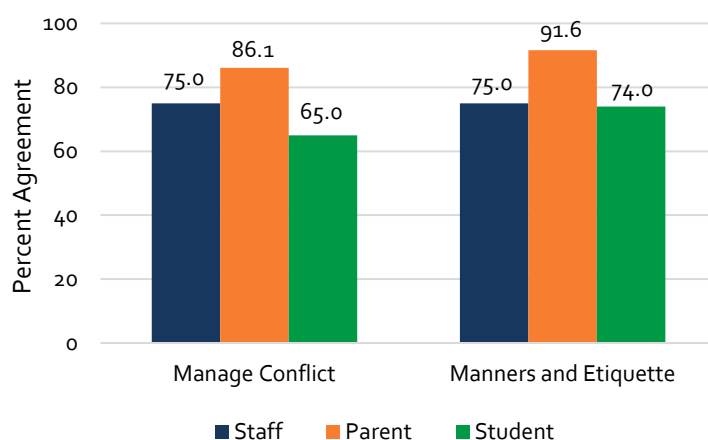
To educate third- and fourth-grade students about budgeting and finances, third and fourth graders managed their merits and could write checks to use merits to purchase school supplies or activities. Students in the younger grades had others who managed their merits, but were allowed to use them for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

### **Specialized Curricula**

The Social, Academic, and Moral Education (SAME) Curriculum was adopted by AADA. Within this specialized curriculum, there was an emphasis on "ethics, etiquette, peaceful conflict resolution, and Speaking Green®."<sup>15</sup> In addition, during 2016-2017, STEM components were part of the curriculum.<sup>16</sup> Beyond the daily academic curriculum, AADA students had a rotation of classes that focused on each of these areas of social and moral education. High values and standards for behavior have been set by AADA, which were reinforced throughout these classes. The Speaking Green® aspect of SAME involved encouraging students to use Standard English, which would allow children to succeed in business and college.<sup>17</sup>

Over 86 percent of parents who responded to the survey perceived that AADA improved students' conflict management skills and provided instruction on manners and etiquette (see Figure 1). However, a lower percentage of instructional staff who responded to the survey agreed that the resources provided by AADA enhanced their students' ability to manage conflict (75%) or that effective instruction was provided in manners and etiquette (75%). In addition, lower percentages of students who responded to the survey agreed that they could resolve conflicts with other people (65%) or that they were more polite and well-mannered with others (74%).

**Figure 1: Survey Participants' Perceptions of Students' Conflict Management and Manners**



When providing open-ended responses regarding program strengths, many parents and instructional staff noted aspects of the SAME curriculum. For example, parents indicated they liked the focus on morals, etiquette, manners, and respect. Parents also often noted that they saw an increase in their children's self-esteem, confidence, positive attitude, and general social ability. Instructional staff also made references to the SAME curriculum. For example, staff noted that they enjoyed the social rotations, which offered students life-long skills.

### **Parent and Student Educational Contracts**

To ensure a high expectation level, all students and parents signed an educational contract with AADA. This contract was an agreement that students and parents would adhere to the responsibilities as outlined by the program. For example, parents were requested



to support their child's education through discussions with him/her about school and ensuring that their child attends school, dresses appropriately, follows school behavior and drug-free policies, and communicates with teachers. Students were asked to pledge to not use drugs or engage in criminal behavior, to be respectful, attend school on time, have good manners, and to try their best.

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

Most instructional staff (88%) who responded to the survey perceived that AADA has developed a sense of structure among students through school uniforms. Consistent with this level of agreement, several staff indicated uniforms as a strength of the program when responding to the open-ended question, such as noting they provided a source of pride and unity. However, most students and some parents indicated the dress code as being an area that needs improvement. Students noted that either there should be no uniforms or there should be adjustments to the policy. Students' suggestions for adjusting the dress code policy included allowing students to choose their own shoes or accessories (e.g., socks, jewelry, belt); not to require uniforms on certain days, such as Fridays; or to change the color of the uniforms. Parents also indicated that a way to improve the program was to generally make the dress code less strict.

If students or parents do not adhere to the contract, there is a possibility that the student may be removed from the program.<sup>18</sup> For the 2016-2017 year, there were no students who were asked to leave the program for this reason.

### **Instructional Staff Selection Process and Staff Characteristics**

The process by which AADA selects their instructional staff was also examined. For these analyses, instructional staff members were included based on the Department of Human Resources classification of

"Instructional," which does not include administrators or classroom assistants. According to the contract with VBCPS, AADA would select instructional staff who had the necessary talents, experiences, and commitments for the target population and SAME enhancement. For the first year, all Seatack Elementary School staff members (including kindergarten through fifth grade teachers) had the opportunity to transfer to another school if they did not want to be a part of the AADA program. Instructional staff members who stayed went through the interview process. The selection processes for new instructional staff employees involved joint interviews with the principal and an AADA representative.<sup>19</sup> In selecting teachers, the AADA program identified desired talents, experiences, and commitments, which included experience in Title I schools and being receptive to the social and moral program components. The instructional staff members were also required to sign a contract with AADA. Similar to contracts signed by parents and students, instructional staff members were provided with the mission of the program and asked to commit to specific aspects of the program, such as focusing students' attention on the Banners, integrating the SAME curriculum throughout the day, and wearing professional dress.<sup>20</sup>

The characteristics of AADA's instructional staff members in kindergarten through grade four were also examined. As can be seen from Table 5, the instructional staff members were predominately female (85%) and identified as Caucasian (70%). In comparison to elementary school instructional staff members (K-5) across the division, there were higher percentages of male staff members and those who identified as African American at AADA. The average number of years teaching was 16, which was slightly higher than the division's elementary school average. Of the average 16 years taught by AADA instructional staff, 12 years have been spent working with VBCPS. However, 15 percent of the AADA instructional staff members were new to VBCPS starting in the 2016-2017 school year, which was higher than at the division level. The majority of AADA staff (60%) had a graduate-level education with a master's or doctorate degree.

**Table 5: AADA's Instructional Staff Characteristics for the 2016-2017 School Year**

Characteristic	AADA Staff (K-4) (N = 40)	ES Division (K-5) <sup>21</sup> (N = 2,349)
Male	15.0%	7.2%
Female	85.0%	92.8%
African American	27.5%	10.1%
Caucasian	70.0%	85.5%
Multiracial	2.5%	0.5%
Average Total # of Years Teaching	16.2	14.3
Average # of Years Teaching in VBCPS	11.6	n/a
Bachelor's Degree	40.0%	n/a
Master's or Doctorate	60.0%	n/a
New to VBCPS	15.0%	10.0%

### Professional Learning Opportunities

All staff members were provided with professional learning on working with the targeted population for the program. In particular, a building-wide professional learning opportunity was provided to staff on Students in Poverty. Additional professional learning opportunities were provided to individual staff and administrators that focused on curriculum and technology. Classroom teachers for second, third, and fourth grades were also trained on the computer-based reading program that differentiates instruction based on reading levels.

Instructional staff respondents' perceptions of the professional learning and communication provided from AADA showed that 84 percent agreed that there was sufficient professional learning; however, only 61 percent agreed that there was clear and consistent communication with AADA. Instructional staff also indicated this as an area for improvement in response to an open-ended survey question. Staff indicated that more timely and clear communication was needed between staff, administration, and the AADA program. For example, some staff indicated issues that have occurred, such as being told two conflicting ideas, decisions being made without all stakeholders being present, and instances when pieces of communication between VBCPS, Title I, and AADA have been missing. There was concern about collaboration on issues, such as needs of the building and involvement in planning and decision making for field trips and onsite programs. More generally, there was a desire for

collaboration with the administration to make decisions that benefit students and staff.

### Summary Regarding Operational Components and Adherence to Contract

In summary, the AADA offered several additional opportunities to students beyond the typical school day and utilized the SAME curriculum to enhance students' social and moral education. Parents and students were required to sign contracts with AADA, which included an agreement that students would follow the dress code. Instructional staff were selected based on joint interviews with the principal and an AADA representative with preferences to those with Title I school experience. During 2016-2017, all instructional staff received professional learning on how to work with the targeted population of the program. Regarding adherence to the contract with VBCPS, most AADA program components outlined within the contract were consistent with the actual program. The inconsistencies included shorter time for the extended day and not including kindergarten students and partial inclusion of first-grade students for the extended day, which were joint decisions by VBCPS and AADA.

### Student Characteristics

The second evaluation question addressed the student characteristics at AADA at Seatack Elementary School during the 2016-2017 school year. Within the contract, it was noted that students must meet historical performance criteria to be selected for the program; however, students from the targeted attendance zone were automatically accepted into the AADA program at Seatack Elementary School. Families within the Seatack Elementary School attendance zone may decide to opt out of the program and attend a nearby school. The AADA program also accepted students from nearby attendance zones (i.e., Birdneck and Lynnhaven elementary schools). These students were selected based on social factors, such as free and reduced lunch status, single parent households, and public/subsidized housing.<sup>22</sup> Table 6 shows the demographic characteristics of students enrolled at AADA as of September 30 for the 2016-2017 school year (N=335) in comparison to the division's kindergarten through fourth-grade enrollment, as well as students used for outcome analyses who were enrolled at AADA for more than one-half of the school year (N=328).

**Table 6: Demographic Characteristics of K-4 Students**

Characteristic	AADA K-4 at Sept 30	Division K-4 at Sept 30	AADA K-4 More Than Half Year
	N=335	N=25,383	N=328
Male	51.0%	51.5%	51.5%
Female	49.0%	48.5%	48.5%
African American	54.6%	22.7%	53.0%
American Indian	0.6%	0.2%	0.6%
Asian	0.3%	5.5%	0.3%
Caucasian	15.8%	48.8%	16.8%
Hispanic	20.6%	12.4%	21.6%
Native Hawaiian	0.3%	0.5%	0.3%
Multiracial	7.8%	10.0%	7.3%
Economically Disadvantaged	74.0%	41.1%	77.4%
Gifted	7.2%	8.1%	7.0%
Special Education	9.6%	9.1%	10.1%
Limited English Proficient	4.2%	2.4%	4.0%

Note: Based on September 30, 2016 data. Free/reduced lunch division data based on November 2016 data for elementary schools.

The overall demographic distribution of students at AADA as of September 30 was similar to the division with respect to gender, special education, gifted, limited English proficiency, and students who identified as American Indian, Native Hawaiian, and Multiracial. In comparison to the division, AADA had a higher percentage of students who identified as African American and Hispanic, and a lower percentage of students who identified as Asian and Caucasian. There was also a much higher percentage of students at AADA who were economically disadvantaged (74%) in comparison to the division (41%). The demographic characteristics of AADA students who were enrolled on September 30 were relatively similar to the demographic characteristics of AADA students who were enrolled for more than one-half of the school year.

In addition to the demographic characteristics shown above for students who were enrolled on September 30, 2016, Table 7 provides the enrollment by grade level at any time during the 2016-2017 school year and the two previous years. As previously noted, these data do not include the summer intersession. Overall, there were 376 students who were enrolled at any time

during the 2016-2017 school year. The number of kindergarten students who were enrolled at any time during the school year declined each year that the program was implemented.

**Table 7: Student Enrollment by Grade Level Since 2014-2015**

Grade	2014-2015	2015-2016	2016-2017
Kindergarten	94	81	62
Grade 1	62	93	87
Grade 2	80	52	82
Grade 3	--	68	55
Grade 4	--	--	90
Total	236	294	376

There was also an examination of how many students from 2016-2017 have remained in the program from previous years. To answer this question, the percentages of 2016-2017 students who were also enrolled in 2015-2016 and 2014-2015 were calculated based on students enrolled for at least half of the year during these school years. As can be seen from Table 8, which is broken down by grade, between 64 and 87 percent of those enrolled in grades 1 through 4 during 2016-2017 were also enrolled in the program the previous year. Between 58 and 71 percent of second through fourth graders enrolled during 2016-2017 have been in the program since the beginning (2014-2015 school year).

**Table 8: Percent of 2016-2017 Enrolled Students Who Also Enrolled in Previous Years**

Grade	Number of Enrolled Students	Percent Also Enrolled in 2015-2016	Percent Also Enrolled in 2014-2015
Kindergarten	50	^	n/a
Grade 1	75	75.7%	^
Grade 2	78	87.2%	70.5%
Grade 3	47	68.1%	59.6%
Grade 4	78	64.1%	57.7%
Total	328	63.3%	40.1%

Note: ^ Students may have been retained in previous year(s). These numbers are less than 10.

### Opt-In and Opt-Out Data

Another aspect of the second evaluation question focused on how many students opted in or opted out of the program. Data were obtained for students enrolled as of September 30 for the 2016-2017 school year. The data only included students from

kindergarten through fourth grade. Any other potential elementary school within the division was included, but special schools or other programs (e.g., Southeastern Cooperative Educational Programs, [SECEP]) were excluded.

To examine the number of students who opted out of the program, the enrolled school and the designated attendance zone school based on home location were compared. There were 87 kindergarten through fourth-grade students who lived in the designated Seatack Elementary School zone; however, they were enrolled at a different school. Therefore, these students may have opted out of AADA. There were four possible reasons provided for attending a school that was different from what was designated (see Table 9). The most common reason for not attending Seatack Elementary School was listed as “other” in the VBCPS data warehouse. Of the 59 students whose reason was “other,” 51 students attended a nearby school, Birdneck Elementary School.

To examine the number of students who opted into the program, data for students who attended Seatack Elementary School from other designated attendance zones were explored. There were 12 kindergarten through fourth-grade students who attended Seatack Elementary School, but lived in an area that was designated as a zone for another elementary school (i.e., three students from each Birdneck and Lynnhaven; one student from each of the following schools: Fairfield, Newtown, Pembroke Meadows, Tallwood, Windsor Oaks, Windsor Woods). The most common reason was due to the “Academy,” which was consistent with the reason code that AADA enters when students opt in to the program<sup>23</sup> (see Table 9).

**Table 9: Number of Students Who Potentially Opted-In or Opted-Out of AADA With Reasons**

Reasons Provided for Opt-In or Opt-Out	Number of Students K-4
Potential Opt-out Total	87
Childcare hardships	18
Moving within school year	8
Other reasons	59
Required courses or Programs	2
Potential Opt-in Total	12
Other reasons	1
Academy	11
Total K-4 Seatack in School Zone	323

### Progress Toward Meeting Goals

The third evaluation question focused on progress made toward meeting the goals set by AADA and additional comparison analyses conducted by Hanover Research. Five goal areas focused on reading achievement, mathematics achievement, discipline, attendance, and teacher retention data. Data for each goal area are provided in this section, and a summary table in Appendix A provides a synopsis of the results. To be included in the outcome analyses, students must have been enrolled in the program during the 2016-2017 for at least one-half of the school year (328 students were enrolled at least 90 of the 180 days) and have data for the outcome variable being analyzed. As previously noted, analyses with SOL data were conducted according to accreditation rules and provided by the Office of Student Assessment. For these analyses, there was no requirement that students be enrolled for one-half of the school year.

### Progress Toward Meeting Targets Set By Program

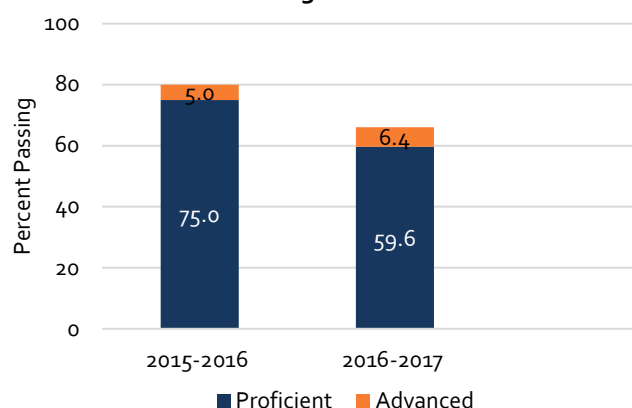
#### Goal #1: Reading Achievement

##### *Standards of Learning (SOL) data*

**Goal #1a:** By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 80 percent (when calculated by accreditation rules) on the third-grade reading SOL test, with 10 percent of those students passing achieving a pass advanced.

The third-grade reading SOL goals were not met, with 66 percent of third-grade students passing the assessment, and only 6 percent of those students scoring in the pass advanced range (see Figure 2). There was a decline in the percent of students who passed in 2016-2017 compared to 2015-2016 (80%). However, the percentage of students who scored in the pass advanced range was similar to the previous year (5%).

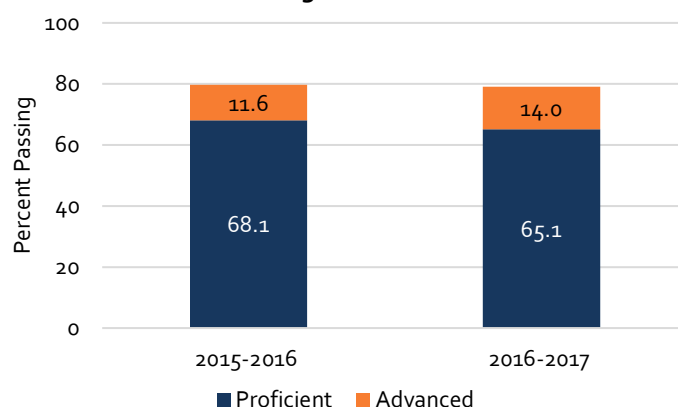
**Figure 2: Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Third-Grade Reading SOL**



**Goal #1b:** By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 80 percent (when calculated by accreditation rules) on the fourth-grade reading SOL test, with 15 percent of those students passing achieving a pass advanced.

The overall pass rate for the fourth-grade reading SOL was 79 percent, which was slightly lower than the goal of 80 percent (see Figure 3). Additionally, 14 percent of those students scored within the pass advanced range, which was also slightly lower than the goal. The percentage of students who passed the fourth-grade reading SOL was relatively similar compared to the 2015-2016 school year (80%). The percentage of those who scored in the pass advanced range was slightly higher in 2016-2017 compared to the previous year (12%).

**Figure 3: Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Fourth-Grade Reading SOL**



### *Developmental Reading Assessment (DRA) Data*

**Goal #1c:** By the end of the 2016-2017 school year, An Achievable Dream Academy will achieve 90 percent of kindergarten students reading on or above grade level, and 80 percent of first and second graders reading on or above grade level, as measured by the Developmental Reading Assessment, Second Edition (DRA).

The next goals for reading achievement focused on kindergarten through second-grade students. The goal of 90 percent of kindergarten students reading on or above grade level was met and exceeded with 96 percent of kindergartners achieving this reading level (with 87% above grade level). This percentage was relatively similar to the percentage in 2015-2016, when 95 percent of kindergartners were reading on or above grade level.

However, the goals of 80 percent of first and second graders reading on or above grade level were not met. Only 68 percent of first graders and 71 percent of second graders were reading on or above grade level (with 64% and 49% reading above the grade level for first and second graders, respectively). There were declines in the percentages from 2015-2016, with 75 percent of first graders and 87 percent of second graders reading on or above grade level.



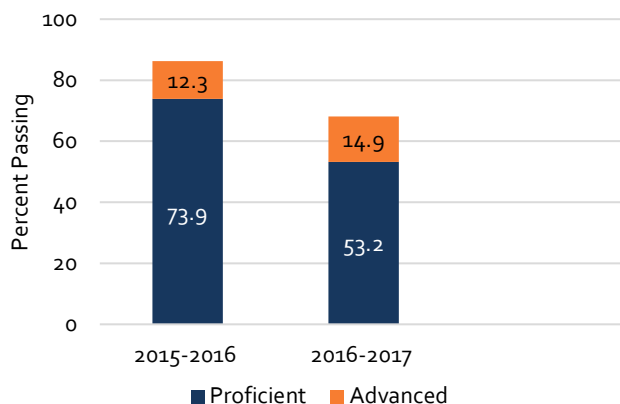
## Goal #2: Mathematics Achievement

### SOL Data

**Goal #2a:** By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 80 percent (when calculated by accreditation rules) on the third-grade mathematics SOL test, with 10 percent of those students passing achieving a pass advanced.

There were mixed results for the third-grade mathematics SOL results. Overall, 68 percent of third-grade students passed, which does not meet the passing rate goal; however, 15 percent of students scored in the pass advanced range which met the pass advanced goal. There was a decline in the percentage of students who passed the math SOL from 2015-2016 when 86 percent of the students passed. However, there was a slight increase in students who scored in the pass advanced range compared to 2015-2016 (12%).

