



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Services

Beverly M. Anderson, Chair
At-Large

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District 2 – Kempsville

Sharon R. Felton
District 6 – Beach

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Trenace B. Riggs
District 1 – Centerville

Carolyn T. Rye
District 5 - Lynnhaven

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D.
Superintendent

School Board Regular Meeting Agenda

Wednesday, September 6, 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)4:00 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. Standards of Learning 2016-2017 Student Performance
 - C. School Calendar SY2018-19 Discussion
2. ***Closed Meeting*** (as needed, otherwise see Item 18)
3. ***School Board Recess.....5:30 p.m.***

FORMAL MEETING

4. ***Call to Order and Roll Call (School Board Chambers).....6:00 p.m.***
5. ***Moment of Silence followed by the Pledge of Allegiance***
6. ***Student, Employee and Public Awards and Recognition***
7. ***Superintendent's Report***
8. ***Hearing of Citizens and Delegations on Agenda Items***
The Board will hear public comment on items germane to the School Board Agenda for the meeting from citizens who have signed up to speak with the Clerk of the School Board. Citizens are encouraged to sign up by noon the day of the meeting by contacting the Clerk at 263-1016 and shall be allocated 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: August 15, 2017 Regular Meeting***
10. ***Adoption of the Agenda***
11. ***Consent Agenda***
 - A. Resolutions:
 1. Suicide Prevention Week
 2. National Hispanic Heritage Month



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Wednesday, September 6, 2017

School Administration Building #6, Municipal Center
2512 George Mason Dr.
P.O. Box 6038
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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"

- B. Religious Exemptions
- C. Program Evaluation Schedule 2017-18
- D. Special Education Advisory Committee New Appointments
- E. Policy Review Committee Recommendations
 - 1. Policy 3-71 Public-Private Education Facilities and Infrastructure Act Projects
 - 2. Policy 6-47 Interscholastic Competition
 - 3. Policy 6-56 Field/Class Trips
 - 4. Policy 6-57 International Travel
 - 5. Policy 6-87 Governor's School for the Arts

12. Action

Personnel Report / Administrative Appointments **UPDATED 9/7/2017**

13. Information

- A. School Counseling Program (K-12) Evaluation
- B. Family Life Education Curriculum

14. Standing Committee Reports

15. Conclusion of Formal Meeting

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

At this time, the School Board will hear public comment on items germane to the business of the School Board that are not on the School Board's Agenda for the meeting from citizens who sign up to speak with the Clerk of the School Board by 3:00 p.m. the day of the meeting. 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: Personnel Matters and Legal Matters

19. Vote on Remaining Action Items

20. Adjournment

***The next regular meeting of the School Board of the City of Virginia Beach is scheduled for
Tuesday, September 19, 2017***



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

Section: Approval of Minutes **Date:** September 6, 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 August 15, 2017 regular School Board meeting as attached.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

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Aaron C. Spence, Ed.D.

Superintendent

Regular School Board Meeting MINUTES

TUESDAY, August 15, 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 4:32 p.m. In addition to Superintendent Spence, all School Board members were present upon the arrival of Ms. McLeod at 4:57 p.m.

A. **School Board Administrative Matters and Reports:**

1. **Acknowledgements:** Noting the following acknowledgements did not qualify for presentation during the School Board's formal meeting, Chairwoman Anderson stated she felt it was important for them to be broadcast and therefore scheduled the opportunity during the School Board Administrative Matters workshop:
 - a. **Mermaid Project:** Mark Rosenfield provided an overview of how students from the arts program at Virginia Beach Middle School were involved in a project to develop a name and accompanying story for a mermaid sculpture purchased by Cheryl McLeskey, president and CEO of the development company McLeskey and Associates, LLC, and placed at Rudee Inlet. He reported Lilja McKendry submitted the winning entry that inspired the name "Ocean Spirit."
 - b. **Special Olympics – Little Feet Meet:** Isabelle Shepard, 7th grade teacher at Great Neck Middle School, shared information regarding Special Olympics and the Little Feet Meet before introducing her daughter, Megan Shepard who is a 2009 Cox High School graduate, 2015 world games gold medalist, and Special Olympics Global Messenger, who thanked Superintendent Spence for his support.

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- c. United Way SY17 Campaign: Kurt Hofelich, United Way Board Vice-Chair and President of Sentara Norfolk General Hospital, acknowledged the division's generosity of students and teachers during the SY17 campaign resulting in United Way contributions of approximately \$334,000 with over \$54,000 from student donations.