**Figure 4: Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Third-Grade Math SOL**

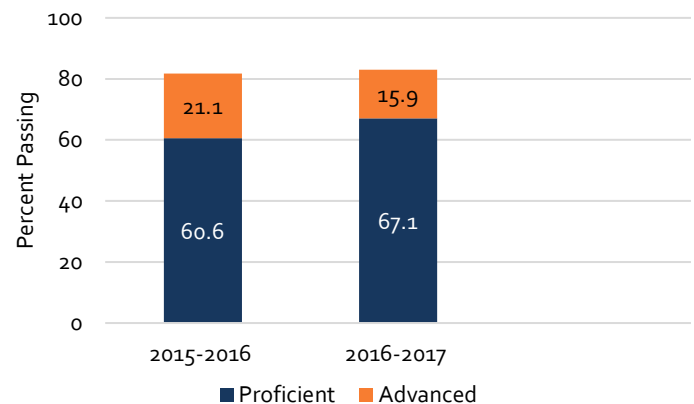


**Goal #2b:** By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 85 percent (when calculated by accreditation rules) on the fourth-grade mathematics SOL test, with 10 percent of those students passing achieving a pass advanced.

There were also mixed results for the fourth-grade mathematics SOL results. In 2016-2017, 83 percent of fourth-grade students passed, and 16 percent scored in the pass advanced range. The passing rate goal was not met, but the goal for the pass advanced rate was met.

The percentage of students who passed the mathematics SOL in 2016-2017 was similar to the passing rate in 2015-2016 (82%); however, there was a decline in the percentage of students who scored in the pass advanced range (21% in 2015-2016).

**Figure 5: Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Fourth-Grade Math SOL**



### Goal #3: Discipline

**Goal #3:** For the 2016-2017 school year, An Achievable Dream Academy will:

- Maintain the number of suspensions based on a single offense to six or less.
- Maintain the number of suspensions based on multiple offenses to two or less.
- Maintain the number of major offenses (e.g., weapons, drugs, multiple fights) at zero.

For monitoring purposes, in addition to the goals listed above, data regarding bus disciplinary incidents and overall referral rates will also be analyzed and presented.

In addition to the academic goals, AADA set goals for maintaining the following from the 2015-2016 school year: the number of single offense suspensions at six or less, multiple offense suspensions at two or less, and major offenses at zero. Suspensions were generally defined as either in-school suspensions or out-of-school suspensions. Single offense suspensions were operationally defined as students who had only one incidence of a suspension throughout the year, whereas multiple offense suspensions were defined as students who had more than one incidence of a suspension. Major offenses included the following offense types: possession, use, or sale of alcohol,

drugs, drug paraphernalia, or imitation drugs; firearms; weapons, explosives, or fireworks; or more than one incidence of a suspension for fighting or aggression.

Overall, the discipline goals were not met. As shown in Table 10, seven students had a single offense suspension, which was slightly higher than the set goal of six or less. Additionally, there were five students who had multiple offenses, which was higher than the goal of two or less. There was also one occurrence of a major offense.

There was a total of 33 referrals throughout the year, which equates to a referral rate of 10 percent for students enrolled for at least one-half of the school year. However, these referrals were for only 22 students (7% of the student body enrolled for at least one-half of the school year had one or more referral). Two of these 33 referrals occurred on the bus; however, there were zero school suspensions that resulted from these bus discipline referrals.

**Table 10: Number of Suspensions**

Discipline Type	
Single offense suspensions	7
Multiple offense suspensions	5
Major offenses	1
Referral rate	10.1%

In addition to behavioral discipline data, instructional staff, parents, and students who responded to the survey were asked whether the program helped students' improve their behavior at school, self-control, and ability to work with others. Overall, the majority of parents agreed that growth was seen in these three areas (see Table 11). In particular, 93 percent agreed that AADA helped improve their child's ability to collaborate and work with others, 88 percent of parents agreed that it helped improve their child's behavior at school, and 86 percent agreed that it helped their child's ability to demonstrate self-control. Slightly lower percentages of instructional staff (79%) and students (78%) agreed that AADA helped students' behave better at school. Although 80 percent of students agreed that they controlled their behavior better, only 69 percent of staff agreed that the program helped students demonstrate self-control. In contrast, 78 percent of instructional staff agreed the program

helped students' collaborate and work with others, while 73 percent of students agreed that they worked better with others.

**Table 11: Participants' Agreement Students' Behavioral Growth**

Area of Behavioral Growth	Staff Percent Agree	Parent Percent Agree	Student Percent Agree
Behavior at school	78.8%	88.3%	78.2%
Ability to demonstrate self-control	68.8%	85.6%	80.0%
Ability to collaborate and/or work with others	78.1%	92.9%	72.7%

#### Goal #4: Attendance

**Goal #4a:** For the 2016-2017 school year, An Achievable Dream Academy will maintain an average daily attendance rate of 95 percent.

Another goal indicated by AADA staff focused on student attendance. One attendance goal for the 2016-2017 school year was to maintain an average daily attendance rate of 95 percent. This goal was met with AADA students having an average daily attendance rate of 95 percent. The rate of unexcused absences was 3 percent. These rates were maintained from the 2015-2016 school year.

**Goal #4b:** For the 2016-2017 school year, An Achievable Dream Academy will reduce the percentage of students with more than five absences to:

- Forty-nine percent among kindergarten students.
- Forty percent among first- and second-grade students.
- Thirty percent among third- and fourth-grade students.

There were also attendance goals set by grade for the percentage of students with more than five absences. Overall, these attendance goals were not met for total absences (see Table 12). For kindergarten students, the goal for the percent of students with more than five absences was 49 percent; however, this percentage was 68 percent. Only 36 percent of kindergarten students had more than five unexcused absences.

The percentages of first- and second-grade students with more than five absences was 73 percent for first

graders and 56 percent for second graders, which were higher than the goal of 40 percent. The percentage of students with more than five unexcused absences was 37 percent for first graders and 26 percent for second graders.

For third and fourth graders, the goal for the percentage of students with more than five absences was set at 30 percent; however, the percentage of students with more than five absences was 57 percent for third graders and 62 percent for fourth graders. The goal was still not met for unexcused absences, with 32 percent of both third and fourth graders having more than five unexcused absences.

**Table 12: Percent of Students With More Than Five Absences in Comparison to Goal**

Grade	Goal	Percent of Students More Than 5 Absences	Percent of Students More Than 5 Unexcused Absences
Kindergarten	49%	68.0%	36.0%
Grade 1	40%	73.3%	37.3%
Grade 2	40%	56.4%	25.6%
Grade 3	30%	57.4%	31.9%
Grade 4	30%	61.5%	32.1%

In comparison to 2015-2016, most grade levels had a decline in the percentage of students who had more than five absences (see Table 13). However, there was an increase in the percentage of first graders with more than five absences.

**Table 13: Percent of Students With More Than Five Absences From 2015-2016 and 2016-2017**

Grade	2015-2016	2016-2017
Kindergarten	72.2%	68.0%
Grade 1	63.8%	73.3%
Grade 2	68.1%	56.4%
Grade 3	61.7%	57.4%
Grade 4	--	61.5%

Instructional staff and parents were asked their perceptions of whether AADA had increased students' desire to attend school. The majority of instructional staff (88%) and parents (85%) agreed with this, and 78 percent of students agreed that they enjoyed coming to school more since being in AADA.

## Goal #5: Teacher Retention

**Goal #5:** For the 2016-2017 school year, An Achievable Dream Academy will secure a teacher retention rate of 90 percent.

The final goal was focused on teacher retention rate. For classroom teachers with positions such as kindergarten or first-grade teacher, the retention rate from the 2016-2017 to 2017-2018 school year was 95 percent; therefore, the goal was met. When examining retention for all instructional staff based on the Department of Human Resources classification, with inclusion of positions such as specialists and Title I resource teachers, the retention rate was 83 percent.

## Comparison Group Performance

Another set of analyses conducted by Hanover Research for VBCPS compared performance of AADA students and matched groups of students from similar schools during the 2016-2017 school year. Similar to the goals, these analyses focused on comparisons of students' reading and mathematics achievement, discipline, and attendance. The demographic variables used to match students across comparison groups included students' gender, race/ethnicity, free/reduced lunch status, gifted status, limited English proficiency (LEP) status, and special education status. Hanover Research constructed the comparison groups separately for each comparable school using propensity score matching. Therefore, the final number of observations in each comparison is different for Comparison Groups A and B. There were 207 students from AADA who were compared with students in Comparison Group A, and 204 students from AADA who were compared with students in Comparison Group B. Table 14 describes the demographic characteristics of AADA students and each comparison group. As can be seen from the table, there remained differences between the AADA groups and both comparison groups in the percentage of students who identified as Hispanic and who were identified as economically disadvantaged (ranging from between 7 and 11 percentage points), although these differences were only marginally significant. There were higher percentages of AADA students who identified as Hispanic and who were economically disadvantaged than the two comparison groups.



**Table 14: Comparison of Demographics for AADA Groups and Comparison Groups A and B**

Characteristics	AADA Comparison A (N=207)	Comparison Group A (N=207)	AADA Comparison B (N=204)	Comparison Group B (N=204)
Male	52.2%	48.3%	50.5%	46.6%
Female	47.8%	51.7%	49.5%	53.4%
African American	58.0%	64.7%	59.8%	64.7%
Caucasian	18.4%	15.0%	17.7%	17.2%
Hispanic	15.5%*	8.7%	16.2%*	9.3%
Two or More Ethnicity	8.2%	11.6%	6.4%	8.8%
Economically Disadvantaged	78.7%*	68.1%	80.4%*	72.1%
Gifted	7.7%	5.8%	8.3%	9.3%
LEP	0.0%	0.0%	1.0%	0.5%
Special Education	10.6%	9.2%	11.8%	14.2%

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

Three measures were used to draw comparisons for reading achievement: DRA, spring Reading Inventory (RI), and reading SOLs. Overall, the results using the DRA were mixed (see Table 15). In comparison to Group A, students from AADA performed better. At the school level and each individual grade level, more AADA students scored on or above grade level than Comparison Group A students. In contrast, compared to Comparison Group B, AADA students performed higher on the DRA at the school level. However, there were differences in rates for reading on grade level across these two groups by grade. Higher percentages of AADA kindergarteners, first graders, and second graders scored at or above grade level than those in Comparison Group B. However, AADA third and fourth graders performed slightly lower than Comparison Group B students. See Appendix B for group differences for percentages of students who achieved at, above, and below grade level scores. Significance testing was conducted for these individual performance levels.

**Table 15: Percent of Students Who Performed at or Above Grade Level on DRA by Grade**

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Kindergarten	100%	92.6%	100.0%	92.9%
Grade 1	71.9%	59.4%	71.9%	54.8%
Grade 2	77.6%	50.0%	77.6%	75.6%
Grade 3	66.7%	53.9%	66.7%	70.6%
Grade 4	75.0%	66.0%	71.4%	75.4%
School Level	77.5%	64.7%	74.6%	72.7%

Note: Significance testing was not conducted on these combined percentages of students performing "at" or "above" grade level.

The remaining two reading assessments only measured reading for third and fourth graders. As measured by the RI, a higher percentage of AADA third- and fourth-grade students performed at grade level than both comparison groups (see Table 16). This was consistent with the overall Lexile scores on the RI; however, the Lexile scores were slightly lower for AADA third graders in comparison to Group B (see Table 17). While the general pattern showed that AADA students outperformed the comparison groups of students, no differences were found to be statistically significant.

**Table 16: Percent of Students Who Performed at or Above Grade Level on RI by Grade**

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Grade 3	81.5%	57.7%	81.5%	77.8%
Grade 4	75.0%	74.1%	71.4%	55.4%
School Level	77.0%	69.1%	74.2%	62.0%

Note: No significant differences were found.

**Table 17: RI Average Lexile Scores by Grade**

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Grade 3	635.5	603.7	635.5	645.8
Grade 4	837.7	827.5	817.7	764.9
School Level	775.0	758.2	767.0	729.9

Note: No significant differences were found.

The reading SOL scores showed that AADA students performed slightly higher than or similar to Comparison Group A, but slightly lower than Comparison Group B. This was the case for both average scale scores and percent of students passing (see Table 18). However, no differences were found to be statistically significant.

**Table 18: Percent of Students Who Passed Reading SOL and Average Scores by Grade**

Grade	AADA Comparison A		Comparison Group A		AADA Comparison B		Comparison Group B	
	Percent Passed	Average Score	Percent Passed	Average Score	Percent Passed	Average Score	Percent Passed	Average Score
Grade 3	74.1%	422.1	69.2%	416.9	74.1%	422.1	85.2%	442.3
Grade 4	85.0%	441.1	79.3%	441.3	80.0%	435.1	81.5%	445.4
School Level	81.6%	435.2	76.2%	433.7	78.4%	431.5	82.6%	444.5

Note: No significant differences were found.

The mathematics achievement measure was the math SOL. The third- and fourth-grade math SOL scores showed that AADA students performed higher than both comparison groups in terms of the percent of students passing, although these differences were not statistically significant (see Table 19). Average math SOL scores were also generally higher than both comparison groups, although they were more similar to Comparison Group B for fourth graders and at the school level.

**Table 19: Percent of Students Who Passed Math SOL and Average Scores by Grade**

Grade	AADA Comparison A		Comparison Group A		AADA Comparison B		Comparison Group B	
	Percent Passed	Average Score	Percent Passed	Average Score	Percent Passed	Average Score	Percent Passed	Average Score
Grade 3	77.8%	434.9	73.1%	415.8	77.8%	434.9	66.7%	417.3
Grade 4	90.0%	450.0	77.6%	437.6	87.1%	446.7	78.5%	449.8
School Level	86.2%	445.3	76.2%	430.9	84.5%	443.4	75.0%	440.2

Note: No significant differences were found.

There were mixed results in the comparison of behavioral performance. The referral rate for AADA students was higher than Comparison Group A, but lower than Comparison Group B. There were also trends for AADA students to have a higher rate of in-school suspensions, but a lower rate of out-of-school suspensions (see Table 20). However, in general, AADA participants had better attendance than the comparison groups, including higher attendance rates and lower unexcused absence rates (see Table 21).

**Table 20: Discipline Rates for AADA Groups and Comparison Groups A and B**

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Referral Rate - School	<b>10.1%</b>	<b>7.7%</b>	<b>7.8%</b>	<b>8.33%</b>
Grade K	3.6%	3.6%	0.0%	0.0%
Grade 1	6.3%	12.5%	6.3%	6.3%
Grade 2	5.1%	8.5%	5.1%	8.5%
Grade 3	14.8%	11.1%	14.8%	11.1%
Grade 4	9.8%	13.1%	9.9%	9.9%
ISS Rate - School	<b>3.9%</b>	<b>1.9%</b>	<b>3.9%</b>	<b>1.5%</b>
Grade K	0.0%	0.0%	0.0%	0.0%
Grade 1	3.1%	3.1%	3.1%	0.0%
Grade 2	3.4%	1.7%	3.4%	3.4%
Grade 3	11.1%	3.7%	11.1%	0.0%
Grade 4	3.3%	1.6%	2.8%	1.4%
OSS Rate - School	<b>1.5%</b>	<b>2.9%</b>	<b>1.5%</b>	<b>3.4%</b>
Grade K	0.0%	0.0%	0.0%	0.0%
Grade 1	3.1%	3.1%	3.1%	6.3%
Grade 2	1.7%	0.0%	1.7%	3.4%
Grade 3	0.0%	0.0%	0.0%	3.7%
Grade 4	1.6%	8.2%	1.4%	2.8%

Note: No significant differences were found.

**Table 21: Attendance Rates for AADA Groups and Comparison Groups A and B**

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Attendance Rate - School	<b>95.3%</b>	<b>94.5%</b>	<b>95.5%</b>	<b>95.1%</b>
Grade K	94.2%	92.6%	94.8%	94.6%
Grade 1	94.2%	94.0%	94.2%	94.3%
Grade 2	95.9%	94.3%	95.9%	95.1%
Grade 3	96.5%	95.0%	96.5%	96.0%
Grade 4	95.3%	95.6%	95.3%	95.2%
Unexc Absence Rate - School	<b>2.5%</b>	<b>3.2%</b>	<b>2.5%</b>	<b>2.7%</b>
Grade K	2.9%	4.3%	2.8%	2.9%
Grade 1	3.1%	3.5%	3.1%	3.0%
Grade 2	2.3%	3.4%	2.3%	2.3%
Grade 3	1.8%	2.7%	1.8%	2.9%
Grade 4	2.7%	2.6%	2.7%	2.7%

Note: No significant differences were found.

## Stakeholder Perceptions

The fourth evaluation question focused on stakeholders' perceptions. As noted previously, third- and fourth-grade students, parents, and instructional staff were surveyed regarding their perceptions of AADA. Perceptions related to specific operational components of the program were presented previously where appropriate. Survey results in this section of the report include perceptions of academics and general perceptions of the program.

### Perceptions of Academics and Skills

Instructional staff were asked about their perceptions regarding resources provided by AADA to improve students' academic skills, including areas specifically targeted by the program (i.e., reading, math) and areas that were not (i.e., science, social studies) and whether AADA had enhanced students' skills more generally (i.e., setting and achieving goals, study skills, time management). Parents and students were asked about their perceptions of

students' growth in these academic areas and more general skills. Over 85 percent of instructional staff agreed that resources were provided to students to improve in their academics (see Table 22). Similarly, at least 93 percent of parents agreed that AADA helped to improve their child's skills in academics. However, instructional staff had low agreement that the AADA enhanced students' ability to manage time, to set goals and achieve them, develop study skills, and that the AADA established a schedule of daily activities that met their students' needs with 66 to 73 percent agreeing with these statements. Between 90 and 92 percent of parents were in agreement that AADA enhanced their child's study skills, set goals and achieve them, and that AADA established a schedule of daily activities that met their child's needs. The majority of staff (84%) and parents (91%) agreed that AADA provided the needed level of support for academics. Third- and fourth-grade students' perceptions varied with the highest percentage agreeing that they worked to achieve their goals (87%), that they could read better (88%), and that they understood their math (84%) and reading (81%) assignments better. However, lower percentages of students agreed that they set high goals (73%) or that they understood their science (63%) and social studies (57%) assignments better.

**Table 22: Participants' Percent Agreement Regarding Students' Academic Growth**

Area of Academic Growth	Staff Percent Agree	Parent Percent Agree	Student Percent Agree
Reading	96.6%	92.9%	88.2% <sup>a</sup> 80.6% <sup>b</sup>
Mathematics	86.7%	94.5%	84.3%
Science	92.9%	95.7%	62.7%
Social Studies	85.2%	93.7%	56.9%
Ability to set goals and achieve them	71.0%	91.1%	72.8% <sup>c</sup> 87.4% <sup>d</sup>
Study skills	71.0%	89.5%	--
Ability to manage time	65.5%	--	--
Provided the level of academic support my students needed.	83.9%	91.2%	--
Established a schedule of daily activities which met my students' needs.	73.3%	91.6%	--

<sup>a</sup>I can read better. <sup>b</sup>I understand my reading assignments better. <sup>c</sup>I set high goals for myself. <sup>d</sup>I work to achieve my goals.

## General Perceptions

Third- and fourth-grade students were asked whether they utilized their teacher as a resource. Most students who responded to the survey (90%) agreed that they asked their teacher questions, but fewer students agreed that they felt comfortable doing so (80%). A similar percentage of students (78%) agreed that they felt comfortable asking their teacher for help, but only 59 percent agreed that they asked their teacher for extra help.

Parents who responded to the survey were questioned about perceptions of their involvement with the program. See Table 23 for percentages of agreement with statements related to parental involvement. Over 86 percent of parents agreed that the program maintained clear and consistent communication; that they felt welcomed; that they had opportunities for involvement in the program; and that AADA encouraged them to be involved in their child's education and provided them with support handling attendance, academic, and/or discipline issues.

Parents were also asked more detailed questions regarding how AADA has impacted their lives at home, including their parenting techniques, values instilled at home, and the relationship with their child. Overall, between 86 and 90 percent of parents who responded to the survey agreed they saw a positive impact on their lives at home in these ways (see Table 23). While 80 percent of parents agreed that AADA helped to improve their child's behavior at home, 68 percent of students agreed that they behave better at home. Additionally, almost all parents (96%) agreed that they would recommend AADA to other families.

**Table 23: Parents' Perceptions Regarding Impacts of Program**

Survey Statement An Achievable Dream Academy has...	Percent Agree
Been consistent and clear in its communications with me.	85.8%
Made me feel welcomed.*	95.4%
Provided opportunities for me to be involved in the program.*	95.0%
Encouraged me to be involved in my child's education.*	94.0%
Provided me with support handling student attendance, academic, and/or discipline issues.*	85.5%
Had a positive impact on my parenting techniques.*	85.6%
Had a positive impact on the values that I instill at home.*	89.8%
Had a positive impact on the relationship between me and my child.*	86.5%
Helped improve my child's behavior at home.	79.6%

\*Questions also asked in a parent survey administered in December 2014.

In comparison to responses from a parent survey given in December 2014 (see Table 23 for questions previously asked), all parent perceptions of the program's impacts were more positive during the 2016-2017 school year. The statements with the largest positive change in perception were AADA's impact on values instilled at home and the relationship between parent and child, with an approximate 8 percent increase in percent agreement. There was also a drastic increase in the percentage of parents who would recommend AADA to other families from approximately 77 percent in 2014 to 96 percent in the 2016-2017 school year.