Acknowledgements concluded at 4:51 p.m.

- B. Teacher Professional Learning Focus for 2017-18: Amy E. Cashwell, Ed.D., Chief Academic Officer, presented an overview of the Teacher Professional Learning focus for the two job-embedded professional learning days in SY18 to foster student agency by focusing on various elements of the student disposition within Transformation Learning. Discussion concluded at 5:15 p.m.

In response to Chairwoman Anderson's call for reports by School Board members, there was a request made for a workshop to be scheduled to discuss comments and concerns raised at the Virginia Board of Education Public Hearing regarding proposed changes to the Standards of Accreditation, implementation of the federal Every Student Succeeds Act, and State Board's comprehensive plan. Superintendent Spence advised of efforts to relay concerns regarding changes through the state association and working directly with the State Superintendent's Office. Noting the State had already voted on changes, he suggested the focus of a workshop be to explain the changes and discuss opportunities to influence guidance.

The workshop concluded at 5:20 p.m.

2. **Closed Meeting**: Vice Chair Edwards made a motion, seconded by Ms. Melnyk, 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 1 of the *Code of Virginia*, 1950, as amended for Personnel Matters: Discussion of or consideration of interviews of prospective candidates for employment, assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees, pursuant to Section 2.2-3711, (A) (1); namely to discuss contract amendment for a specific administrator.

The motion passed unanimously and the School Board entered into a closed meeting at 5:42 p.m.

Individuals present for discussion: School Board members; 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 5:50 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

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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 5:51 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 followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognition**
Meritorious Budget Award: The School Board recognized the division's Department of Budget and Finance for earning the Meritorious Budget Award from the Association of School Business Officials (ASBO) International for the 2016-17 budget year presented to school divisions that demonstrate excellence in budget presentations after a rigorous review by professional auditors based on stringent criteria.
7. **Superintendent's Report:** In his tradition of recognizing the newest member(s) of the *Compass Keepers Club*¹, Superintendent Spence featured Lynnhaven Middle School's Jelica Calderon, and Ocean Lakes High School's Alex Preston, two out of 90 students from a pool of 30,000 applicants from across the globe selected to take part in the summer Joint Science and Technology Institute in Washington, DC.
- In closing, Superintendent Spence commented on recent events in Charlottesville, expressing disappointment as a proud University of Virginia (UVA) alumnus, and acknowledging the potential anxiety of freshman from the Class of 2017 who will be beginning orientation at UVA on Saturday. He commended the division's work in celebrating and appreciating the diversity in the city, working to leverage the strengths of that diversity to make the division more understanding and united in comparison to the UVA campus and community which willingly and lovingly embraces young people. He encouraged all to be inspired, to keep hope, and focus on the good work being done every day in classrooms - work that must continue to be the changing tide in the country with students showcasing the power of a united community and a united country.
8. **Hearing of Citizens and Delegations on Agenda Items:** None
9. **Approval of Minutes:** August 1, 2017 Regular Meeting: Ms. McLeod made a motion, seconded by Vice Chair Edwards, that the School Board approve minutes from their August 1, 2017 regular

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



meeting as presented. The motion passed (ayes 10, nays 0; 1 abstention – McDonald who was not in attendance at the August 1 meeting).