### Program Strengths and Areas for Improvement

Open-ended survey items provided the opportunity for participants to comment about program benefits and areas for improvement. Several themes emerged from responses about the benefits of the program. In particular, third- and fourth-grade students primarily indicated that the staff, especially their teachers, was what they liked best. Students also noted that they liked specific academic content areas best, such as math, art, PE, or learning in general, as well as the clubs that were offered. As previously noted, a common benefit that was mentioned by students, parents, and staff was field

trips. Parents also mentioned that they noticed visible growth in their children's academic achievement and increased time spent on academics. As previously noted, many parents and staff indicated that the SAME curriculum was a strength of the program. Staff also commented on the benefits of the uniforms and the extended day and year.

When asked about areas for improvement, many parents responded that there was nothing to improve. For the remaining parent responses and comments from students and instructional staff, several general themes emerged for improvement. As previously noted, most students and some parents indicated the dress code as an area needing improvement. Students also indicated a need for variety in the types of snacks and food provided at the school and more discipline, especially in regards to bullying. Parents also commented that communication with teachers could be improved. For example, parents suggested that communication should be more frequent and occur in various ways, such as through electronic posts. As previously noted, staff also requested more timely and clear communication with administration and AADA. Staff's other area of concern was that the extended day was not appropriate for the younger students.

### Additional Cost

The fifth and final evaluation question focused on the additional cost to VBCPS of implementing AADA during 2016-2017. The contract between AADA and VBCPS outlined the cost responsibility for each party, and a summary of responsibilities is included in Appendix C. According to the summary of responsibilities in Appendix C, VBCPS was responsible for paying for the following costs to the same level as would be provided to any of its schools: technology, computer maintenance personnel, educational supplies, field trips and related transportation, food (i.e., breakfast and lunch), program staff professional learning, daily and summer intersession transportation, after school and tutors payroll provided through Federal funding, and maintenance of school property.

The school division was responsible for funding support staff for the extended day and year if they already were scheduled to work during those times. Additionally, VBCPS was responsible for ensuring staff maintained technology at the school. However, there were no

additional costs to VBCPS as computer maintenance personnel were offered to all schools in the division. In addition, VBCPS was responsible for the highest level of appropriate technology and educational supplies that are typically offered in all of its schools. The curriculum design and specialized support was the responsibility of VBCPS, which included any teams based on math, academic interventionist, coaches, reading specialists, curriculum coach, and oversight of the instructional program. There were no additional costs to VBCPS for technology, educational supplies, or curriculum design as these are offered to all schools in the division. The support, supplies, and services required for administrative or health clinic purposes were also the responsibility of VBCPS. However, there were no additional costs to VBCPS beyond those for any of the division's schools. Costs for transportation to each AADA location, including extracurricular activities, were funded by VBCPS, but were not additional costs because these services are provided for all division schools.

There were several additional operational costs of AADA that were the responsibility of VBCPS. The agreement stated that "VBCPS agrees to fund the additional operational (i.e., utilities, maintenance, supplies, etc.) costs" of the longer day and longer school year. The additional utilities cost totaled \$7,500, whereas there were no additional costs for building maintenance or enhancements. In addition, transportation costs for students who opted into the program from Birdneck and Lynnhaven elementary schools attendance zones and daily transportation costs during the summer intersession were the responsibility of VBCPS, which totaled \$31,953. These additional costs to VBCPS for AADA implementation are presented in Table 24.

According to the agreement, AADA was responsible for paying for additional enhancements (e.g., technology, professional learning), needs for specific programming provided by AADA (e.g., field trips, clubs, physical banners, student awards and incentives, uniforms, program-specific personnel), and costs for the extended day, summer intersession (except transportation), Saturday School, administration, and fundraising. In addition, AADA was to reimburse VBCPS for certain costs incurred such as field trips beyond typical allocations, any enhancements to technology, and

incremental costs to VBCPS for support, supplies, or services. According to the Department of Budget and Finance, following a review of financial records for 2016-2017, AADA reimbursed VBCPS for the costs that should have been reimbursed.<sup>24</sup> The transportation costs for the extended day, students who opted out of the program, and summer intersession field trips were initially paid by VBCPS; however, per the contract, AADA reimbursed VBCPS for these costs totaling \$38,961. In regards to personnel, according to the contract, AADA was to pay a stipend to staff who worked during the extended day and extended year. It was confirmed by the Department of Budget and Finance after consultation with the Department of Human Resources that the stipends were being paid by AADA.<sup>25</sup>

**Table 24: Additional Cost of AADA to VBCPS During 2016-2017**

Category of VBCPS Additional Cost Responsibility	Amount
Utilities (e.g., for extended-day and/or extended-year)	\$7,500
Building maintenance/enhancements (e.g., for extended-day and/or extended-year)	No additional cost
Transportation (e.g., opt-in students, summer intersession)	\$31,953
<b>Total Additional Cost</b>	<b>\$39,453</b>



## Recommendations and Rationale

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

**Rationale:** The first recommendation is to continue An Achievable Dream Academy with modifications that are reviewed in the recommendations below. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. The term of the contract that was signed in July 2013 is five years and will automatically renew annually unless action is taken to cancel by either entity. Therefore, the recommendation to continue the program with modifications is made to enhance efforts toward meeting the goals set by AADA, especially related to academic achievement.

The program appears to have been effective in terms of reports of student social-emotional growth, high daily student attendance rate, high parent satisfaction, and remarkable teacher retention. An emphasis of the program is social and moral education. Many instructional staff and parents indicated this was a beneficial aspect of the program as well as agreeing that there was improvement in students' behavior. However, there are additional concerns in regards to the discipline data as reviewed in Recommendation 3. The average daily attendance rate for students was high, meeting the goal of 95 percent. Additionally, students, parents, and instructional staff who responded to the survey agreed that AADA increased students' desire to attend school. However, the goals set by grade for the percentages of students who had several absences were not met. Reports of satisfaction with AADA was high for parents and instructional staff. In particular, almost all parents would recommend the program, which has increased since the program began. Many parents also indicated that there were no perceived areas of improvement for the program. Additionally, the 95 percent classroom teacher retention rate from 2016-2017 to 2017-2018 shows that classroom teachers stayed with the program, although staff noted the need for improvements in communication.

### **Recommendation #2: Analyze academic data relative to performance targets and investigate the reasons for declines to ensure instruction and additional instructional time are effective. (Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)**

**Rationale:** The second recommendation is to analyze academic data relative to performance targets and investigate the reasons for declines to ensure instruction and additional instructional time are effective. In comparison to matched groups of students from similar schools, which takes into account demographic variables, there were some mixed results for academic outcomes. In comparison to both schools, a higher percentage of AADA students passed the mathematics SOLs and generally had higher average math SOL scores, although these differences were not statistically significant. Results for reading achievement were mixed for AADA in comparison to the matched groups. However, only 3 of the 11 academic goals set by AADA were met, and overall academic performance was notably lower than the performance targets. When examining variation in academic achievement from the previous year, it was also found that grades 1, 2, and 3 had declines in reading achievement and grade 3 had a decline in math achievement. In particular, these grades exhibited between a 7 and 16 percent decline in students passing/on grade level for reading and an 18 percent decline in students passing the mathematics assessment. This trend is in contrast to the pattern of SOL scores across the division from 2015-2016 to 2016-2017, which had only slight increases or decreases in scores. It is also important to note that, the extended day, a portion of which is spent on academics, included fewer hours than were originally noted within the contract due to logistics with the bus schedules. The declining scores are noteworthy, and it is recommended to continue to review and analyze the academic data relative

to performance targets throughout the year, investigate the reasons for the declines in scores, and review whether additional instructional time is adequate to meet the needs of the students both in terms of the amount of time and the use of instructional time.

### **Recommendation #3: Leverage the program’s interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior. (*Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School*)**

**Rationale:** The third recommendation is to leverage the program’s interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior. In comparison to matched groups of students at similar schools, AADA students had a higher in-school suspension rate (but a lower out-of-school suspension rate). The referral rate for AADA students was higher than one matched group, but lower than the other matched group. In addition, the disciplinary goals set by AADA were to maintain the number of suspensions from the previous year. However, none of the three disciplinary goals were met. There was an increase in the number of students who had a single offense (one additional student) and who had multiple offenses (three additional students), along with one additional major offense. Although 88 percent of parents agreed there was improvement in positive behavior at school, there were some concerns in survey results from students and teachers. Between 65 and 74 percent of students agreed that they have the ability to manage conflict, use good manners, and work with others. Also noteworthy is only 69 percent of teachers agreed that AADA helped to improve students’ ability to demonstrate self-control, and 75 percent agreed that AADA enhanced students’ ability to manage conflict.

### **Recommendation #4: Ensure the attendance procedures and parent educational contracts are being followed. (*Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School*)**

**Rationale:** The fourth recommendation is to ensure the attendance procedures and parent educational contracts are being followed. Although the average daily attendance rate met the overall goal (95%), the grade-level goals set for the percentage of students with more than five absences were not met. In particular, during the 2016-2017 school year, between 56 and 73 percent of kindergarten through fourth-grade students had more than five absences. Although most percentages declined from the previous year, the percentages are still noteworthy. It is also important to note that these data do not include attendance for the summer intersession or Saturday programming offered by AADA. As noted within the Parent and Student Handbook, AADA’s current procedures involve creating attendance committees, which identify students who have accumulated three or more absences on a monthly basis. Additionally, AADA provides phone calls and letters to parents to combat absences.<sup>26</sup> Parents sign educational contracts that include sending their child to school on time, each day. There should be a thorough review of attendance procedures, division guidelines, and other potential interventions available to the program as well as procedures for ensuring that parents follow the educational contracts that are signed annually.

### **Recommendation #5: Increase opportunities for clearer and more consistent communication between the instructional staff, administrators, and AADA. (*Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School*)**

**Rationale:** The last recommendation is to increase opportunities for clearer and more consistent communication between the instructional staff, administrators, and AADA. Only 61 percent of instructional staff agreed that there was clear and consistent communication with AADA. Additionally, when providing comments on areas for improvement, several instructional staff members indicated the need for clearer, more consistent, and timely communication between the instructional staff, administrators, and AADA. For example, some staff indicated issues that have occurred, such as being told two conflicting ideas, decisions being made without all stakeholders being



present, and instances when pieces of communication between VBCPS, Title I, and AADA have been missing. There was concern about collaboration on issues, such as needs of the building and involvement in planning and decision making for field trips and on-site programs. More generally, there was a desire for collaboration with the administration to make decisions that benefit students and staff.

# Appendices

## Appendix A: Summary of AADA Student Outcomes and Progress Toward Meeting Goals

Goal	Met/ Not	Comparison Groups	2015-16 Change*
<b>Goal 1: Reading Achievement</b>			
<b>Goal #1a: 3<sup>rd</sup> grade Reading SOL</b>			
80% Pass rate	✗	? AADA higher & lower	✗ Decline
10% Advanced passing	✗	n/a	✓ Maintain
<b>Goal #1b: 4<sup>th</sup> grade Reading SOL</b>			
80% Pass rate	✗	? AADA higher & lower	✓ Maintain
15% Advanced passing	✗	n/a	✓ Increase
<b>Goal #1c:</b>			
<b>Kindergarten Reading DRA</b>			
90% Reading on or above grade	✓	✓ AADA higher	✓ Maintain
<b>1<sup>st</sup> grade Reading DRA</b>			
80% Reading on or above grade	✗	✓ AADA higher	✗ Decline
<b>2<sup>nd</sup> grade Reading DRA</b>			
80% Reading on or above grade	✗	✓ AADA higher	✗ Decline
<b>Goal #2a: 3<sup>rd</sup> grade Math SOL</b>			
80% Pass rate	✗	✓ AADA higher	✗ Decline
10% Advanced pass	✓	n/a	✓ Increase
<b>Goal #2b: 4<sup>th</sup> grade Math SOL</b>			
85% Pass rate	✗	✓ AADA higher	✓ Maintain
10% Advanced pass	✓	n/a	✗ Decline
<b>Goal 3: Discipline</b>			
<b>Single offense suspensions: 6 or less</b>	✗	? AADA higher & lower Referral Rate	✗ Increase
<b>Multiple offense suspensions: 2 or less</b>	✗	✗ AADA higher ISS Rate	✗ Increase
<b>Major offenses: 0</b>	✗	✓ AADA lower OSS Rate	✗ Increase
<b>Goal #4a: 95% Daily attendance rate</b>	✓	✓ AADA higher Attend Rate	✓ Maintain
<b>Goal #4b: More than 5 absences</b>			
49% Kindergarten	✗	n/a	✓ Decline
40% 1 <sup>st</sup> grade	✗	n/a	✗ Increase
40% 2 <sup>nd</sup> grade	✗	n/a	✓ Decline
30% 3 <sup>rd</sup> grade	✗	n/a	✓ Decline
30% 4 <sup>th</sup> grade	✗	n/a	n/a
<b>Goal 5: Teacher Retention</b>			
90% Returned	✓	n/a	n/a
<b>3<sup>rd</sup> grade Reading Achievement</b>			
DRA – at or Above Grade Level	n/a	? AADA higher & lower	✗ Decline
RI – on Grade Level	n/a	? AADA higher & lower	✗ Decline
<b>4<sup>th</sup> grade Reading Achievement</b>			
DRA – at or Above Grade Level	n/a	? AADA higher & lower	n/a
RI – on Grade Level	n/a	✓ AADA higher & similar	n/a

\*Differences in scores that were less than 1.5 percentage points are indicated as maintained.

## Appendix B: Student Performance Levels on the DRA

Percent of Students Who Performed Above Grade Level on DRA by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Kindergarten	96.30%**	70.37%	100.00%**	57.14%
Grade 1	68.75%	46.88%	68.75%	48.39%
Grade 2	55.17%	45.83%	55.17%	60.00%
Grade 3	37.04%*	11.54%	37.04%	47.06%
Grade 4	28.33%	36.17%	25.71%**	52.31%
School Level	52.45%*	41.67%	47.76%	53.49%

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

Percent of Students Who Performed at Grade Level on DRA by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Kindergarten	3.70%*	22.22%	0.00%*	35.71%
Grade 1	3.13%	12.50%	3.13%	6.45%
Grade 2	22.41%*	4.17%	22.41%	15.56%
Grade 3	29.63%	42.31%	29.63%	23.53%
Grade 4	46.67%	29.79%	45.71%*	23.08%
School Level	25.00%	23.08%	26.87%	19.19%

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

Percent of Students Who Performed Below Grade Level on DRA by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Kindergarten	0.00%	7.41%	0.00%	7.14%
Grade 1	28.13%	40.63%	28.13%	45.16%
Grade 2	22.41%*	50.00%	22.41%	24.44%
Grade 3	33.33%	46.15%	33.33%	29.41%
Grade 4	25.00%	34.04%	28.57%	24.62%
School Level	22.55%**	35.26%	25.37%	27.33%

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

### Appendix C: Matrix of AADA Cost Responsibility

	AAD	VBPS
<b>PROGRAMS</b>		
Awards & Incentives for Students	X	
Book Store	X	
Clubs	X	
Computers/Printers/Software-Highest level of technology as would be offered in any of its schools.		X
Computers/Printers/Software-Any enhancements to technology in the school.	X	
Computer Maintenance Personnel		X
Educational supplies as would be provided by schools		X
Educational supplies needed for additional programming provided by AAD.	X	
Field Trips and transportation as would normally be provided by schools.		X
Field Trips and transportation needed as a result of additional programming provided by AAD.	X	
Snacks	X	
Food - Breakfast & Lunch		X
Program Administration Costs	X	
Program Staff Professional Development as would normally be provided by schools.		X
Program Staff Professional Development needed as a result of programming provided by AAD.	X	
Daily Transportation		X
Program Payroll & Benefits	X	
Rotation Teachers Payroll	X	
Messages/Banners Throughout the School	X	
Extended Day Program		
After School and Tutors Payroll	X	
After School and Tutors Payroll that would be provided through Federal funding.		X
Teacher Stipends for Extended Day	X	
Educational supplies for Extended Day program	X	
Snacks	X	
Intersession		
Intersession Payroll for Supervision by AAD	X	
Stipends for Intersession Teachers Payroll	X	
Curriculum Development	X	
Educational Supplies	X	
Field Trips/Enrichment	X	
Snacks	X	
Transportation		X
Saturday School		
Saturday School - Payroll	X	
Saturday School - Snacks	X	
Saturday School - Supplies	X	
Saturday School - Transportation	X	
Uniforms	X	
Tennis Program	X	***
Maintenance of School Property		X
<b>ADMINISTRATION</b>		
Admin & General Payroll	X	****
Admin & General Operational Costs	X	
Insurance	X	
Accounting/Auditors	X	
Legal	X	

	AAD	VBPS
FUNDRAISING		
Development & Donor Relations	X	
P/R & Marketing	X	
*** If applicable		
**** These are management positions at AAD		

## Endnotes

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- <sup>1</sup> Source: An Achievable Dream Organization Response.
- <sup>2</sup> Source: VBCPS and An Achievable Dream Academy Partnership contract.
- <sup>3</sup> Source: VBCPS and An Achievable Dream Academy Partnership contract.
- <sup>4</sup> Source: L. Vreeland, interview, September 13, 2017.
- <sup>5</sup> Brief obtained on the VBCPS website:  
[http://www.vbschools.com/accountability/evaluation\\_briefs/AchievableDream1415-1516Brief.pdf](http://www.vbschools.com/accountability/evaluation_briefs/AchievableDream1415-1516Brief.pdf)
- <sup>6</sup> Source: VBCPS and An Achievable Dream Academy Partnership contract.
- <sup>7</sup> Source: <http://achievabledream.org>
- <sup>8</sup> Source: L. Vreeland, personal communication, October 4, 2016.
- <sup>9</sup> Source: L. Vreeland, interview, September 13, 2017.
- <sup>10</sup> Source: L. Vreeland, interview, September 13, 2017.
- <sup>11</sup> Source: Academy Banners provided in electronic format from Lee Vreeland, September 13, 2017.
- <sup>12</sup> Source: <http://www.vbschools.com/aad/index.asp>
- <sup>13</sup> Source: <http://www.seatackes.vbschools.com/pages/news/>
- <sup>14</sup> Source: An Achievable Dream 2016-2017 Parent & Student Handbook. Retrieved from  
<http://www.seatackes.vbschools.com/pages/content/pdfs/Handbook.pdf>
- <sup>15</sup> Source: <http://anachievabledream.org>
- <sup>16</sup> Source: C. Middleton, personal communication, October 12, 2017.
- <sup>17</sup> Source: [https://pilotonline.com/opinion/columnist/guest/a-regional-solution-in-education/article\\_fce7969e-c079-59c3-9465-0273fe12b6b8.html](https://pilotonline.com/opinion/columnist/guest/a-regional-solution-in-education/article_fce7969e-c079-59c3-9465-0273fe12b6b8.html)
- <sup>18</sup> Source: Exhibit 8(c) (Selection Criteria) found within the VBCPS and An Achievable Dream Academy Partnership contract.
- <sup>19</sup> Source: L. Vreeland, interview, September 13, 2017.
- <sup>20</sup> Source: VBCPS and An Achievable Dream Academy Partnership contract.
- <sup>21</sup> Source: School report card data for 2016-2017. Characteristics are based on all instructional staff in K-5.
- <sup>22</sup> Source: L. Vreeland, interview, September 13, 2017.
- <sup>23</sup> Source: C. Middleton, personal communication, September 21, 2017.
- <sup>24</sup> Source: F. Hanzaker, personal communication, September 26, 2017.
- <sup>25</sup> Source: F. Hanzaker, personal communication, September 26, 2017.
- <sup>26</sup> Source: An Achievable Dream Organization Response.

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

Produced by the Department of Planning, Innovation, and Accountability  
For Further information, please call (757) 263-1199

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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 Guidance Services and Student Records 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.

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October 2017



# **VIRGINIA BEACH CITY PUBLIC SCHOOLS** CHARTING THE COURSE

## **DEPARTMENT OF PLANNING, INNOVATION, AND ACCOUNTABILITY**

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

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

School Board Meeting Date	Evaluation	Recommendation From the Fall 2017 Program Evaluation	Administration's Recommendations
<u>Information</u> October 24, 2017  <u>Consent</u> November 8, 2017	An Achievable Dream Academy at Seatack Elementary School: Comprehensive Evaluation	<ol style="list-style-type: none"> <li>1. Recommendation #1: Continue An Achievable Dream Academy with modifications noted in recommendations 2 through 5. (<i>Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School</i>)</li> <li>2. Recommendation #2: Analyze academic data relative to performance targets and investigate the reasons for declines to ensure instruction and additional instructional time are effective. (<i>Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School</i>)</li> <li>3. Recommendation #3: Leverage the program's interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior. (<i>Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School</i>)</li> <li>4. Recommendation #4: Ensure the attendance procedures and parent educational contracts are being followed. (<i>Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School</i>)</li> <li>5. Recommendation #5: Increase opportunities for clearer and more consistent communication between the instructional staff, administrators, and AADA. (<i>Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School</i>)</li> </ol>	The administration concurs with the recommendations from the program evaluation.