10. **Adoption of the Agenda:** There being no proposed changes to the published agenda, Ms. Manning made a motion, seconded by Mr. McDonald, that the School Board adopt the agenda as presented. The motion passed unanimously.
11. **Consent Agenda:** None
12. **Action**
 - A. Personnel Report/Administrative Appointments: Ms. Melnyk made a motion, seconded by Ms. Riggs, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated August 15, 2017 inclusive of one administrative appointment as recommended by the Superintendent. The motion passed unanimously, and Superintendent Spence introduced Allison M. Bock, Ph.D., current Postdoctoral Fellow at the University of Minnesota, as the new Program Evaluation Specialist in the Department of Planning, Innovation and Accountability effective August 28, 2017.
13. **Information:**
 - A. Program Evaluation Schedule 2017-18: Heidi L. Janicki, Ph.D., Director of Research and Evaluation in the Department of Planning, Innovation, and Accountability, presented the proposed schedule of program evaluations that will be conducted during the 2017-18 school year in accordance with School Board Policy 6-26. She first provided a review of evaluation reports to be presented in the fall based on the prior year's schedule to include Year 1 evaluation of the K-12 School Counseling Program, Year 1 evaluation of the Entrepreneurship and Business Academy, comprehensive evaluation of An Achievable Dream Academy, Year 2 evaluation of the Digital Learning Anchor Schools initiative, final comprehensive evaluation of Green Run Collegiate, and longitudinal study update of Academy and Advanced Academic programs. An overview of the process for selecting programs was provided along with the proposed evaluation schedule for the 2017-18 school year to include final comprehensive evaluation of An Achievable Dream Academy, Year 2 evaluation of the Entrepreneurship and Business Academy, Year 2 evaluation of the K-12 School Counseling Program, final longitudinal study update of Academy and Advanced Academic programs, evaluation readiness report for the English as a Second Language (ESL) program, evaluation readiness report for the LEAD Aspiring Administrators' program, and evaluation readiness report for Student Response Teams (SRT).
 - B. Special Education Advisory Committee New Appointments: Sandra Hermann, member of the Special Education Advisory Committee, presented recommendations for Sheri Hight, Brent Ibata, Lori Shedlock and Denise Glatt to be appointed to the Special Education Advisory Committee. Lori Shedlock was recommended to serve as a community



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representative and Sheri Hight was recommended to serve as a consultant. Ms. Hermann then responded to School Board inquiries regarding diversity and district representation.

- C. Policy Review Committee Recommendations: School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, presented an overview of the following Policy Review Committee recommendations regarding review, amendment and/repeal of certain policies as reviewed by the committee at their June 21, 2017 meeting.
1. New Policy 3-71 Public-Private Education Facilities and Infrastructure Act Projects
 2. Revised Policy 6-47 Interscholastic Competition
 3. Revised Policy 6-56 Field/Class Trips to separate the International Travel section to be captured in new Policy 6-7
 4. New Policy 6-57 International Travel
 5. Revised Policy 6-87 Governor's School for the Arts

14. **Standing Committee Reports**: None

15. **Conclusion of Formal Meeting**: The formal meeting concluded at 6:44 p.m.

16. **Hearing of Citizens and Delegations on Non-Agenda Items**: The School Board heard comments from Robert Lincoln who presented information for the School Board to consider implementing a new athletic program called Poleball designed to reduce sports-related injuries.

17. **Recess into Workshop**: None

18. **Closed Meeting**: 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, Paragraphs 1 and 7 of the *Code of Virginia*, 1950, as amended for the following purposes:

- A. Personnel Matters: Discussion of or consideration of interviews of prospective candidates for employment, assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees, pursuant to Section 2.2-3711, (A) (1); namely to discuss petition to revoke Collegiate Professional Teaching License CP-0641268.
- 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 personnel matters.

The motion passed unanimously and the School Board recessed at 6:51 p.m. to reconvene in Room 113 where they entered into a closed meeting at 7:02 p.m.

Individuals present for discussion:



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Personnel Matters and Legal Matters: School Board members; John A. Mirra, Chief Human Resources Officer; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; and Dianne P. Alexander, Clerk of the School Board.

The School Board reconvened in an open meeting at 7:10 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.

- 19. *Vote on Remaining Action Items:*** Vice Chair Edwards made a motion, seconded by Ms. Riggs, that the School Board approve a resolution to recommend the License Holder's Teaching License be revoked. The motion passed unanimously, and the resolution was adopted as follows:

RESOLUTION REGARDING PETITION TO REVOKE COLLEGIATE PROFESSIONAL TEACHING LICENSE NO. CP-0641268

RESOLVED: That on August 15, 2017 the School Board considered at a hearing the Superintendent's Petition to Revoke Collegiate Professional Teaching License No. CP-0641268, the supporting exhibits submitted by the School Administration and the License Holder, it is;

RESOLVED: That the School Board determined that it recommends that the License Holder's Teaching License be revoked for the reasons set forth in the Superintendent's Petition to Revoke Collegiate Professional Teaching License; and

FURTHER RESOLVED: That the Clerk is directed to send a copy of this Resolution to the License Holder, School Board Legal Counsel, the Employee Relations Specialist, and the Chief Human Resources Officer, who is directed to place a copy of this Resolution, and the exhibits and transcripts in a confidential file that will only be released only for authorized purposes.

- 20. *Adjournment:*** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 7:12 p.m.