## **An Achievable Dream Organization Response**

### **Evaluation**

#### **Presented by Virginia Beach City Public Schools 2016-2017**

The evaluation serves two over-arching purposes for An Achievable Dream:

1. For program staff to make continuous improvements to program design and delivery to enhance probability of success;
2. For external stakeholders, including participants, school leaders, and donors to increase their confidence in the value of the project in terms of its strategic and intermediate results.

Prior to addressing the individual recommendations in the evaluation report, it is important to acknowledge that the goals established for the 2016-2017 school year by AAD were designed for internal purposes and were established with the instructional staff as a means to aim high. The goals had been set by the AAD Inc. leadership, Seatack AAD administrators, teachers, and staff prior to meeting with the VBCPS evaluators and deciding to use the goals as a measurement for the evaluation. This evaluation process has encouraged AAD to modify the goal setting process to make the goals applicable for both internal and external purposes.

An Achievable Dream concurs with the recommendations presented in the evaluation report.

#### **Recommendation #1**

An Achievable Dream is always seeking to improve the overall program for the benefit of all stakeholders. Recommendations 2-5 will address the specific modifications.

#### **Recommendation #2**

The 3<sup>rd</sup> grade data from 2015-2016 and 2016-2017 compares two different groups of students and teaching staff, both of which were entirely different. As 4<sup>th</sup> graders in 2016-2017, the students maintained their reading and math scores from the previous year. It is important to note that they had the same teachers from 3<sup>rd</sup> to 4<sup>th</sup> grade as their teachers looped with the students.

For 2017-2018, an adjustment to the 3<sup>rd</sup> grade teaching team has been made to ensure teaching strengths in both the 3<sup>rd</sup> and 4<sup>th</sup> grade teams. In addition, the extended-day instruction time has been adjusted for 3<sup>rd</sup> grade to ensure the students are receiving the appropriate interventions based on their 2<sup>nd</sup> grade data. Each grade level has worked with the school leadership team to determine the appropriate methods to review data every two weeks.

An Achievable Dream is working with teachers and staff to develop strategies for students to set academic goals and study skills. These skills will be incorporated into the extended-learning time.

#### **Recommendation #3**

Overall, Seatack Elementary An Achievable Dream had a total of 33 referrals for the school year. There was an increase in the number of single offense suspensions from 6 in 2015—2016 to 7 in 2016-2017,

and multiple offense suspensions increased from 2 in 2015-2016 to 5 in 2016-2017. It is important to note the 4th grade was added to the program in 2016-2017. In 2015-2016, the AAD program included grades K-3 (a grade level is added each year).

By implementing an in-school suspension program, the benefits have been two-fold. The student is able to remain in the school environment with direction instruction. It also develops the significance of school in the student and family. The message is being sent to the family that we are doing everything possible to keep your child in school.

An area of concern continues to be student self-control. An Achievable Dream is working with administration, teachers, school counselor, and parents/guardians to implement strategies to increase student self-control. These strategies will be incorporated in the conflict resolution and mindfulness and meditation curriculums. When necessary, these skills will be addressed with students on an individual basis.

#### **Recommendation #4**

Student attendance has been a concern for An Achievable Dream since the program began in 2014-2015. As is outlined in the parent/student handbook, an attendance committee has been formed to monitor and improve attendance and tardiness. Each day, the attendance list is pulled and each parent is called by the Director of Operations and Student Services or the Student Enrichment Coordinator. After three absences, parents/guardians are required to meet with the Principal and Director of Operations and Student Services. Incentive programs are in place for those students who attend school daily. A weekly attendance report is submitted to the Vice President of Academics to ensure those students with chronic absences are being addressed.

As a result of the diligent work with students who have frequent absences, student attendance in grades K-3 has improved since the program implementation. See chart below.

#### **5+ absences**

Grade Level	2013-2014	2014-2015	2015-2016	2016-2017
Kindergarten	74% *	60%	72%	68%
First Grade	80% *	61%	63%	73%
Second Grade	80% *	59%	68%	56%
Third Grade	53% *	62% *	61%	57%
Fourth Grade	67% *	52% *	42% *	62%
Fifth Grade	64% *	55% *	58% *	74% *

Note: 2013-2014 – was the year before AAD opening at Seatack Elementary. The \* indicate the grade levels that were not AAD.

There has been a noticeable increase in the desire of students wanting to attend school and parents/guardians recognizing the importance of student attendance. An Achievable Dream will continue with our methods and always research ways to improve our attendance program.

#### **Recommendation #5**

As the leadership recognized a disconnect in communication amongst various teams last year, there was a series of meetings held to ensure information was being disseminated correctly. In addition, An Achievable Dream is developing a survey for teachers and staff to determine where the communication

gaps and concerns exist and ways that communication can be improved. As a follow-up to the surveys, grade level meetings will be held by school administrators and AAD leadership to ensure the lines of communication are consistent.

An Achievable Dream's professional development prior to the 2017-2018 school year focused on "back-to-the-basics." The sessions focused on implementing the AAD culture, S.A.M.E. Framework, and the key components of the social rotation classes. There was also an emphasis on building relationships, effective communication and collaboration, and respect for all constituents. The feedback after the professional development was very positive. Their comments included, "I have a better level of understanding on all dynamics of the program," and "I feel as though we are one team with one mission now."

## **Summary**

Since the inception of the program in 2014-2015, the leadership has worked diligently to review the data collected and make the necessary adjustments to improve literacy, test scores, attendance, and discipline. In addition, the perceptions of the parents, teachers, administrators, and stakeholders have been a critical factor in making decisions for the program.

The extended-day schedule and resources continue to be modified based on the academic needs of students. With the addition of grade 5 to the program, the reading and math data has been analyzed carefully to ensure the students will meet the goals set by the program as well as meet state accreditation. Extended-day and Saturday School was also extended to the 5<sup>th</sup> grade.

Although parents/guardians can opt-out of the program, the zoned model can be a challenge when enforcing the parent/student contract. Since parents/guardians are not applying to be accepted to the program, their commitment to follow the parent/student contract is not as strong. The number of students who are opting-out the program has declined over the last two years. This may be the result of grades 1-5 all being on extended-day now (siblings on the same schedule) and the positive messages shared amongst parents.

The results of the evaluation show great improvement with parent/guardian support and engagement with the program. These improvements have been in large part to the prior emphasis to strengthen the connection with our families. A parent liaison was hired to work with parents and families 10 hours per week. A component of her job description has focused on providing workshops and volunteer activities for the parents as well as programs to showcase student work and extra-curricular activities. In addition, a series of meetings have been held with parents to get their feedback on the program as well as expose the Virginia Beach families to the middle/high school program in Newport News. Virginia Beach families visited the Newport News middle/high school site and met with current families and alumni on the long-term benefits of the program.



**Budget Resolution Regarding FY 2016/17 Reversion and**  
**Subject: Revenue Actual Over Budgeted Funds** **Item Number: 13C**

**Section: Information** **Date: October 24, 2017**

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

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

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

**Recommendation:**

It is recommended that the School Board approve the Budget Resolution regarding FY 2016/17 Reversion and Revenue Actual Over Budget Funds.

**Background Summary:**

- Reversion funds equal the unspent fund balance after netting Revenue Sharing Formula funds Actual Over or Under Budget.
- The net estimated funding available for re-appropriation is \$20,158,877.
- Based on our early projections, a possible revenue funding shortfall for FY 2018/19 in the amount of \$8,803,897 should be re-appropriated to the School Reserve Special Revenue fund and the remaining funds available should be re-appropriated for the purposes indicated in the attached Resolution.
- The attached Budget Resolution, once approved by the School Board, will be sent to the City Council for approval.

**Source:**

Unaudited Financial Statements for FY 2016/17 and city staff communication of year-end true-up numbers.

**Budget Impact:**

\$20,158,877 to be re-appropriated as indicated in the attached Budget Resolution regarding FY 2016/17 Reversion and Revenue Over Actual Funds.

## **Budget Resolution Regarding FY 2016/17 Reversion and Revenue Actual Over Budgeted Funds**

**WHEREAS**, on September 19, 2017, the School Board was presented with a summary of the unaudited financial statements for FY 2016/17 (year-ending June 30, 2017) showing the reversion amount to the city's General fund; and

**WHEREAS**, \$360,710 reverted from the Green Run Collegiate Charter School fund, \$16,141,083 reverted from the School Operating fund and \$562,097 reverted from the Athletics fund; and

**WHEREAS**, the estimated total amount available for re-appropriation is \$17,063,890; and

**WHEREAS**, the city is currently indicating a FY 2016/17 revenue actual over budget of the revenues included in the Revenue Sharing Formula, of which the schools portion is \$3,094,987; and

**WHEREAS**, the net reversion funding available for re-appropriation is \$20,158,877; and

**WHEREAS**, on October 10, 2017, the School Board supported the priority needs spending plan as proposed by the Administration; and

**WHEREAS**, the Administration recommends the following for the available funds in the amount of \$20,158,877:

- \$8,803,897 to be re-appropriated to the School Reserve Special Revenue fund to cover possible revenue shortfalls in the FY 2018/19 School Operating fund 115
- \$562,097 to be re-appropriated to the Athletics fund 119
- \$900,000 to be re-appropriated to the CIP fund which is inclusive of the \$900,000 cited in our resolution on September 19<sup>th</sup> and obviates that transfer request:  
Project 1-099, Renovations and Replacements Grounds II - \$750,000  
Project 1-105, Renovations and Replacements Various II - \$150,000
- \$9,892,883 to be re-appropriated to the School Operating fund 115 for:  
Replacement school buses (regular education) - \$2,886,883  
Replacement school buses (special education) - \$2,068,000  
Vans to reduce costs for cabs and full-size buses - \$250,000  
Replacement white fleet vehicles - \$573,000  
Replacement equipment and/or vehicles for Landscaping Services-\$564,000  
Technology infrastructure - \$1,029,000  
Technology initiative to provide access for all students - \$628,600  
Copier/multifunction device replacement - \$600,000  
Interactive white board replacement - \$550,000  
E-rate local match - \$418,400  
Baseball/softball field lights for one designated high school - \$325,000; and

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach approves the recommended uses of the FY 2016/17 Reversion and Revenue Actual Over Budget funds as presented by the Administration; and be it

**FURTHER RESOLVED:** That the School Board requests that the City Council approve the re-appropriation of FY 2016/17 Reversion and Revenue Actual Over Budget funds shown above; and be it

**FINALLY RESOLVED:** That a copy of this resolution be spread across the official minutes of this Board, and the Clerk of the Board is directed to deliver a copy of this resolution to the Mayor, each member of City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 24<sup>th</sup> day of October 2017

S E A L

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Beverly Anderson, School Board Chair

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Aaron C. Spence, Superintendent

Attest:

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Dianne P. Alexander, Clerk of the Board



**Subject:** Interim Financial Statements – September 2017 **Item Number:** 13D

**Section:** Information **Date:** October 24, 2017

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

**Prepared by:** Crystal M. Pate, Director of Business Services

**Presenter(s):** Farrell E. Hanzaker, Chief Financial Officer; Crystal M. Pate, Director of Business Services

**Recommendation:**

It is recommended that the School Board review the attached financial statements.

**Background Summary:**

Pursuant to Section 22.1-115 of the Code of Virginia, as amended, and other applicable sections, the enclosed Interim Financial Statements are presented.

**Source:**

Section 22.1-115 of the Code of Virginia, as amended

**Budget Impact:**

None





**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

**INTERIM FINANCIAL STATEMENTS**  
**FISCAL YEAR 2017-2018**  
**SEPTEMBER 2017**

The financial statements include the following:

	<u>Page</u>
School Operating Fund:	
Revenues by Major Source .....	<b>A1</b>
Expenditures and Encumbrances by Category.....	<b>A3</b>
Expenditures and Encumbrances by Budget Unit	
within Category .....	<b>A5</b>
Revenues and Expenditures/Encumbrances Summary.....	<b>B1</b>
Balance Sheet .....	<b>B2</b>
Revenues by Account.....	<b>B3</b>
Special Revenue and Proprietary Funds:	
Athletics .....	<b>B5</b>
Cafeterias.....	<b>B6</b>
Textbooks .....	<b>B7</b>
Risk Management .....	<b>B8</b>
Communication Towers/Technology .....	<b>B9</b>
Grants .....	<b>B10</b>
Health Insurance .....	<b>B13</b>
Vending Operations .....	<b>B14</b>
Instructional Technology .....	<b>B15</b>
Equipment Replacement.....	<b>B16</b>
Capital Projects Funds Expenditures and Encumbrances.....	<b>B17</b>
Green Run Collegiate Charter School .....	<b>B18</b>

The financial statements are reported on a cash basis; however, the financial statements include encumbrances (e.g., purchase orders, construction contracts) and reflect the option-payroll (e.g., 10-month employees starting in September electing to be paid over 12-months (i.e., includes the appropriate amount of the July and August salary payments due)) on a monthly basis (September through June). This salary accrual is reflected in each appropriate salary line-item within each budget unit and fund for reporting and budgetary control purposes.

### **School Operating Fund**

The School Operating Fund makes up the general operating fund of the School Board. The general fund is used to account for all of the financial resources (except those accounted for in the below funds) that support the Instruction; Administration, Attendance and Health; Pupil Transportation; Operations and Maintenance; and Technology categories.

### **School Operating Fund Revenues** (pages A1-A2, B1, B3-B4)

Revenues realized this month totaled **\$63.2 million**. Revenues realized to date are **23.43%** of the current fiscal year estimate (**23.05%** of FY 2017 actual, **23.51%** of FY 2016 actual). Of the amount realized for the month, **\$36.4 million** was realized from the City, **\$5.5 million** was received in state sales tax, and **\$20.4 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue.

### **School Operating Fund Expenditures** (page A3-A7, B1)

The percent of the total current fiscal year budget expended and encumbered through this month was 18.67%. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2017 was 19.12%, and FY 2016 was 17.50%. Please note that \$8,431,472 of the current year budget is funded by prior year fund balance reserve for encumbrances.

### **Athletics Fund** (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. A total of \$120,747 in revenue (includes \$96,646 in football receipts) was realized this month. This fund has realized 92.6% of the estimated revenue for the current fiscal year compared to 103.1% of FY 2017 actual. Expenditures totaled \$427,953 for this month. This fund has incurred expenditures and encumbrances of 20.4% of the current fiscal year budget compared to 23.1% of FY 2017 actual. Please note that \$6,859 of the current year budget is funded by prior year fund balance reserve for encumbrances.

### **Cafeterias Fund** (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. A total of **\$1,278,406** in revenue (includes **\$1,107,982** in charges for services) was realized this month. This fund has realized **4.3%** of the estimated revenue for the current fiscal year compared to **4.9%** of FY 2017 actual. Expenditures totaled **\$1,545,418** for this month. This fund has incurred expenditures and encumbrances of **7.5%** of the current fiscal year budget compared to **8.0%** of FY 2017 actual. Please note that **\$1,096,794** of the current year budget is funded by prior year fund balance.

**Textbooks Fund** (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. A total of \$373,770 in revenue (includes \$370,774 from the Department of Education) was realized this month. This fund has realized 25.0% of the estimated revenue for the current fiscal year compared to 24.7% of FY 2017 actual. Expenditures totaled \$428,351 for this month. This fund has incurred expenditures and encumbrances of 68.5% of the budget for the current fiscal year compared to 83.7% of FY 2017 actual. Please note that **\$663,006** of the current year budget is funded by the prior year fund balance.

**Risk Management Fund** (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized \$8,973 in revenue (interest) this month. Expenses for this month totaled \$171,713 (includes \$126,569 in Worker's Compensation payments).

**Communication Towers/Technology Fund** (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. A total of \$8,616 in revenue was realized this month (includes \$1,667 in cell tower rent – Cox High, \$1,223 in cell tower rent – Ocean Lakes High, \$2,961 in cell tower rent – Tech Center, and \$1,125 in cell tower rent – Woodstock Elementary). This fund has realized 42.1% of the estimated revenue for the current fiscal year compared to 39.7% of FY 2017 actual. Expenditures totaled \$5,970 for this month. This fund has incurred expenditures and encumbrances of 2.6% of the budget for the current fiscal year compared to 32.8% of FY 2017 actual. Please note that \$340,000 of the current fiscal year budget is funded by prior year fund balance.

**Grants Fund** (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of \$3,490,665 in expenditures was incurred for various grants this month.

**Health Insurance Fund** (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$13,227,345** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$10,763,390**. This includes medical and prescription drug claim payments for City and School Board employees.

### **Vending Operations Fund** (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of \$66 in revenue (including \$59 in vending receipts) was realized this month. This fund has realized 18.8% of the estimated revenue for the current fiscal year compared to 26.2% of FY 2017 actual. Expenditures totaled \$135,130 for this month. This fund has incurred expenditures and encumbrances of 58.8% of the budget for the current fiscal year compared to 99.8% of FY 2017 actual. Please note that \$37,152 of the current year budget is funded by the prior year fund balance.

### **Instructional Technology Fund** (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. A total of \$7,464 in revenue (interest) was realized this month. Please note that \$79,579 of the current year budget is funded by the prior year fund balance.

### **Equipment Replacement Fund** (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. A total of \$687 in revenue (interest) was realized this month. Please note that \$170,193 of the current year budget is funded by the prior year fund balance.

### **Capital Projects Funds** (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of \$3,595,810 in expenditures was incurred for various school capital projects this month. This includes \$1,094,913 for the John B. Dey Elementary Modernization project, \$81,360 for Kemps Landing/ODC Replacement project, \$384,996 for Princess Anne Middle Replacement project, \$86,737 for Thoroughgood Elementary Replacement project, \$586,243 for Grounds Phase II Renovation and Replacement projects, \$290,127 for Roofing Phase II Renovation and Replacement projects, and \$710,921 for HVAC Systems Phase II Renovation and Replacement projects.

### **Green Run Collegiate Charter School Fund** (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund has realized **\$3,763,447** or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **12.1%** of the current year fiscal year budget compared to **13.2%** of FY 2017 actual.

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS**  
**NOT EXCEEDING \$250,000.00**  
**September 1, 2017 through September 30, 2017**

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JV	DESCRIPTION	FROM	TO	AMOUNT
18-09-02	To cover costs of printing interdepartmental pony envelopes.	Distribution Services/Office Supplies	Distribution Services/Printing and Binding	\$ 500.00
18-09-02	To cover the transportation costs of From One Hand to Another program.	Elementary Classroom/Instructional Supplies	Vehicle Operations/Bus Drivers/FICA/Vehicle Fuels	\$ 7,136.00
18-09-02	To cover the transportation costs of From One Hand to Another program.	Summer School/Other Purchased Services	Vehicle Operations/Vehicle Fuels	\$ 3,521.00
18-09-02	To purchase NoRedInk and Vocabulary.com licenses for selected Tier III MS	Elementary Classroom/Computer Software	Middle School Classroom/Technological Services	\$ 66,000.00
18-09-02	To purchase NoRedInk license for selected Tier III high schools.	Elementary Classroom/Computer Software	Senior High Classroom/Technological Services	\$ 20,000.00
18-09-02	To purchase computer monitors.	Management/Technological Services	Management/Controlled Assets-Computer Equipment	\$ 1,490.00
18-09-02	To cover the costs of the 2017/18 Early Commitment Incentives.	Human Resources/Travel Other	Middle School Classroom/Middle School Teachers	\$ 30,000.00
18-09-02	To cover the costs of the 2017/18 Early Commitment Incentives.	Human Resources/Travel Other	Senior High Classroom/Senior High Teachers	\$ 27,500.00
18-09-03	To cover salary and benefits for Entrepreneurship/Business Academy-KHS.	Gifted Ed & Academy Programs Support/Part-Time/Temporary Personnel	Gifted Ed and Academy Programs/Senior High Teacher Substitutes/FICA Benefits	\$ 1,292.00
18-09-04	To cover personnel costs associated with supervising students during detention.	Senior High Classroom/Other Instructional Personnel-High School	Alternative Education-Renaissance Academy/Other Instructional Personnel-High School/Saturday Detention-Renaissance Academy	\$ 2,345.00
18-09-04	To cover FICA costs associated with supervising students during detention.	Senior High Classroom/FICA Benefits	Alternative Education-Renaissance Academy/FICA Benefits/Saturday Detention-Renaissance Academy	\$ 180.00
18-09-09	To cover salary and benefits for Piano Accompanists.	Teaching and Learning Support/Other Purchased Services	Teaching and Learning Support/Part-Time/Temporary Personnel/FICA Benefits	\$ 44,406.00

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**INTERIM FINANCIAL STATEMENTS**  
**SCHOOL OPERATING FUND**

**REVENUES**

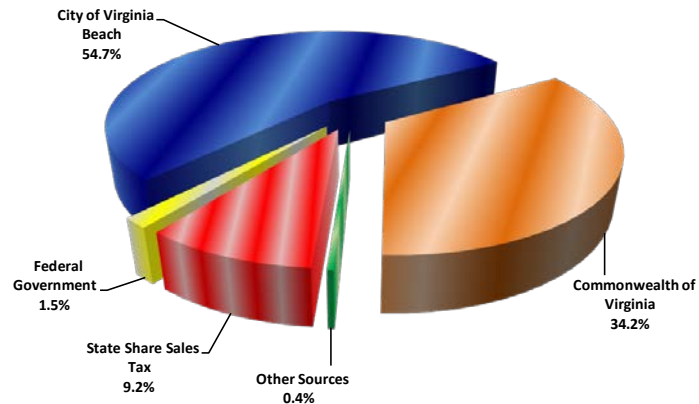
**SEPTEMBER 2017**

<i>BY MAJOR SOURCE</i>	<i>FISCAL YEAR</i>	(1) <i>BUDGET</i>	(2) <i>ACTUAL THROUGH JUNE</i>	(3) <i>ACTUAL THROUGH MONTH</i>	% OF (3) TO (2)	<i>TREND *</i>
<i>COMMONWEALTH OF VIRGINIA</i>	2018	273,443,481	<-----	61,220,596	22.39%	A
	2017	263,423,825	260,283,753	59,821,020	22.98%	
	2016	250,039,573	249,585,001	57,577,354	23.07%	
<i>STATE SALES TAX</i>	2018	73,718,340	<-----	12,834,923	17.41%	A
	2017	74,741,805	73,084,563	12,786,827	17.50%	
	2016	71,783,907	72,382,606	12,507,380	17.28%	
<i>FEDERAL GOVERNMENT</i>	2018	12,200,000	<-----	3,184,550	26.10%	A
	2017	12,476,532	13,464,377	599,076	4.45%	
	2016	12,476,532	10,984,117	2,644,389	24.07%	
<i>CITY OF VIRGINIA BEACH</i>	2018	437,658,785	<-----	109,230,812	24.96%	A
	2017	424,077,954	424,077,954	104,171,943	24.56%	
	2016	412,311,603	412,311,603	102,171,689	24.78%	
<i>OTHER SOURCES</i>	2018	2,782,803	<-----	930,105	33.42%	A
	2017	2,782,803	2,759,412	985,471	35.71%	
	2016	2,782,803	3,120,071	1,034,486	33.16%	
<i>SCHOOL OPERATING FUND TOTAL</i>	2018	799,803,409	<-----	187,400,986	23.43%	
	2017	777,502,919	773,670,059	178,364,337	23.05%	
	2016	749,394,418	748,383,398	175,935,298	23.51%	

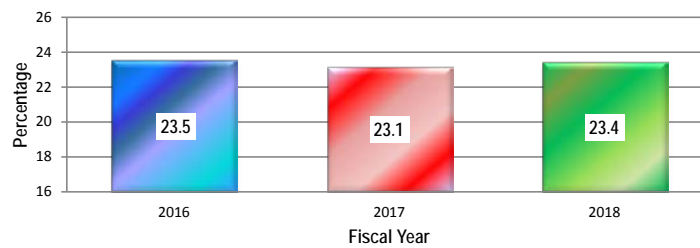
\* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**INTERIM FINANCIAL STATEMENTS**  
**SCHOOL OPERATING FUND**

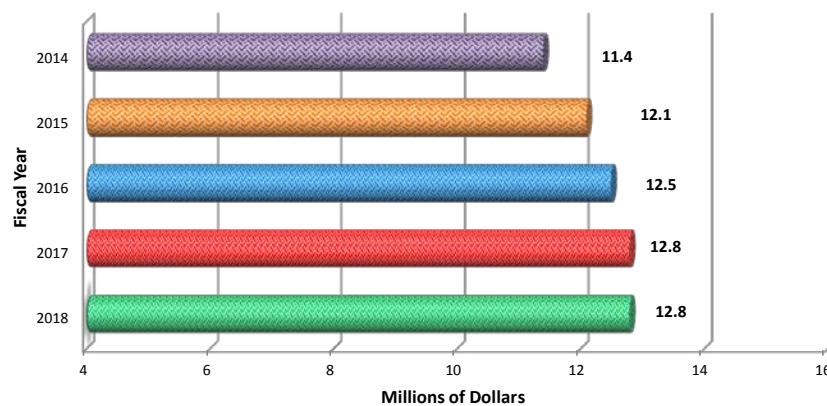
**Fiscal Year 2018 Revenue Budget by Major Source**



**School Operating Fund Revenue**  
**Percentage of Actual to Budget/Actual as of September 30, 2017**



**State Sales Tax Revenue through September 30, 2017**





**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**INTERIM FINANCIAL STATEMENTS**  
**SCHOOL OPERATING FUND**

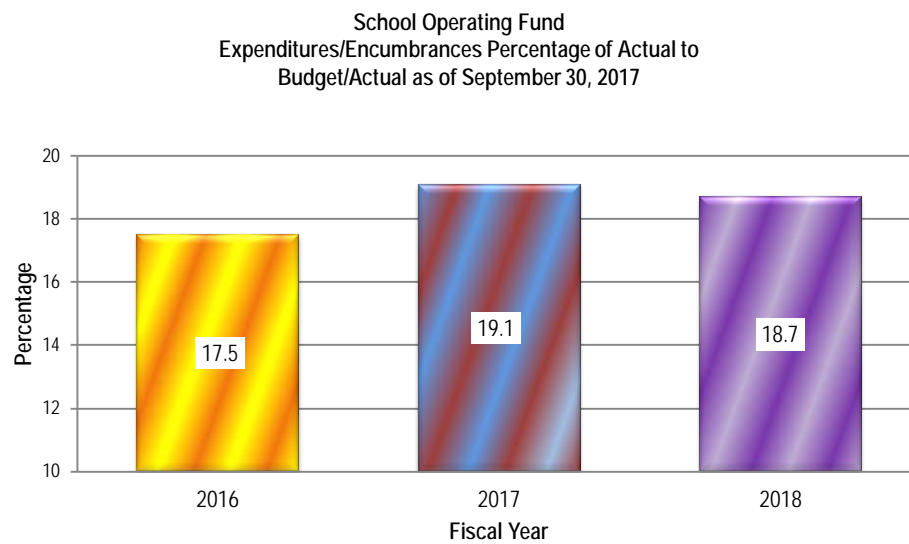
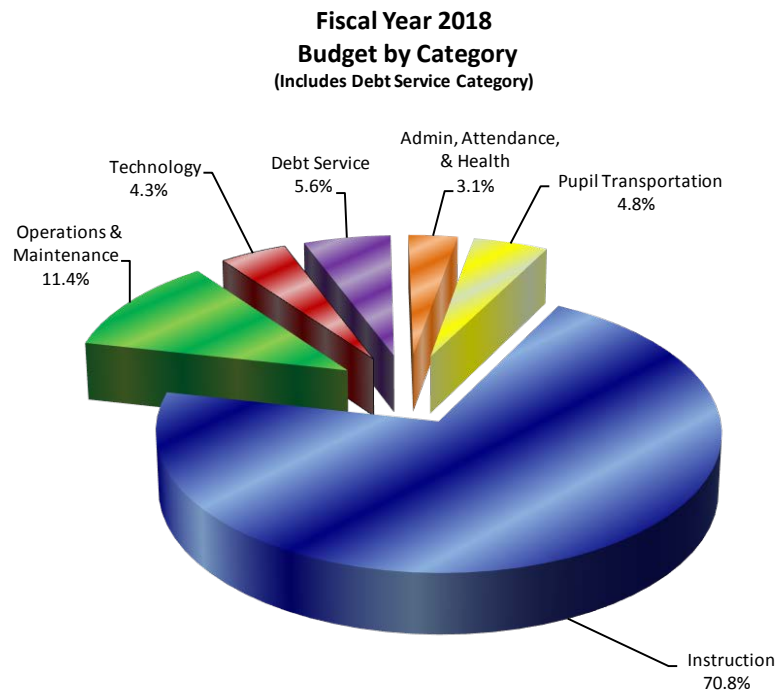
**EXPENDITURES/ENCUMBRANCES**

SEPTEMBER 2017

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (2)	TREND *
<b>INSTRUCTION</b>	2018	571,831,034	<-----	88,185,255	15.42%	A
<b>CATEGORY</b>	2017	547,382,834	533,960,741	84,980,693	15.92%	
	2016	530,731,819	522,876,753	73,328,879	14.02%	
<b>ADMINISTRATION,</b>	2018	25,281,155	<-----	5,013,830	19.83%	A
<b>ATTENDANCE &amp; HEALTH</b>	2017	24,339,437	23,322,078	4,753,060	20.38%	
<b>CATEGORY</b>	2016	22,937,844	21,876,609	4,201,397	19.20%	
<b>PUPIL TRANSPORTATION</b>	2018	38,837,796	<-----	8,646,190	22.26%	A
<b>CATEGORY</b>	2017	40,132,386	38,393,774	7,764,057	20.22%	
	2016	34,125,890	32,882,137	6,167,139	18.76%	
<b>OPERATIONS AND</b>	2018	92,529,678	<-----	24,028,825	25.97%	A
<b>MAINTENANCE</b>	2017	92,216,393	88,249,457	25,061,431	28.40%	
<b>CATEGORY</b>	2016	93,517,401	89,431,581	25,479,916	28.49%	
<b>TECHNOLOGY</b>	2018	34,807,538	<-----	16,623,880	47.76%	A
<b>CATEGORY</b>	2017	35,470,704	34,587,905	14,797,616	42.78%	
	2016	32,550,920	31,184,463	13,011,155	41.72%	
<b>SCHOOL OPERATING FUND</b>	2018	763,287,201	<-----	142,497,980	18.67%	A
<b>TOTAL</b>	2017	739,541,754	718,513,955	137,356,857	19.12%	
<b>(EXCLUDING DEBT SERVICE)</b>	2016	713,863,874	698,251,543	122,188,486	17.50%	
<b>DEBT SERVICE</b>	2018	44,947,680	<-----	12,720,690	28.30%	A
<b>CATEGORY</b>	2017	45,819,477	45,704,383	13,815,782	30.23%	
	2016	44,756,843	44,115,909	11,966,565	27.13%	

\* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**INTERIM FINANCIAL STATEMENTS**  
**SCHOOL OPERATING FUND**



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

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	<u>FY 2018 APPROPRIATIONS</u>	<u>MONTH'S EXPENDITURES</u>	<u>YR-TO-DATE EXPENDITURES</u>	<u>OUTSTANDING ENCUMBRANCES</u>	<u>REMAINING BALANCE</u>	<u>PERCENT OBLIGATED</u>
<b>INSTRUCTION CATEGORY:</b>						
ELEMENTARY CLASSROOM	153,451,449	14,092,398	16,922,343	207,626	136,321,480	11.2%
SENIOR HIGH CLASSROOM	76,818,194	7,406,655	7,785,686	99,349	68,933,159	10.3%
TECHNICAL AND CAREER EDUCATION	19,321,279	1,616,597	2,262,284	128,464	16,930,531	12.4%
GIFTED EDUCATION AND ACADEMY PROGRAMS	14,430,395	1,324,141	1,489,740	31,373	12,909,282	10.5%
SPECIAL EDUCATION	95,622,689	13,475,326	13,641,534	16,264	81,964,891	14.3%
SUMMER SCHOOL	1,727,245	12,496	1,604,121	627	122,497	92.9%
SUMMER SLIDE PROGRAM	276,002	2,309	162,308	60	113,634	58.8%
GENERAL ADULT EDUCATION	2,018,831	(246,414)	345,245	19,315	1,654,271	18.1%
ALTERNATIVE EDUCATION-RENAISSANCE	6,987,448	602,776	801,551	2,256	6,183,641	11.5%
STUDENT ACTIVITIES	8,014,490	319,646	5,280,824	12,642	2,721,024	66.0%
OFFICE OF THE PRINCIPAL-ELEMENTARY	26,174,371	2,211,141	5,869,731	13,251	20,291,389	22.5%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	11,761,886	989,003	2,670,359	25,093	9,066,434	22.9%
OFFICE OF THE PRINCIPAL-TECHNICAL	669,481	54,128	150,753	248	518,480	22.6%
GUIDANCE SERVICES	17,224,562	1,587,761	2,874,710	2,807	14,347,045	16.7%
SOCIAL WORK SERVICES	4,035,799	306,786	645,766	1,286	3,388,747	16.0%
MEDIA AND COMMUNICATIONS	2,094,529	139,591	434,917	506	1,659,106	20.8%
TEACHING AND LEARNING SUPPORT	16,716,194	1,222,049	8,461,861	105,219	8,149,114	51.3%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	1,270,557	73,460	185,678	90,450	994,429	21.7%
OPPORTUNITY AND ACHIEVEMENT	89,860	1,087	9,883		79,977	11.0%
SPECIAL EDUCATION SUPPORT	3,665,293	296,822	755,554		2,909,739	20.6%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	2,339,672	187,743	488,696	696	1,850,280	20.9%
MEDIA SERVICES SUPPORT	13,288,668	1,280,197	1,613,051	74,033	11,601,584	12.7%
PLANNING INNOVATION AND ACCOUNTABILITY	2,669,071	155,172	510,353	500	2,158,218	19.1%
MIDDLE SCHOOL CLASSROOM	60,914,036	5,706,545	5,953,845	227,478	54,732,713	10.1%
REMEDIAL EDUCATION	8,266,085	634,591	1,452,221		6,813,864	17.6%
OFFICE OF THE PRINCIPAL-MIDDLE	10,728,778	967,077	2,460,031	17,587	8,251,160	23.1%
HOMEBOUND SERVICES	412,268	9,782	20,004		392,264	4.9%
TECHNICAL AND CAREER EDUCATION SUPPORT	1,038,304	75,524	212,467	12,067	813,770	21.6%
STUDENT LEADERSHIP	1,426,623	68,252	379,420		1,047,203	26.6%
PSYCHOLOGICAL SERVICES	4,631,619	399,441	890,863	1,205	3,739,551	19.3%
AUDIOLOGICAL SERVICES	476,513	52,916	118,974	11,868	345,671	27.5%
SCHOOL LEADERSHIP	1,859,602	173,348	412,892		1,446,710	22.2%
ALTERNATIVE EDUCATION	1,409,241	111,038	210,641	4,679	1,193,921	15.3%
<b>TOTAL INSTRUCTION</b>	<u>571,831,034</u>	<u>55,309,384</u>	<u>87,078,306</u>	<u>1,106,949</u>	<u>483,645,779</u>	<u>15.4%</u>
<b>ADMIN., ATTENDANCE, AND HEALTH CATEGORY:</b>						
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	1,135,904	47,347	132,446		1,003,458	11.7%
OFFICE OF THE SUPERINTENDENT	1,056,711	78,307	245,400	13,577	797,734	24.5%
BUDGET AND FINANCE	5,113,259	343,304	1,599,585	49,478	3,464,196	32.3%
HUMAN RESOURCES	5,213,714	404,867	1,086,795	16,766	4,110,153	21.2%
INTERNAL AUDIT	466,766	38,861	115,166		351,600	24.7%
PURCHASING SERVICES	1,126,065	87,194	248,080		877,985	22.0%
PROFESSIONAL GROWTH AND INNOVATION	889,795	65,794	191,624		698,171	21.5%
BENEFITS	2,340,863	143,946	452,314	8,139	1,880,410	19.7%
HEALTH SERVICES	7,938,078	763,491	851,817	2,643	7,083,618	10.8%
<b>TOTAL ADMIN., ATTENDANCE, AND HEALTH</b>	<u>25,281,155</u>	<u>1,973,111</u>	<u>4,923,227</u>	<u>90,603</u>	<u>20,267,325</u>	<u>19.8%</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

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	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
<b>PUPIL TRANSPORTATION CATEGORY:</b>						
MANAGEMENT	2,545,712	208,722	582,793	358	1,962,561	22.9%
VEHICLE OPERATIONS	23,602,552	1,527,635	3,493,325	2,557,685	17,551,542	25.6%
VEHICLE OPERATIONS-SPECIAL EDUCATION	6,451,103	439,016	540,393	328,131	5,582,579	13.5%
VEHICLE MAINTENANCE	3,291,110	270,111	728,182		2,562,928	22.1%
MONITORING SERVICES	2,947,319	332,353	415,323		2,531,996	14.1%
<b>TOTAL PUPIL TRANSPORTATION</b>	<b>38,837,796</b>	<b>2,777,837</b>	<b>5,760,016</b>	<b>2,886,174</b>	<b>30,191,606</b>	<b>22.3%</b>
<b>OPERATIONS AND MAINTENANCE CATEGORY:</b>						
FACILITIES PLANNING AND CONSTRUCTION	816,872	64,694	192,950		623,922	23.6%
SCHOOL PLANT	46,989,016	3,472,733	11,261,027	3,198,409	32,529,580	30.8%
DISTRIBUTION SERVICES	1,738,233	175,133	404,163	314	1,333,756	23.3%
GROUNDS SERVICES	4,167,908		1,041,977		3,125,931	25.0%
CUSTODIAL SERVICES	28,768,830	2,243,716	4,718,260	992,885	23,057,685	19.9%
SAFETY AND LOSS CONTROL	7,346,366	657,843	857,599	6,921	6,481,846	11.8%
VEHICLE SERVICES	1,654,332	80,727	291,006	416,156	947,170	42.7%
TELECOMMUNICATIONS	1,048,121	57,535	512,174	134,984	400,963	61.7%
<b>TOTAL OPERATIONS AND MAINTENANCE</b>	<b>92,529,678</b>	<b>6,752,381</b>	<b>19,279,156</b>	<b>4,749,669</b>	<b>68,500,853</b>	<b>26.0%</b>
<b>TECHNOLOGY CATEGORY:</b>						
ELEMENTARY CLASSROOM	1,671,548	71,237	158,560	878,285	634,703	62.0%
SENIOR HIGH CLASSROOM	1,012,929	13,635	21,060	877,854	114,015	88.7%
TECHNICAL AND CAREER EDUCATION	154,918	41,666	45,561	40,122	69,235	55.3%
GIFTED EDUCATION AND ACADEMY PROGRAMS	130,514	24,324	53,025	4,036	73,453	43.7%
SPECIAL EDUCATION	253,322	35,049	134,491	42,362	76,469	69.8%
SUMMER SCHOOL	2,489				2,489	
GENERAL ADULT EDUCATION	57,283	2,711	20,962	26,162	10,159	82.3%
ALTERNATIVE EDUCATION-RENAISSANCE				74	(74)	
STUDENT ACTIVITIES	1,493			640	853	42.9%
OFFICE OF THE PRINCIPAL-ELEMENTARY	57,286	10,608	25,225	52,757	(20,696)	136.1%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	22,217	9,680	13,579	38,153	(29,515)	232.8%
OFFICE OF THE PRINCIPAL-TECHNICAL	511		137		374	26.8%
GUIDANCE SERVICES	11,353	17,800	17,800	4,692	(11,140)	198.1%
SOCIAL WORK SERVICES	11,742			7,811	3,931	66.5%
MEDIA AND COMMUNICATIONS	231,571	84	218,659	1,637	11,275	95.1%
INSTRUCTIONAL TECHNOLOGY	12,041,487	1,159,863	3,707,249	405,888	7,928,350	34.2%
TEACHING AND LEARNING SUPPORT	268,658	6,663	219,011	28,093	21,554	92.0%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	7,463				7,463	
OPPORTUNITY AND ACHIEVEMENT	4,655				4,655	
SPECIAL EDUCATION SUPPORT	10,149	2,419	2,907	246	6,996	31.1%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	56,078	33,910	33,910	5,490	16,678	70.3%
MEDIA SERVICES SUPPORT	529,402	34,934	520,999	914	7,489	98.6%
PLANNING INNOVATION AND ACCOUNTABILITY	544,281	940	283,953	37,147	223,181	59.0%
MIDDLE SCHOOL CLASSROOM	557,478	2,023	18,922	475,135	63,421	88.6%
REMEDIAL EDUCATION	18,627				18,627	
OFFICE OF THE PRINCIPAL-MIDDLE	24,348	7,714	13,669	18,235	(7,556)	131.0%
HOMEBOUND SERVICES	50,732	2,504	14,552	2,310	33,870	33.2%
TECHNICAL AND CAREER EDUCATION SUPPORT	3,011	442	770	602	1,639	45.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