Respectfully submitted:

Dianne P. Alexander, Clerk of the School Board

Approved:

Beverly M. Anderson, School Board Chair



Subject: Resolution: Suicide Prevention Week

Item Number: 11A1

Section: Consent

Date: September 6, 2017

Senior Staff: Dr. Amy Cashwell, Chief Academic Officer, Department of Teaching and Learning

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

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

Recommendation:

That the School Board approve a resolution recognizing September 10-16, 2017 as Suicide Prevention Week.

Background Summary:

Virginia Beach City Public Schools values the importance of positive mental health to being a key component for optimal learning. In an effort to promote awareness that suicide is a major preventable cause of premature death, the American Association of Suicidology, in collaboration with the World Health Organization (WHO) and the World Federation for Mental Health, has set aside the week of September 10-16, 2017, as Suicide Prevention Week. This year's theme is "Preventing Suicide: Reaching Out and Saving Lives" and will focus on raising awareness that suicide is a major preventable cause of premature death on a global level.

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

Source:

American Association of Suicidology
Virginia Department of Health

Budget Impact:

N/A

**Resolution for Suicide Prevention Week
September 10 - 16, 2017**

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

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

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

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

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

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

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

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the week of September 10-16, 2017, as Suicide Prevention Awareness Week in the Virginia Beach City Public Schools, and be it

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

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

Adopted by the School Board of the City of Virginia Beach this 6th day of September, 2017

S E A L

Beverly M. Anderson, School Board Chair

Aaron C. Spence, Superintendent

Attest:

Dianne P. Alexander, Clerk of the Board



Subject: Resolution: National Hispanic Heritage Month

Item Number: 11A2

Section: Consent

Date: September 6, 2017

Senior Staff: Amy Cashwell, Ed.D., Chief Academic Officer

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

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

Recommendation:

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

Background Summary:

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

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

The theme of the 2017 Hispanic Heritage Month, “Shaping the Bright Future of America,” aligns with the school division’s core values by supporting a culture where we value differences and foster an environment where diversity of thought and contributions are prized.

In our desire to encourage unity in the Virginia Beach City Public Schools, we hereby recognize this important event which will take place Sept. 15 – Oct. 15, 2017.

Source:

Public Law 100-402

Budget Impact:

None

RESOLUTION FOR NATIONAL HISPANIC HERITAGE MONTH

September 15-October 15, 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, Hispanic and Latino Americans have forged a proud legacy that reflects the spirit of our nation and community; and

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

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

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

NOW, THEREFORE, BE IT

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

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

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

Adopted by the School Board of the City of Virginia Beach this 6th day of September 2017.

Beverly M. Anderson, School Board Chair

SEAL

Aaron C. Spence, Superintendent

Attest:

Dianne P. Alexander, Clerk of the Board



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

Section: Consent Agenda **Date:** September 6, 2017

Senior Staff: Rashard Wright, Chief Schools Officer

Prepared by: Denise White, Student Conduct/Services Coordinator

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

Recommendation:

That the School Board approve Religious Exemption Case No. RE-17-05, RE, 17-06, RE-17-07, RE-17-08, RE-17-09, RE-17-10, RE-17-11, RE-17-12, and RE-17-13.

Background Summary:

Administration finds documentation meets the threshold requirements stipulated in Virginia Code.

Virginia Code §22.1-254.B.1 states the following:

“B. A school board shall excuse from attendance at school:

1. Any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, “bona fide religious training or belief” does not include essentially political, sociological or philosophical views or a merely personal moral code”

Virginia Code § 22.1-254.D.1 states the following:

“D. A school board may excuse from attendance at school:

1. On recommendation of the principal and the division superintendent and with the written consent of the parent or guardian, any pupil who the school board determines, in accordance with regulations of the Board of Education, cannot benefit from education at such school”

Source:

Virginia Code §22.1-254.B.1 and §22.1-254.D.1
School Board Policy 5-12, Legal Withdrawal

Budget Impact:

None



Subject: Program Evaluation Schedule for 2017-2018 **Item Number:** 11C

Section: Consent **Date:** September 6, 2017

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

Prepared by: 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. Heidi L. Janicki, Director of Research and Evaluation

Recommendation:

That the School Board approve the schedule of program evaluations that will be completed by the Department of Planning, Innovation, and Accountability (PIA) during the 2017-2018 school year.