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	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
<b>TECHNOLOGY CATEGORY:</b>						
STUDENT LEADERSHIP	3,619	137	268	1,159	2,192	39.4%
PSYCHOLOGICAL SERVICES	17,379	2,760	2,760	7,272	7,347	57.7%
AUDIOLOGICAL SERVICES	575			575		100.0%
SCHOOL LEADERSHIP	30,289	8,358	16,252	842	13,195	56.4%
ALTERNATIVE EDUCATION	161,108	13,093	31,192	44,908	85,008	47.2%
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	2,757			478	2,279	17.3%
OFFICE OF THE SUPERINTENDENT	8,574	94	94	760	7,720	10.0%
BUDGET AND FINANCE	245,670	933	43,238	5,241	197,191	19.7%
HUMAN RESOURCES	313,429	71,338	169,877	24,155	119,397	61.9%
INTERNAL AUDIT	2,118			478	1,640	22.6%
PURCHASING SERVICES	72,681	10,603	36,928	7,139	28,614	60.6%
PROFESSIONAL GROWTH AND INNOVATION	141,507	2,056	4,698	2,849	133,960	5.3%
OFFICE OF TECHNOLOGY	851,722	74,540	224,995	4,335	622,392	26.9%
BENEFITS	24,207	1,140	1,970	3,574	18,663	22.9%
HEALTH SERVICES	839				839	
MANAGEMENT	208,722	33,903	62,612	3,157	142,953	31.5%
VEHICLE OPERATIONS	212,666	17,844	53,531		159,135	25.2%
VEHICLE MAINTENANCE	29,645	160	6,896		22,749	23.3%
FACILITIES PLANNING AND CONSTRUCTION	17,997	1,150	4,874	1,200	11,923	33.8%
SCHOOL PLANT	1,288,056	158	156,715	679,580	451,761	64.9%
DISTRIBUTION SERVICES	54,926	144	39,962	919	14,045	74.4%
CUSTODIAL SERVICES	7,521		3,896	1,597	2,028	73.0%
SAFETY AND LOSS CONTROL	6,060		1,815	200	4,045	33.3%
VEHICLE SERVICES	37,848	3,154	9,462		28,386	25.0%
TELECOMMUNICATIONS	10,420	749	3,356		7,064	32.2%
TECHNOLOGY MAINTENANCE	13,321,658	1,710,336	4,329,882	2,154,543	6,837,233	48.7%
<b>TOTAL TECHNOLOGY</b>	<b>34,807,538</b>	<b>3,430,856</b>	<b>10,730,274</b>	<b>5,893,606</b>	<b>18,183,658</b>	<b>47.8%</b>
<b>TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)</b>	<b>763,287,201</b>	<b>70,243,569</b>	<b>127,770,979</b>	<b>14,727,001</b>	<b>620,789,221</b>	<b>18.7%</b>
<b>DEBT SERVICE CATEGORY:</b>	<b>44,947,680</b>	<b>3,069,748</b>	<b>12,720,690</b>		<b>32,226,990</b>	<b>28.3%</b>

Virginia Beach City Public Schools  
Interim Financial Statements  
**School Operating Fund Summary**  
For the period July 1, 2017 through September 30, 2017

B1

**Revenues :**

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	273,443,481	34.19%	61,220,596	(212,222,885)	22.39%
State Share Sales Tax	73,718,340	9.22%	12,834,923	(60,883,417)	17.41%
Federal Government	12,200,000	1.52%	3,184,550	(9,015,450)	26.10%
City of Virginia Beach	437,658,785	54.72%	109,230,812	(328,427,973)	24.96%
Other Sources	2,782,803	0.35%	930,105	(1,852,698)	33.42%
<b>Total Revenues</b>	799,803,409	100.00%	187,400,986	(612,402,423)	23.43%
Prior Year Local Contribution*	8,431,472				
	<u>808,234,881</u>				

**Expenditures/Encumbrances:**

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	571,831,034	70.75%	88,185,255	483,645,779	15.42%
Administration, Attendance and Health	25,281,155	3.13%	5,013,830	20,267,325	19.83%
Pupil Transportation	38,837,796	4.80%	8,646,190	30,191,606	22.26%
Operations and Maintenance	92,529,678	11.45%	24,028,825	68,500,853	25.97%
Technology	34,807,538	4.31%	16,623,880	18,183,658	47.76%
Debt Service	44,947,680	5.56%	12,720,690	32,226,990	28.30%
<b>Total Expenditures/Encumbrances</b>	808,234,881	100.00%	155,218,670	653,016,211	19.20%

\*Fiscal year 2016-2017 encumbrances brought forward into the current year

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL OPERATING FUND  
BALANCE SHEET  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

B 2

ASSETS:

CASH	1
DUE FROM GENERAL FUND	61,097,766
DUE FROM COMMONWEALTH OF VA	4,571,774
PREPAID ITEM	119,753

TOTAL ASSETS	<u>65,789,294</u>
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LIABILITIES:

VOUCHERS PAYABLE	301,546
ACCOUNTS PAYABLE	67,195
ACCOUNTS PAYABLE - SCHOOLS	37,356
SALARIES PAYABLE-OPTIONS	5,367,484
FICA PAYABLE-OPTIONS	398,027
WIRES PAYABLE	3,069,748
ACH PAYABLES	<u>187,295</u>
TOTAL LIABILITIES	<u>9,428,651</u>

FUND EQUITY:

FUND BALANCE	1,019,854
ESTIMATED REVENUE	(799,803,409)
APPROPRIATIONS	808,234,881
ENCUMBRANCES	14,727,001
RESERVE FOR ENCUMBRANCES	(14,727,001)
EXPENDITURES	(140,491,669)
REVENUES	<u>187,400,986</u>
TOTAL FUND EQUITY	<u>56,360,643</u>

TOTAL LIABILITIES AND FUND EQUITY	<u>65,789,294</u>
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VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

B 3

	<u>FY 2018 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	11,232,540			(11,232,540)	
REIMB-SOCIAL SECURITY	10,570,014	878,131	2,634,391	(7,935,623)	24.9%
REIMB-RETIREMENT	24,270,378	2,016,322	6,048,966	(18,221,412)	24.9%
REIMB-LIFE INSURANCE	731,770	60,794	182,381	(549,389)	24.9%
BASIC SCHOOL AID	177,972,380	14,771,764	44,315,292	(133,657,088)	24.9%
SP ED-SOQ	19,107,333	1,587,389	4,762,168	(14,345,165)	24.9%
VOCATIONAL FUNDS-SOQ	1,870,079	155,362	466,085	(1,403,994)	24.9%
FOSTER HOME CHILDREN-REGULAR	434,143			(434,143)	
SUMMER SCHOOLS-REMEDIAL	228,268			(228,268)	
GIFTED & TALENTED AID-SOQ	1,951,387	162,116	486,349	(1,465,038)	24.9%
REMEDIAL ED-SOQ	4,675,199	388,403	1,165,211	(3,509,988)	24.9%
SP ED-HOME BOUND	160,664			(160,664)	
SP ED-REGIONAL PROG PAYMENT	9,949,380			(9,949,380)	
VOCATIONAL ED-OCCUPATIONAL/TECH ED	324,137			(324,137)	
ENGLISH AS A SECOND LANG PAYMENTS	636,990	53,083	159,248	(477,742)	25.0%
AT-RISK INITIATIVE	2,955,530	190,705	572,115	(2,383,415)	19.4%
CLASS SIZE INITIATIVE	4,578,114			(4,578,114)	
SALARY SUPPLEMENT	1,795,175	142,797	428,390	(1,366,785)	23.9%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>273,443,481</u>	<u>20,406,866</u>	<u>61,220,596</u>	<u>(212,222,885)</u>	22.4%
STATE SHARE SALES TAX	<u>73,718,340</u>	<u>5,547,096</u>	<u>12,834,923</u>	<u>(60,883,417)</u>	17.4%
TOTAL FROM STATE SHARE SALES TAX	<u>73,718,340</u>	<u>5,547,096</u>	<u>12,834,923</u>	<u>(60,883,417)</u>	17.4%
PUBLIC LAW 874	9,935,191		741,753	(9,193,438)	7.5%
DEPT OF THE NAVY-NJROTC	100,000	51,916	51,916	(48,084)	51.9%
DEPT OF DEFENSE	1,500,000		1,490,759	(9,241)	99.4%
IMPACT AID-SPECIAL ED			178,270	178,270	
DEPARTMENT OF DEFENSE-SPECIAL ED		578,233	578,233	578,233	
MEDICAID REIMBURSEMENT	664,809	27,556	125,726	(539,083)	18.9%
MEDICAID REIMBURSEMENT-TRANSPORTATION			17,893	17,893	
TOTAL FROM FEDERAL GOVERNMENT	<u>12,200,000</u>	<u>657,705</u>	<u>3,184,550</u>	<u>(9,015,450)</u>	26.1%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

B 4

	<u>FY 2018 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	428,119,350	35,676,613	107,029,838	(321,089,512)	25.0%
TRANSFER FROM SCHOOL RESERVE FUND	8,803,897	733,658	2,200,974	(6,602,923)	25.0%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538			(735,538)	
TOTAL TRANSFERS	<u>437,658,785</u>	<u>36,410,271</u>	<u>109,230,812</u>	<u>(328,427,973)</u>	25.0%
SALE OF SCHOOL VEHICLES	15,000			(15,000)	
RENT OF FACILITIES	450,000	21,950	91,000	(359,000)	20.2%
SECEP-RENT OF FACILITIES		84,500	84,500	84,500	
RENT OF PROPERTY		4,000	12,000	12,000	
TUITION-REGULAR DAY	100,000	21,669	76,246	(23,754)	76.2%
TUITION-GEN ADULT ED	142,839			(142,839)	
TUITION-SUMMER SCHOOL	700,000	(336)	547,368	(152,632)	78.2%
TUITION-VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION-DRIVERS ED	322,125	4,485	4,485	(317,640)	1.4%
COLLEGE NIGHT FEES		7,625	12,750	12,750	
TUITION-LPN PROGRAM	25,575			(25,575)	
TUITION-RENAISSANCE ACADEMY	20,811			(20,811)	
PLANETARIUM FEES		465	1,002	1,002	
MISCELLANEOUS REVENUE	224,703	240	242	(224,461)	0.1%
SALE OF SALVAGE MATERIALS	12,000	7,549	14,788	2,788	123.2%
INSURANCE PROCEEDS			2,195	2,195	
INDIRECT COST-GRANTS	600,000	63,537	83,529	(516,471)	13.9%
TOTAL FROM OTHER SOURCES	<u>2,782,803</u>	<u>215,684</u>	<u>930,105</u>	<u>(1,852,698)</u>	33.4%
TOTAL SCHOOL OPERATING FUND	<u>799,803,409</u>	<u>63,237,622</u>	<u>187,400,986</u>	<u>(612,402,423)</u>	23.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL ATHLETICS FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

B 5

ASSETS:		LIABILITIES:	
CASH	3,784,765	VOUCHERS PAYABLE	11,042
		ACH PAYABLES	892
		TOTAL LIABILITIES	<u>11,934</u>
		FUND EQUITY:	
		FUND BALANCE	53,381
		ESTIMATED REVENUE	(5,099,823)
		APPROPRIATIONS	5,106,682
		ENCUMBRANCES	30,626
		RESERVE FOR ENCUMBRANCES	(30,626)
		EXPENDITURES	(1,009,419)
		REVENUES	<u>4,722,010</u>
		TOTAL FUND EQUITY	<u>3,772,831</u>
TOTAL ASSETS	<u>3,784,765</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>3,784,765</u>

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 17 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	2,147	6,987	1,987	139.7%	27.1%
BASKETBALL	120,000			(120,000)		
FOOTBALL	250,000	96,646	96,646	(153,354)	38.7%	36.0%
GYMNASTICS	4,000			(4,000)		
WRESTLING	13,000			(13,000)		
SOCCER	42,000			(42,000)		
MIDDLE SCHOOL	65,000			(65,000)		
TRANSFER FROM SCHOOL OPERATING	4,595,823		4,595,823		100.0%	114.6%
OTHER INCOME	5,000	21,954	22,554	17,554	451.1%	66.0%
TOTAL REVENUES	<u>5,099,823</u>	<u>120,747</u>	<u>4,722,010</u>	<u>(377,813)</u>	92.6%	103.1%
PYFB-ENCUMBRANCES	<u>6,859</u>					
TOTAL REVENUES AND PYFB	<u>5,106,682</u>					

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 17 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	2,620,770	244,601	398,235		2,222,535	15.2%	16.8%
FICA BENEFITS	200,483	18,719	30,472		170,011	15.2%	16.8%
PURCHASED SERVICES	1,252,029	58,990	97,287		1,154,742	7.8%	14.3%
VA HIGH SCHOOL LEAGUE DUES	51,250	120	20,155		31,095	39.3%	98.6%
ATHLETIC INSURANCE	175,000		187,801		(12,801)	107.3%	100.0%
MATERIALS AND SUPPLIES	618,159	98,492	268,438	30,626	319,095	48.4%	37.0%
CAPITAL OUTLAY	188,991	7,031	7,031		181,960	3.7%	64.4%
TOTAL	<u>5,106,682</u>	<u>427,953</u>	<u>1,009,419</u>	<u>30,626</u>	<u>4,066,637</u>	20.4%	23.1%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL CAFETERIAS FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

B 6

ASSETS:		LIABILITIES:	
CASH	9,051,701	VOUCHERS PAYABLE	103
CASH WITH CAFETERIAS	21,142	SALARIES PAYABLE-OPTIONS	87,919
FOOD INVENTORY	238,726	FICA PAYABLE-OPTIONS	6,757
FOOD-USDA INVENTORY	162,351	ACH PAYABLES	26,515
SUPPLIES INVENTORY	117,183	UNEARNED REVENUE	458,823
		TOTAL LIABILITIES	580,117
		FUND EQUITY:	
		FUND BALANCE	8,716,290
		ESTIMATED REVENUE	(30,582,456)
		APPROPRIATIONS	31,679,250
		ENCUMBRANCES	277,418
		RESERVE FOR ENCUMBRANCES	(277,418)
		EXPENDITURES	(2,105,181)
		REVENUES	1,303,083
		TOTAL FUND EQUITY	9,010,986
TOTAL ASSETS	9,591,103	TOTAL LIABILITIES AND FUND EQUITY	9,591,103

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 17 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	25,750	5,062	17,720	(8,030)	68.8%	16.9%
CHARGES FOR SERVICES	11,620,238	1,107,982	1,107,568	(10,512,670)	9.5%	10.4%
USDA REBATES	350,000	9,957	22,390	(327,610)	6.4%	
TOTAL LOCAL REVENUE	11,995,988	1,123,001	1,147,678	(10,848,310)	9.6%	9.7%
SCHOOL MEAL PAYMENTS	500,000			(500,000)		51.1%
TOTAL REVENUE FROM COMMONWEALTH	500,000			(500,000)		46.8%
NATIONAL SCHOOL MEAL PROGRAM	16,232,468			(16,232,468)		
USDA COMMODITIES	1,854,000			(1,854,000)		
SUMMER FEEDING PROGRAM		155,405	155,405	155,405		84.1%
TOTAL REVENUE FROM FEDERAL GOV'T	18,086,468	155,405	155,405	(17,931,063)	0.9%	0.5%
TOTAL REVENUES	30,582,456	1,278,406	1,303,083	(29,279,373)	4.3%	4.9%
PRIOR YEAR FUND BALANCE (PYFB)	1,096,794					
TOTAL REVENUES AND PYFB	31,679,250					

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 17 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	10,122,611	778,701	996,261		9,126,350	9.8%	11.3%
FRINGE BENEFITS	4,501,594	331,407	388,221		4,113,373	8.6%	10.5%
PURCHASED SERVICES	472,932	17,267	106,362	183,418	183,152	61.3%	57.5%
OTHER CHARGES	74,802	13,232	38,054		36,748	50.9%	40.7%
MATERIALS AND SUPPLIES	16,157,311	404,811	484,697	94,000	15,578,614	3.6%	3.9%
CAPITAL OUTLAY	350,000		91,586		258,414	26.2%	89.8%
TOTAL	31,679,250	1,545,418	2,105,181	277,418	29,296,651	7.5%	8.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL TEXTBOOKS FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

B 7

ASSETS:		LIABILITIES:	
CASH	5,264,068	VOUCHERS PAYABLE	2,392
		ACH PAYABLES	46,162
		TOTAL LIABILITIES	48,554
		FUND EQUITY:	
		FUND BALANCE	6,573,219
		ESTIMATED REVENUE	(4,516,596)
		APPROPRIATIONS	5,179,602
		ENCUMBRANCES	399,457
		RESERVE FOR ENCUMBRANCES	(399,457)
		EXPENDITURES	(3,148,804)
		REVENUES	1,128,093
		TOTAL FUND EQUITY	5,215,514
TOTAL ASSETS	5,264,068	TOTAL LIABILITIES AND FUND EQUITY	5,264,068

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 17 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	26,611	2,823	10,453	(16,158)	39.3%	18.4%
LOST AND DAMAGED	27,000			(27,000)		0.2%
MISCELLANEOUS		173	5,319	5,319		13.7%
TOTAL LOCAL REVENUE	53,611	2,996	15,772	(37,839)	29.4%	8.9%
DEPT OF EDUCATION	4,462,985	370,774	1,112,321	(3,350,664)	24.9%	25.0%
TOTAL REVENUE-COMMONWEALTH	4,462,985	370,774	1,112,321	(3,350,664)	24.9%	25.0%
TOTAL REVENUES	4,516,596	373,770	1,128,093	(3,388,503)	25.0%	24.7%
PRIOR YEAR FUND BALANCE (PYFB)	663,006					
TOTAL REVENUES AND PYFB	5,179,602					

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 17 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	83,431	8,316	22,543		60,888	27.0%	24.2%
FRINGE BENEFITS	31,066	3,238	6,619		24,447	21.3%	17.8%
PURCHASED SERVICES	670,431	52,306	2,075,752	216,520	(1,621,841)	341.9%	90.3%
MATERIALS AND SUPPLIES	4,394,674	364,491	1,043,890	182,937	3,167,847	27.9%	80.4%
TOTAL	5,179,602	428,351	3,148,804	399,457	1,631,341	68.5%	83.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL RISK MANAGEMENT FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

B 8

ASSETS:		LIABILITIES:	
CASH	16,362,639	EST CLAIMS/JUDGMENTS PAYABLE	7,367,000
PREPAID ITEM	14,028	TOTAL LIABILITIES	7,367,000
		FUND EQUITY:	
		RETAINED EARNINGS	4,640,579
		ENCUMBRANCES	151,750
		RESERVE FOR ENCUMBRANCES	(151,750)
		EXPENSES	(2,466,911)
		REVENUES	6,835,999
		TOTAL FUND EQUITY	9,009,667
TOTAL ASSETS	16,376,667	TOTAL LIABILITIES AND FUND EQUITY	16,376,667

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	8,973	30,052
RISK MANAGEMENT CHARGES		6,805,724
MISCELLANEOUS REVENUE		223
TOTAL REVENUES	8,973	6,835,999

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	23,229	64,510	
FRINGE BENEFITS	9,337	20,287	
OTHER PURCHASED SERVICES	6,213	185,585	47,281
FIRE AND PROPERTY INSURANCE		1,529,917	
MOTOR VEHICLE INSURANCE		187,000	
WORKER'S COMPENSATION	126,569	391,598	
SURETY BONDS		200	
GENERAL LIABILITY INSURANCE		56,298	
MISCELLANEOUS	35	220	
MATERIALS AND SUPPLIES	6,330	31,296	104,469
TOTAL	171,713	2,466,911	151,750

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

B 9

ASSETS:		LIABILITIES:	
CASH	3,009,184	VOUCHERS PAYABLE	
		DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	75,000
		FUND EQUITY:	
		FUND BALANCE	2,385,648
		ESTIMATED REVENUE	(510,000)
		APPROPRIATIONS	850,000
		ENCUMBRANCES	16,218
		RESERVE FOR ENCUMBRANCES	(16,218)
		EXPENDITURES	(5,970)
		REVENUES	214,506
		TOTAL FUND EQUITY	2,934,184
TOTAL ASSETS	3,009,184	TOTAL LIABILITIES AND FUND EQUITY	3,009,184

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 17 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	10,000	1,640	5,605	(4,395)	56.1%	17.8%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			25,000	25,000		100.0%
TOWER RENT-COX HIGH		1,667	50,334	50,334		37.3%
TOWER RENT-FIRST COLONIAL HIGH			74,441	74,441		100.0%
TOWER RENT-OCEAN LAKES HIGH		1,223	19,433	19,433		23.2%
TOWER RENT-SALEM HIGH			77	77		0.4%
TOWER RENT-TALLWOOD HIGH			29,692	29,692		100.0%
TOWER RENT-TECH CENTER		2,961	8,799	8,799		11.6%
TOWER RENT-WOODSTOCK		1,125	1,125	1,125		9.4%
TOTAL REVENUES	510,000	8,616	214,506	(295,494)	42.1%	39.7%
PRIOR YEAR FUND BALANCE (PYFB)	340,000					
TOTAL REVENUES AND PYFB	850,000					

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 17 PERCENT OF ACTUAL
EXPENDITURES:							
MATERIALS AND SUPPLIES	850,000	5,970	5,970	16,218	827,812	2.6%	10.6%
TOTAL	850,000	5,970	5,970	16,218	827,812	2.6%	32.8%



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL GRANTS FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

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**Revenues :**

	FY 2018 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	14,426,583		647,442	(13,779,141)	4.49%
Federal Government	39,714,701	81,798	83,697	(39,631,004)	0.21%
Other Sources	460,575		48,575	(412,000)	10.55%
Transfers from School Operating Fund	4,254,889	(13,129)	4,254,889		100.00%
<b>Total Revenues</b>	<b>58,856,748</b>	<b>68,669</b>	<b>5,034,603</b>	<b>(53,822,145)</b>	<b>8.55%</b>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

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	<u>FY 2018</u>	<u>MONTH'S</u>	<u>YR-TO-DATE</u>	<u>OUTSTANDING</u>	<u>REMAINING</u>	<u>PERCENT</u>
	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
ADULT BASIC EDUCATION 17/18	356,545	39,439	39,439		317,106	11.1%
ALGEBRA READINESS 16/17	159,539	3,210	3,210	33,250	123,079	22.9%
ALGEBRA READINESS 17/18	973,873				973,873	
ASIA SOCIETY CONFUCIUS CLASSROOMS 12/13	2,865				2,865	
ASSESSMENT FOR LEARNING PROJECT 15/16	38,731				38,731	
CAREER & TECHNICAL EDUCATON STATE EQUIP 17/18	82,361				82,361	
CAREER SWITCHER PROGRAM MENTOR REIMBURSE 17/18	15,000				15,000	
CARL PERKINS 16/17	47,751	6,408	46,873	859	19	99.9%
CARL PERKINS 17/18	799,400	86,326	97,272	107,977	594,151	25.7%
CTE SPECIAL STATE EQUIP ALLOCATION 17/18	64,500				64,500	
DODEA SPECIAL EDUCATION 16/17	147,470	9,865	25,602	20,929	100,939	31.6%
DODEA-MCASP OPERATION GRIT 17/18	257,289	15,574	42,447		214,842	16.5%
DODEA SPECIAL EDUCATION 17/18	287,175			36,354	250,821	12.7%
DODEA-MCASP OPERATION GRIT 16/17	72,683	7,012	25,396		47,287	34.9%
DODEA-MCASP OPERATION PRIDE 15/16	60,223		60,223			100.0%
DODEA-SPECIAL EDUCATION 15/16	8,880	5,480	7,695	1,185		100.0%
DUAL ENROLLMENT-TCC 17/18	501,886				501,886	
EARLY READING INTERVENTION 16/17	339,478	83,280	173,039	4,384	162,055	52.3%
EARLY READING INTERVENTION 17/18	1,511,788				1,511,788	
GENERAL ADULT EDUCATION-GAE 17/18	34,586	2,415	2,415		32,171	7.0%
HS PROGRAM INNOVATION PLANNING GRANT-GRHS 17/18	50,000	2,029	2,595		47,405	5.2%
HS PROGRAM PLANNING GRANT-GRHS 16/17	6,124		6,124			100.0%
IDEA CO-TEACHING INITIATIVE THREE OAKS ES PART 1 17/18	10,000	5,000	5,000		5,000	50.0%
INCLUSION LEADERSHIP SUPPORT GRANT-SALEM HS 10/11	457				457	
INDUSTRY CERTIFICATION EXAMS 17/18	72,688				72,688	
INDUSTRY CERTIFICATION EXAMS-STEM 17/18	27,296				27,296	
ISAEP 16/17	5,369	1,707	1,707		3,662	31.8%
ISAEP 17/18	62,869	352	352		62,517	0.6%
JAIL EDUCATION PROGRAM 17/18	155,114	15,063	32,322		122,792	20.8%
JUVENILE DETENTION 17/18	751,217	97,360	194,424	279	556,514	25.9%
LTG (RET) H G PETE TAYLOR PTNRSHIP OF EXCELLENCE AWARD 13/14	3,500		3,487		13	99.6%
MCKINNEY HOMELESS 16/17	67,507	6,380	6,380		61,127	9.5%
MCKINNEY HOMELESS 17/18	70,000				70,000	
MTSS-B EVALUATION 15/16	223,566				223,566	
MYCAA-LPN COURSES 17/18	10,000				10,000	
MYCAA-ALC COURSES 17/18	5,000				5,000	
NATIONAL BOARD TEACHERS STIPENDS 17/18	335,000				335,000	
NEW TEACHER MENTOR 17/18	29,622				29,622	
ODU RESEARCH FOUNDATION CYBER SECURITY STUDENT INTERNSHIP 16/17	4,500	600	600		3,900	13.3%
OPPORTUNITY INC-ALC 17/18	112,000	1,037	1,037		110,963	0.9%
OPPORTUNITY INC-STEM (ISY) 17/18	150,000	5,817	15,723		134,277	10.5%
OPPORTUNITY INC-STEM (OSY) 17/18	150,000				150,000	
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT 16/17	12,473	11,391	11,391		1,082	91.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

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	<u>FY 2018</u>	<u>MONTH'S</u>	<u>YR-TO-DATE</u>	<u>OUTSTANDING</u>	<u>REMAINING</u>	<u>PERCENT</u>
	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
POST 9/11 GI BILL 17/18	5,000				5,000	
PRESCHOOL INCENTIVE 16/17	54,311	18,872	47,284		7,027	87.1%
PRESCHOOL INCENTIVE 17/18	492,568	18,890	18,890		473,678	3.8%
PROJECT GRADUATION 16/17	29,018		3,682	3,992	21,344	26.4%
PROJECT GRADUATION 17/18	37,500				37,500	
PROJECT HOPE-CITY WIDE SCA 13/14	3,479				3,479	
RACE-TO-GED 17/18	64,188	6,646	6,646		57,542	10.4%
RESERVE FOR CONTINGENCY	5,163,888				5,163,888	
SCHOOL SECURITY EQUIPMENT 17/18	121,728				121,728	
STARTALK 16/17	63,335	922	47,389		15,946	74.8%
STARTALK 17/18	81,793				81,793	
TECHNOLOGY INITIATIVE 15/16	66,218	2,552	2,552		63,666	3.9%
TECHNOLOGY INITIATIVE 16/17	2,610,315	15,917	2,204,751	12,951	392,613	85.0%
TECHNOLOGY INITIATIVE 17/18	2,618,400				2,618,400	
TITLE I PART A 17/18	11,217,061	28,937	36,852		11,180,209	0.3%
TITLE I PART A 16/17	3,005,275	884,327	1,375,560	428,546	1,201,169	60.0%
TITLE I PART D SUBPART 1 16/17	10,048	1,164	1,164		8,884	11.6%
TITLE I PART D SUBPART 1 17/18	21,000				21,000	
TITLE I PART D SUBPART 2 15/16	36,673	8,574	22,835	13,536	302	99.2%
TITLE I PART D SUBPART 2 16/17	184,824	547	547	632	183,645	0.6%
TITLE I PART D SUBPART 2 17/18	184,824				184,824	
TITLE II PART A 15/16	32,138	13,712	19,464		12,674	60.6%
TITLE II PART A 16/17	197,639	13,213	20,483		177,156	10.4%
TITLE II PART A 17/18	2,128,931	173,318	174,947		1,953,984	8.2%
TITLE III PART A IMMIGRANT AND YOUTH 15/16	4,000	4,000	4,000			100.0%
TITLE III PART A LANG ACQUISITION 16/17	88,323	9,720	27,393		60,930	31.0%
TITLE III PART A LANG ACQUISITION 17/18	114,742				114,742	
TITLE IV PART B 21ST CCLC LYNN ES 16/17	29,977		(146)		30,123	-0.5%
TITLE IV PART B 21ST CCLC GRC 16/17	91,175	9,608	21,613		69,562	23.7%
TITLE IV PART B 21ST CCLC LYNN ES 17/18	106,573				106,573	
TITLE VI-B 16/17	1,135,439	686,141	822,038		313,401	72.4%
TITLE VI-B 17/18	14,531,816	665,483	665,483		13,866,333	4.6%
VA ELEARNING BACKPACK BAYSIDE 17/18	250,080		214,866		35,214	85.9%
VA ELEARNING BACKPACK GREEN RUN 17/18	210,720	(1,600)	177,662		33,058	84.3%
VA ELEARNING BACKPACK KEMPSVILLE 17/18	194,247			167,252	26,995	86.1%
VA ELEARNING BACKPACK BAYSIDE 15/16	6,050		6,050			100.0%
VA ELEARNING BACKPACK BAYSIDE 16/17	45,042	14,175	16,659		28,383	37.0%
VA ELEARNING BACKPACK GREEN RUN 16/17	33,813	13,345	14,173		19,640	41.9%
VA ELEARNING BACKPACK KEMPSVILLE 16/17	8,974				8,974	
VA INITIATIVE FOR AT RISK FOUR YR OLDS 17/18	4,312,000	441,080	441,080		3,870,920	10.2%
VA INITIATIVE FOR AT RISK FOUR YR OLDS 16/17	444,839	5,933	17,883	42,093	384,863	13.5%
VIRTUAL VIRGINIA 15/16	11,537				11,537	
VIRTUAL VIRGINIA 16/17	9,072				9,072	
VPI+PRESCHOOL EXPANSION GRANT 17/18	705,000	49,444	61,680	33,299	610,021	13.5%
WORKPLACE READINESS SKILLS FOR THE COMMONWEALTH EXAM 17/18	16,850				16,850	
TOTAL SCHOOL GRANTS FUND	<u>58,856,748</u>	<u>3,490,665</u>	<u>7,278,233</u>	<u>907,518</u>	<u>50,670,997</u>	<u>13.9%</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL BOARD/CITY HEALTH INSURANCE FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

B 13

ASSETS:		LIABILITIES:	
CASH	31,973,120	VOUCHERS PAYABLE	117,330
		EST CLAIMS-JUDGMENTS PAYABLE	<u>7,324,000</u>
		TOTAL LIABILITIES	<u>7,441,330</u>
		FUND EQUITY:	
		RETAINED EARNINGS	25,770,199
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(32,971,339)
		REVENUES	<u>31,732,930</u>
		TOTAL FUND EQUITY	<u>24,531,790</u>
TOTAL ASSETS	<u>31,973,120</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>31,973,120</u>

	MONTH'S REALIZED	YEAR-TO-DATE REALIZED
REVENUES:		
INTEREST ON BANK DEPOSITS	16,867	66,685
EMPLOYEE PREMIUMS-CITY	1,146,175	3,223,505
EMPLOYER PREMIUMS-CITY	3,725,754	11,201,617
EMPLOYEE PREMIUMS-SCHOOLS	1,825,386	3,733,065
EMPLOYER PREMIUMS-SCHOOLS	6,512,370	13,506,097
COBRA ADMINISTRATIVE FEE-CITY	352	1,031
COBRA ADMINISTRATIVE FEE-SCHOOLS	441	930
TOTAL REVENUES	<u>13,227,345</u>	<u>31,732,930</u>

	MONTH'S EXPENSES	YEAR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
EXPENSES:			
SALARIES AND BENEFITS	40,914	109,360	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	4,510,341	12,925,917	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	6,212,135	19,936,062	
POST EMPLOYMENT HEALTH BENEFITS			
TOTAL EXPENSES	<u>10,763,390</u>	<u>32,971,339</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL VENDING OPERATIONS FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

B 14

ASSETS:		LIABILITIES:	
CASH	(53,597)	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	8,254
		ESTIMATED REVENUE	(192,550)
		APPROPRIATIONS	229,702
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(135,130)
		REVENUES	36,127
		TOTAL FUND EQUITY	(53,597)
TOTAL ASSETS	(53,597)	TOTAL LIABILITIES AND FUND EQUITY	(53,597)

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 17 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS		7	68	68		34.6%
VENDING OPERATIONS RECEIPTS	192,550	59	36,059	(156,491)	18.7%	26.2%
TOTAL REVENUES	192,550	66	36,127	(156,423)	18.8%	26.2%
PRIOR YEAR FUND BALANCE (PYFB)	37,152					
TOTAL REVENUES AND PYFB	229,702					

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 17 PERCENT OF ACTUAL
EXPENDITURES:							
SCHOOL ALLOCATIONS	216,248	135,130	135,130		81,118	62.5%	100.0%
PURCHASED SERVICES	360				360		
MATERIALS AND SUPPLIES	13,094				13,094		
TOTAL	229,702	135,130	135,130		94,572	58.8%	99.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

B 15

ASSETS:		LIABILITIES:	
CASH	325,393	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	217,244
		ESTIMATED REVENUE	
		APPROPRIATIONS	79,579
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	28,570
		TOTAL FUND EQUITY	325,393
TOTAL ASSETS	325,393	TOTAL LIABILITIES AND FUND EQUITY	325,393

REVENUES:	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
INTEREST ON BANK DEPOSITS		7,464	28,570	28,570	%
TOTAL REVENUES		7,464	28,570	28,570	
PRIOR YEAR FUND BALANCE (PYFB)	79,579				
TOTAL REVENUES AND PYFB	79,579				

EXPENDITURES:	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
MATERIALS AND SUPPLIES	79,579				79,579	%
TOTAL	79,579				79,579	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL EQUIPMENT REPLACEMENT FUND  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

B 16

ASSETS:		LIABILITIES:	
CASH	1,260,620	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	1,088,036
		ESTIMATED REVENUE	
		APPROPRIATIONS	170,193
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	2,391
		TOTAL FUND EQUITY	1,260,620
TOTAL ASSETS	<u>1,260,620</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>1,260,620</u>

REVENUES:	FY 2018	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT
	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED
INTEREST ON BANK DEPOSITS		687	2,391	2,391	%
TOTAL REVENUES		687	2,391	2,391	
PRIOR YEAR FUND BALANCE (PYFB)	170,193				
TOTAL REVENUES AND PYFB	<u>170,193</u>				

EXPENDITURES:	FY 2018	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
CAPITAL OUTLAY	170,193				170,193	%
TOTAL	<u>170,193</u>				<u>170,193</u>	



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
CAPITAL PROJECTS  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

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	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
1001 RENOV/REPLACMT-ENERGY MGMT	10,699,570			10,699,570			100.00%
1003 RENOV/REPLACMT-ENERGY MGMT II	3,875,000	48,724	248,025	2,723,145	521,646	630,209	83.74%
1004 TENNIS COURT RENOVATIONS II	800,000	9,830	267,520	588,453	202,325	9,222	98.85%
1006 VARIOUS SCHOOL SITE ACQUISITION	8,552,558			8,552,558			100.00%
1008 INSTRUCTIONAL TECHNOLOGY PHASE II	642,448	11,610	11,610	473,985		168,463	73.78%
1019 GREAT NECK MIDDLE SCHOOL REPLACEMENT	46,039,062			45,789,062		250,000	99.46%
1025 KEMPSVILLE HS ENTREPRENEURIAL ACADEMY	950,000			18,700	45,428	885,872	6.75%
1035 JOHN B DEY ES MODERNIZATION	25,989,241	1,094,913	1,951,624	4,426,527	19,346,183	2,216,531	91.47%
1043 THOROUGHGOOD ES REPLACEMENT	22,888,759	86,737	86,737	517,806	1,614,756	20,756,197	9.32%
1056 PRINCESS ANNE MS REPLACEMENT	35,141,000	384,996	686,986	1,692,800	4,502,594	28,945,606	17.63%
1062 ADA SCHOOL MODIFICATIONS	7,034,809			7,034,809			100.00%
1078 SCHOOL BUS FACILITY RENOVATION/EXPANSION	21,821,573			21,799,242	22,331		100.00%
1095 COMPREHENSIVE LONG RANGE FACILITIES PLANNING UPDATE	300,000				298,604	1,396	99.53%
1099 RENOV& REPLACE-GROUNDS PHASE II	10,925,000	586,243	699,243	10,093,989	470,338	360,673	96.70%
1102 21ST CENTURY LEARNING ENVIRONMENT IMPROVEMENTS	2,100,000	18,137	23,207	23,207	95,230	1,981,563	5.64%
1103 RENOV & REPLACE-HVAC SYSTEMS PHASE II	45,367,724	710,921	4,516,217	40,426,696	3,195,433	1,745,595	96.15%
1104 RENOV & REPLACE-REROOFING PHASE II	35,025,639	290,127	933,819	28,666,190	784,510	5,574,939	84.08%
1105 RENOV & REPLACE-VARIOUS PHASE II	14,883,273	38,356	220,472	12,969,262	602,582	1,311,429	91.19%
1110 ENERGY PERFORMANCE CONTRACTS PHASE II	10,000,000		4,238,352	8,273,950	1,294,984	431,066	95.69%
1195 STUDENT DATA MANAGEMENT SYSTEM	12,187,001	79,826	168,171	11,213,446	30,000	943,555	92.26%
1233 KEMPS LANDING/ODC REPLACEMENT	63,615,000	81,360	122,715	62,581,388	177,506	856,106	98.65%
1237 SCHOOL HR/PAYROLL	9,196,000			8,867,573		328,427	96.43%
UNALLOCATED CIP SALARIES/BENEFITS		154,030	460,640	460,640		(460,640)	
TOTAL CAPITAL PROJECTS	388,033,657	3,595,810	14,635,338	287,892,998	33,204,450	66,936,209	82.75%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
GREEN RUN COLLEGIATE CHARTER SCHOOL  
JULY 1, 2017 THROUGH SEPTEMBER 30, 2017

B18

ASSETS:		LIABILITIES:	
CASH	3,353,009	SALARIES PAYABLE-OPTIONS	29,779
PREPAID ITEM	2,100	FICA PAYABLE-OPTIONS	<u>2,277</u>
		TOTAL LIABILITIES	<u>32,056</u>
		FUND EQUITY:	
		FUND BALANCE	5,146
		ESTIMATED REVENUE	(3,763,447)
		APPROPRIATIONS	3,763,447
		ENCUMBRANCES	11,475
		RESERVE FOR ENCUMBRANCES	(11,475)
		EXPENDITURES	(445,540)
		REVENUES	<u>3,763,447</u>
		TOTAL FUND EQUITY	<u>3,323,053</u>
TOTAL ASSETS	<u>3,355,109</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>3,355,109</u>

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY17 PERCENT OF ACTUAL
REVENUES:						
TRANSFER FROM SCHOOL OPERATING	<u>3,763,447</u>	<u></u>	<u>3,763,447</u>	<u></u>	100.0%	110.8%
TOTAL REVENUES	<u>3,763,447</u>	<u></u>	<u>3,763,447</u>	<u></u>	100.0%	110.8%

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY17 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	2,246,851	187,063	237,357		2,009,494	10.6%	11.8%
FRINGE BENEFITS	804,226	66,976	80,180		724,046	10.0%	10.8%
PURCHASED SERVICES	351,820	1,109	30,967		320,853	8.8%	3.1%
OTHER CHARGES	89,200	1,360	9,367		79,833	10.5%	29.6%
MATERIALS AND SUPPLIES	<u>271,350</u>	<u>68,738</u>	<u>87,669</u>	<u>11,475</u>	<u>172,206</u>	36.5%	44.5%
TOTAL	<u>3,763,447</u>	<u>325,246</u>	<u>445,540</u>	<u>11,475</u>	<u>3,306,432</u>	12.1%	13.2%



**Subject:** Policy Review Committee Recommendations **Item Number:** 13E1-10

**Section:** Information **Date:** October 24, 2017

**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):** 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 September 21, 2017 meeting.

**Background Summary:**

- 1) Bylaw 1-17 Publications Regarding School Board
- 2) Bylaw 1-38 Regular Meetings, Time and Place, Order of Business, Recessed Meetings, and Work Session/Public Hearing
- 3) Appendix B School Board Standing Rules
- 4) Policy 3-74 New Construction/Additions/Alterations: Naming of Schools or Parts Thereof, Commemorative Displays
- 5) Policy 4-1 Definitions
- 6) Policy 4-9 Health Examinations/AIDS Awareness Orientation
- 7) Policy 4-65 School Meetings and Conferences
- 8) Policy 4-73 Licensed Personnel: Awards for Achievement
- 9) Policy 4-88 Holidays
- 10) Policy 7-70 Relations with Non-Governmental Organizations: Corporate and Other Private Sponsorship of Interscholastic Activities

**Source:**

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of August 17, 2017

**Budget Impact:**

None

**SCHOOL BOARD BYLAWS**

**Publications regarding School Board**

**A. Publications regarding the School Board**

The School Board will publish information to the public regarding its nature, duties, meetings, and communications with the School Board, bylaws, policies and regulations and other information determined by the School Board. The School Board retains responsibility for the contents of such publications and will direct the Superintendent as to changes to be made to that content. Pending action by the School Board, the Chairman is authorized to take appropriate actions regarding such publications should it be necessary due to actual or potential legal, criminal or emergency circumstances.

**B. Publication regarding individual School Board Members**

Information concerning individual School Board Members will be included in publications as determined by the School Board. Such information may comprise any or all of the following:

- 1) picture of School Board Member without background;
- 2) name and appropriate professional titles;
- 3) Chair or Vice Chair designation if applicable;
- 4) School Board district or At-Large designation;
- 5) term of office;
- 6) prior terms of office;
- 7) education;
- 8) employment history;
- 9) names and positions held with community service/organizations;
- 10) recognition/awards;
- 11) spouse name and occupation;
- 12) generic reference to children/grandchildren; and
- 13) contact information.