Background Summary:

The attached 2017-2018 Program Evaluation Schedule includes programs recommended for evaluation during the 2017-2018 school year based on School Board Policy 6-26. Programs that were previously planned for evaluation during 2017-2018 include An Achievable Dream Academy at Seatack Elementary School which will be fully implemented during the upcoming school year, the Entrepreneurship and Business Academy at Kempsville High School which is in its second year of implementation, the School Counseling Program (K-12) where the year-two evaluation will focus on the program's college and career component, and the ongoing academy and advanced academic programs longitudinal study. Additions to the evaluation schedule include the English as a Second Language (ESL) Program, the LEAD Aspiring Administrators' Program, and Student Response Teams (SRT).

Source:

School Board Policy 6-26

Budget Impact:



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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

2017-2018 Program Evaluation Schedule

2016-2017 Program Evaluation Schedule*

Program	Proposed Reporting Schedule
School Counseling Program (K-12)	Fall 2017
Entrepreneurship and Business Academy**	Fall 2017
An Achievable Dream Academy***	Fall 2017
Digital Learning Anchor Schools Initiative**	Fall 2017
Green Run Collegiate**	Fall 2017
Academy and Advanced Academic Programs Longitudinal Study	Spring 2018

2017-2018 Program Evaluation Schedule

(Submitted for School Board approval in accordance with School Board Policy 6-26)

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

* Once evaluation results have been presented to the School Board, recommendations may include additional evaluations to be completed by the Department of Planning, Innovation, and Accountability (PIA) during the 2017-2018 school year.

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

***Added to the Program Evaluation Schedule as a follow-up to the external review conducted during the program's first year.



Subject: Special Education Advisory Committee New Appointments **Item Number:** 11D

Section: Consent **Date:** September 6, 2017

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

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

Presenter(s): Veleka S. Gatling, Ph.D., Executive Director, Office of Programs for Exceptional Children

Recommendation:

That the School Board approve the Special Education Advisory Committee appointments for the following individuals:

Sheri Hight, Parent
Brent Ibata, Parent & Advocate
Lori Shedlock, Parent & Community Representative
Denise Glatt, Parent

Background Summary:

Per *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, section 8VAC20-81-230.D., "A local advisory committee for special education, appointed by each local school board, shall advise the school board through the division superintendent."

Source:

Regulations Governing Special Education Programs for Children with Disabilities in Virginia – January 25, 2010

Administration and Governance, 8VAC20-81-230.D., Local Advisory Committee

Budget Impact:

None

VBCPS APPLICATION FOR SEAC MEMBERSHIP

Name: Sheri Hight Date of Application: 6/8/17
Address: 2509 Oakliff Hollow Pl
Virginia Beach, VA 23454
Home Phone: _____ E-mail: thehighlights4@cox.net
Work Phone: _____ Cell Phone: 757-589-3667

Are you a (check all that apply)

- ☒ Parent ☐ Person with a disability ☐ Grandparent
☐ Guardian ☐ Foster parent of a child/youth with a disability
☐ Teacher
☐ Representative of a community agency (Please specify) _____
☐ Representative of a business or association in the community (Please specify) _____
☐ Other (Please specify) _____

If you are a parent or family member, what is your child's

Age? 9 + 14 School? Red Mill and Princess Anne Middle
Disability? Dyslexia (9), Dyslexia, Dysgraphia, ADHD (14)

What do you hope to accomplish from your participation on the SEAC?

Literacy programs for all students need to be a
focus. Structured literacy is recommended by the
IDA for dyslexia, however best practice for a student with
a learning difference is best practice for all students.

What unique experiences, perspectives, talents or skills could you bring to the SEAC?

Both of my son's struggled to read due to their unique
strengths and weakness because of dyslexia. I currently tutor
my youngest to help him with decoding, encoding and reading.

If invited to serve on the SEAC, what do you see as needs in special education?

(List system-wide issues rather than personal issues.)

more training for new Special Education teachers to
ensure they understand a student's IEP, disability, diagnosis,
etc. so they can write SMART goals.

How did you hear about the _____ SEAC? (Please check one)

- ☐ SEAC Member ☐ Brochure ☐ Teacher
☐ Parent Resource Center ☐ Other: _____

Send completed application to:

Donna Robel SEAC Chairperson
904 General Lee Drive Va. Beach, VA 23454
757-496-5573 (fax)

Sheri Hight
2509 Quail Hollow Place
Virginia Beach, VA 23454

June 8, 2017

Mrs. Donna Robel
904 General Lee Drive
Virginia Beach, VA 23454

Dear Mrs. Robel,

I am applying for membership to the SEAC (Special Education Advisory Committee). Over the past three years I have worked as a PALS teacher and during this time