Formatting of publications will be left to the discretion of the Superintendent/designee.

Adopted by School Board:

## SCHOOL BOARD BYLAWS

### **Regular Meetings, Time and Place, Order of Business, Recessed Meetings, and Work Session/Public Hearing**

#### **A. Time and Place**

Effective January 1, 2018, Regular meetings of the School Board will generally be held on the ~~second~~first and ~~fourth~~third Tuesday of each month, or on the dates and times designated by the School Board at its annual organizational meeting and as thereafter modified, in the School Board chambers of the School Administration Building. Only one regular meeting may be scheduled in the months of July, August and December.

The School Board reserves the right to meet at other times and places upon proper notification to the public.

#### **B. Order of Business**

The normal order of business at regular meetings shall be established in the Standing Rules.

#### **C. Recessed Meetings**

Meetings may be recessed and resumed at a later time or date. Such a meeting is a continuation of a prior meeting and not a new one.

#### **D. Work Session/Public Hearing**

The School Board may convene a work session or public hearing as needed. Any action at such a meeting must be confirmed by vote in a regular or special meeting.

#### **Editor's Note**

*For public notification of meetings see School Board Policy 7-2.  
The Standing Rules are located in Appendix B of these Bylaws.*

#### **Legal Reference:**

Code of Virginia § 22.1-72, as amended. Annual organizational meetings of school boards.

Adopted by School Board: July 21, 1992  
Amended by School Board: September 21, 1993  
Amended by School Board: August 17, 1999  
Amended by School Board: February 20, 2001  
Amended by School Board: December 2, 2008  
Amended by School Board: August 2, 2016

Amended by School Board:

## 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~~~~first~~ and ~~fourth~~~~third~~ 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 Resolutions<sup>1</sup>

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 received 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.

<sup>1</sup>In 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:



## BUSINESS AND NONINSTRUCTIONAL OPERATIONS

### **New Construction/Additions/Alterations: Naming of Schools or Parts Thereof, Commemorative Displays**

#### **A. Naming of School Board Buildings**

It is the School Board's ~~P~~policy that no ~~S~~school ~~Board building~~ shall be named after an individual. For purposes of clarification, this Policy includes, but is not limited to: parts or sub units of buildings, such as gymnasiums, auditoriums, cafeterias, libraries, classrooms, hallways, laboratories; and any other internal areas of a School Board owned, leased and/or operated instructional facility. Exceptions may be authorized by the School Board.

#### **B. Naming of facilities**

~~This Policy also includes E~~exterior grounds and related improvements of School Board owned, leased and/or operated instructional or recreational facility such as ball fields, track fields, tennis courts, stadiums or sports facility, swimming pools, parking lots, grounds (obstructed or otherwise), parcels of land and any other exterior structure or facility either attached or unattached that is owned, leased and/or operated by the School Board may be named for sponsors in accordance with regulation created by the Superintendent.

#### **C. Existing facilities**

Existing facilities or parts thereof that have been previously named as of the last amended date of this Policy may continue with such name until such time as the School Board votes to change the name, ~~but no such name shall be changed~~.

#### **D. Commemorative, memorial or ornamentation identification**

This Policy does not prevent commemorative trees, plaques, memorials or other such ornamentation to be placed on school property in gardens or within a school building as long as such commemorative display does not violate the above restrictions.

Adopted by School Board: July 16, 1991  
Amended by School Board: February 16, 1993  
Amended by School Board: April 9, 2002  
Amended by School Board: September 16, 2014

Amended by School Board:

## PERSONNEL

### Definitions

For the purpose of differentiating between various employees of the School Board<sup>[ER1]</sup> for consistency the following definitions shall apply:

#### A. Employees of the Board

All employees are "Employees of the School Board", and whenever reference is made to employees without distinction, such statement shall refer to all employees with the exception of the division Superintendent.

##### 1. Full-time

With the exception of Bus Drivers/Bus Assistants and Food Service employees, a full-time employee is defined as a School Board employee who is scheduled to ~~actually~~ routinely work thirty-five (35) hours or more per consecutive work week and who fills one hundred (100) percent of a budgeted full-time equivalency position. Such employee's hours and work day shall be specified by the Superintendent. ~~Effective September 5, 2007, All newly hired Bus Drivers/Bus Assistants and Food Service employees who actually work twenty-five (25) hours or more per consecutive work week shall be considered to be full-time employees. Bus Drivers/Bus Assistants and Food Service employees hired prior to September 5, 2007, will be grandfathered in at the original rate of twenty (20) hours per week for Bus Drivers/Bus Assistants and fifteen (15) hours per week for Food Service Employees. Full-time employees shall be entitled to the full range of benefits provided by the School Board. . VRS Plan 1 and Plan 2 employees are not entitled to benefits under the Virginia Local Disability Plan. VRS Hybrid employees are entitled to the benefits provided under the Virginia Local Disability Plan and are not entitled to the voluntary long-term disability and group deferred compensation (457) plans.~~

##### 2. Part-time

With the exception of Bus Drivers/Bus Assistants and Food Service employees, a part-time employee is defined as an ~~School Board~~ employee who is scheduled to ~~actually~~ work less than thirty-five (35) hours per ~~consecutive work~~ week and who fills less than 100 percent of a budgeted full-time equivalency position. Part-time employees may be entitled to School Board provided leave benefits on a pro-rated basis; however, an employee must fill fifty percent (50%) or more of an allocated position in order to be eligible for pro-rated leave benefits and other employee benefits, group health insurance. Neither Virginia Retirement System nor group life insurance benefits shall be provided to part-time employees who fill less than fifty percent (50%) of an allocated position. However, all part-time employees are eligible for the Employee Assistance Program, Tax-Sheltered Accounts 403(b), the Deferred Compensation 457 plan, and health coverage if deemed eligible as defined by the Employer Mandate of the Patient Protection and Affordable Care Act

**B. Licensed Personnel**

Licensed personnel shall include those employees who are required to have teaching licenses or other licensure from the Virginia Board of Education to perform the job to which they are currently assigned. For the purpose of this policy, social workers and school counselors are included in this category.

**C. Classified Personnel**

Classified personnel shall include those employees designated in the Compensation Plan as approved by the School Board. Classified personnel are employees who perform clerical, instructional assistance, labor, and other support functions for the division.

**D. Administrative Personnel**

Administrative personnel shall be those employees designated in the Compensation Plan as approved by the School Board which include, but are not limited to, non-school-based instructional and non-instructional administrators, principals, assistant principals, and instructional supervisors as that term is defined by the Virginia Board of Education Regulations.

**E. Professional Personnel**

Professional personnel shall be those employees designated in the Compensation Plan as approved by the School Board. This category includes but is not limited to, occupational therapists, physical therapists, psychologists, nurses, computer programming and systems analysts, and accountants.

**F. Temporary Employee**

A temporary employee is one who is employed for a specified purpose over a limited period of time and does not fill a budgeted full-time equivalency position, including those persons employed pursuant to a temporary employment agreement. All categories of substitutes are temporary employees. A written contract shall be required for a substitute teacher who fills a teacher vacancy for longer than ninety (90) days in one school year. No license shall be required for substitute teachers employed to substitute for a contracted teacher, for a period of less than twenty (20) consecutive days. Long-term substitute teachers, defined as those substitutes teaching for more than twenty (20) consecutive days in the same position, shall hold or be eligible for a Virginia license. Employees who are regular full-time contracted personnel may also be employed in a temporary status, e.g., full-time contracted teachers may be temporarily employed as summer school teachers or for one school year only. Temporary employees are not eligible for most benefits arising out of their service in this capacity unless such benefits are specifically designated in the temporary employment agreement. Temporary Employees are eligible for the Employee Assistance Program, Tax-Sheltered Accounts 403(b), the Deferred Compensation 457 plan, and health coverage as determined by the Employer Mandate of the Patient Protection and Affordable Care Act. Temporary employees shall not have the right to access the grievance procedure in any matter regarding dismissal, probation or other disciplinary action.

**G. Probationary Employees**

All employees, other than those subject to §§ 22.1-303 and 22.1-294 of the Code of Virginia, during the initial twelve (12) months from the first day of employment or re-

employment in a full-time position with the School Board are considered to be in a probationary status and shall have no right to access the grievance procedure in any matter regarding dismissal, probation or other disciplinary matter. Probationary employees shall be entitled to meet with the Chief Human Resources Officers or designee as provided in School Board Policy 4-18 and School Board Regulation 4-18.1 (B)(2)(c)-(d); however, the provision of such meeting shall not be interpreted to mean that cause is required to dismiss a probationary employee. The School Board authorizes the Chief Human Resources Officer or designee to extend the probationary period up to an additional six months for:

1. Documented performance reasons;
2. If the employee is absent for an extended period of time (exceeding 14 consecutive calendar days); or
3. If the employee moves to another position within the last 6 months of the 12-month probationary period.

The total probationary period shall not exceed 18 months.

*Editor's Note*

See Also: School Board [Policy 4-56](#) *Licensed Personnel: Role of Professional Teaching Staff/Conditions of Employment*

School Board [Policy 4-75](#) *Classified Personnel Conditions of Employment*

School Board [Policy 4-90](#) and School Board [Regulation 4-90.1](#) *Substitute Teachers*

School Board [Policy 4-92](#) *Summer School Teachers*

**Legal Reference:**

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

Code of Virginia, § 22.1-294, as amended. Probationary terms of service for principals, assistant principals, and supervisors; evaluation; reassigning principal, assistant principal, or supervisor to teaching position.

Code of Virginia, § 22.1-302, as amended. Written contracts required; execution of contracts; qualifications of temporarily employed teachers; rules and requirements.

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

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

Amended by School Board: September 7, 1999

Amended by School Board: September 5, 2007

Amended by School Board: November 9, 2010

Scrivener's Amendments: August 16, 2013

Amended by School Board:

## PERSONNEL

### Health Certificates/Medical Examinations/AIDS Communicable Disease Awareness Orientation/Fitness for Duty

#### A. New Employees

As a condition of employment, each employee shall submit a certificate signed by an authorized medical professional licensed physician or nurse practitioner stating ~~said the~~ employee appears free of communicable tuberculosis. ~~The~~ Such certificate ~~must~~ ~~is to be~~ based on recorded results ~~from of these~~ skin tests, x-rays, and other examinations, singly or in combination, as deemed necessary by the physician and which have been performed within the twelve-month period immediately preceding the submission of the certificate.

~~The above condition shall apply to initial employment only.~~ A person who leaves employment in the School Division (including a leave of absence) and returns after one or more years may be subject to recertification. ~~the condition as stated.~~

#### B. Health Certificates and Medical Examinations

1. Food Services employees and others handling or dispensing food must ~~submit~~ present a ~~current health~~ permit from the Virginia Department of Health local health department. The requirements of this certificate shall be specified at the time the ~~contract offer~~ of employment is made signed.
2. Bus drivers must have a physical examination of a scope prescribed by the Virginia Board of Education with the advice of the Medical Society of Virginia and furnish a form prescribed by the state board showing the results of such examination.

#### C. Communicable d Disease Acquired Immune Deficiency (AIDS)- a Awareness t Training Orientation

All new employees shall receive infection control ~~AIDS~~ written information outlining preventive measures regarding against AIDS and AIDS-related communicable diseases.

#### D. Special Medical Examination Fitness for D duty

In appropriate circumstances, an employee may be required to undergo and examination to help determine his/her fitness for duty. The Department of Human Resources may also contact an employee's health care provider to obtain fitness for duty information. Either action will be done in accordance with applicable laws and regulations. Employees may be relieved of duty pending reasonable suspicion that the employee is unable to perform duties or poses a threat to self or others. Refusing to cooperate with reasonable efforts to determine fitness for duty may result in disciplinary action. The school board may require a special medical examination for any employee at any time, in accordance with applicable state and federal laws prohibiting the discrimination against individuals with disabilities and other applicable laws and regulations.

#### Legal Reference:

Code of [Virginia](#), § 22.1-300, [as amended](#). Tuberculosis certificate.

Code of [Virginia](#), § 22.1-301, [as amended](#). Costs of medical examinations and of furnishing medical records.

Americans with Disabilities Act of 1990, [42 U.S.C. §12101, as amended](#).

Section 504 of the Rehabilitative Acts of 1973, [29 U.S.C. §794, 34 C.F.R. §104.7, as amended](#).

[Virginia Human Rights Act, Virginia Code §2.2-3900, as amended](#).

[Age Discrimination in Employment Act of 1976, PL 90-202, U.S.C. §621, as amended](#).

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

[Amended by School Board:](#)

## PERSONNEL

### School Meetings and Conferences

#### A. Faculty Meetings

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

#### B. Parent-Teacher Conferences

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

#### C. Workshops/In-service Training Programs

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

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

Amended by School Board:

## PERSONNEL

### Licensed Personnel Awards for Achievement and Service

The ~~S~~chool ~~B~~oard believes that teachers employees deserve special recognition for performance excellence, service, and creativity. The Superintendent is authorized to develop recognition programs for employees.

~~Under guidelines developed by the administration, principals are encouraged to nominate one teacher for the Virginia Beach Teacher of the Year Award and one or more first-year teachers for the Sallie Mae First-Year Teacher Award.~~

~~Presentation of the Virginia Beach Teacher of the Year Awards awards will be made at a ceremony planned specifically by the ~~S~~chool ~~B~~oard for this purpose.~~

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

Amended by School Board:



## PERSONNEL

### Holidays

#### A. Designated holidays

Unless otherwise designated in the school calendar as instructional days or used as inclement weather make up days, the following days shall be observed as holidays for all twelve-month employees:

Independence Day  
Labor Day  
Veterans Day  
Thanksgiving Day  
Day following Thanksgiving Day  
Christmas Eve Day  
Christmas Day  
New Year's Day  
Martin Luther King Day  
Presidents' Day  
Spring Holidays (two days)  
Memorial Day

#### B. Holidays on weekends or makeup days for holidays

1. When a paid holiday falls on a Saturday or Sunday, the observed federal and/or state holiday may be observed.
2. The ~~S~~superintendent shall have the authority to designate a holiday, within the same calendar year, for twelve-month employees when a holiday (listed above) is lost due to make up days because of inclement weather.

#### C. ~~Regular~~ Office hours on other workdays

On all other workdays not listed above, the individual schools and the ~~S~~school ~~B~~board office will be open during published for regular office hours.

#### D. Eligibility for holiday pay

In order to be eligible for holiday pay, employees must work and/or be on approved paid leave on the scheduled workday before and after the holiday.

#### E. Non-workdays for certain employees.

Non-workdays for certain employees (bus drivers/assistants, food service employees, interpreters, teacher assistants, clinic assistants and any others designated by the Superintendent or designee) will not report to work on teacher in-service days unless otherwise set forth in the employee's work calendar or if designated as a make-up day for a missed workday.

**Legal Reference:**

Code of Virginia, § 2.24-24 3300, as amended. Legal holidays.

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

Amended by School Board: May 17, 1994

Amended by School Board: May 16, 2000

Amended by School Board:

## COMMUNITY RELATIONS

### **Relations with Non-Governmental Organizations: Corporate and Other Private Sponsorship of Interscholastic Activities**

#### **A. Generally**

The School Board has approved, as a venue for revenue enhancement to assist in the maintenance of interscholastic activities, the corporate and other private sponsorship of interscholastic activities contracted by individual schools, or the School Division as a whole, in accordance with this Policy and other School Board policies and regulations pertaining to contracts and purchasing/procurement.

"Corporate or other private sponsorship" is defined as a transaction whereby a corporation or other private entity offers goods, services, or funds to an individual school or the School Division to support an interscholastic activity in return for recognition of the corporation's or entity's name or product. Corporate and other private sponsorships governed by this Policy shall specifically include outright gifts to interscholastic teams of wearing apparel, uniforms or other items if a company logo is an intrinsic part of the apparel/gift. Such gifts shall be processed through the Sponsorship Review Committee in accordance with this Policy and with the procedures set forth in School Board [Regulation 7-70.1](#).

"Interscholastic activities" are defined as school-sponsored extracurricular activities that involve student competition between schools at the elementary, middle, or high school level.

School Board Policy 7-70 and School Board [Regulation 7-70.1](#) apply to all formalized school-business partnerships when support from the business is for interscholastic activities.

#### **B. Acceptance of Corporate or Other Private Sponsorship ("Sponsorship") of Interscholastic Activities**

1. Acceptance of Sponsorship of interscholastic activities to supplement division-wide funding shall be based on established guidelines as outlined in this Policy and School Board [Regulation 7-70.1](#), and shall conform to the Virginia High School League (VHSL) and National Federation Rules.
2. A Sponsorship Review Committee shall approve the acceptance of Sponsorships as required in this Policy and School Board [Regulation 7-70.1](#). A principal may appeal to the Superintendent a non-approval from the Sponsorship Review Committee.
3. Acceptance of any contract for Sponsorship shall adhere to School Board policies and regulations governing contract execution.
4. Acceptance of any contract for Sponsorship that includes a requirement that an individual school or the School Division sell a sponsor's goods shall adhere to School Board [Policies 3-30](#) and [3-32](#) for purchasing/procurement.

5. Acceptance of any contract for Sponsorship shall identify the specific sponsorship activities agreed upon, and the specific benefit(s) to the school or School Division, including the itemized plans for expenditures of monetary sums.

**C. Authority for Acceptance of Corporate or Other Private Sponsorship for Interscholastic Activities**

1. On behalf of the School Board, principals may contract for their respective schools those Sponsorships not extended beyond one school year or \$5,000 in annual value per Sponsor provided such Sponsorships meet all other guidelines outlined in this Policy, School Board [Regulation 7-70.1](#), School Board [Policies 3-30](#) , [3-32](#), and [3-89](#).
2. The Director of Business Services, upon approval by the Sponsorship Review Committee, may contract divisionwide Sponsorships on behalf of the School Board provided such Sponsorships meet all guidelines outlined in this Policy and School Board [Regulation 7-70.1](#).
3. Upon approval of the Sponsorship Review Committee, the Director of Business Services may contract on behalf of the School Board, for the benefit of an individual school, Sponsorships exceeding \$5,000 and/or for a period exceeding one school year.
4. The School Board accepts no responsibility for Virginia High School League (VHSL)) district Sponsorships entered into by its employees.

**D. Benefits Derived from Corporate or Other Private Sponsorship**

1. Benefits derived from Sponsorship of an individual school's interscholastic activities will be directed to the individual school.
2. Benefits derived from Sponsorship of division-wide interscholastic activities will be directed to interscholastic activities as determined by the Superintendent.

**E. Sponsorship Restrictions**

1. No contract for a corporate or other private sponsorship shall be accepted if the contract involves or gives the appearance of involving any activity which could result in the following:
  - a. Promotion of hostility or violence;
  - b. An attack on ethnic, racial or religious groups;
  - c. Discrimination against any group;
  - d. Promotion of the use of drugs, alcohol, tobacco, or firearms;  
and
  - e. Promotion of sexual, obscene or pornographic activities.
  - f. Promotion of any image that is not in keeping with the established goals and purposes of the Virginia Beach City

Public Schools as determined by the school principal or the Superintendent/Superintendent's designee.

2. If a school official concludes that a Sponsorship violates one or more of the restrictions set forth in paragraph 1 of this subsection, the proposed contract shall be forwarded to legal counsel for a determination of whether refusal to accept the contract, if challenged, would be legally defensible.
3. If a religious organization applies for a Sponsorship, the proposed contract shall be forwarded to legal counsel for a determination of whether the acceptance of the contract would be in violation of law or would otherwise expose the School Board to liability.

#### **F. Sponsorship Activities**

Marketing venues for Sponsorship activities are limited to the following:

1. Fixed Signage - Sign(s) provided by the sponsor not to exceed 4'x 8' mounted in an appropriate activity area in the school building as approved by the school principal, or in appropriate activity areas apart from the school building as approved jointly by the school principal and the Chief Operations Officer, Division Services;
2. Banner - Banner(s) provided by the sponsor displayed at the scorer's table, or similar area as appropriate to the activity being sponsored, upon approval of the school principal;
3. Publications - In all activities that have a printed program or similar publication, a space reserved for the activity sponsor to place an advertisement or a message as approved by the school principal; and
4. Announcements - Verbal and written recognition as appropriate and approved by the school principal.

Any sponsorship activity other than 1 - 4 above, such as expanded use of school facilities, athletic team uniforms or other apparel, and classroom or athletic materials, must be approved by the Sponsorship Review Committee. Additionally, any sponsorship activity that requires an individual school or the School Division to sell a sponsor's goods must be approved by the Sponsorship Review Committee.

#### **Editor's Note**

See School Board [Policy 7-32](#), Gifts, Grants, Requests

#### **Legal Reference:**

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

Code of Virginia § 22.1-131, as amended. Boards may permit the use of school property; general conditions.

Adopted by School Board: June 17, 1997

Amended by School Board: September 16, 1997

Amended by School Board: January 18, 2000  
Scrivener's Amendments: July 30, 2013  
Scrivener's Amendments: May 23, 2014

Amended by School Board: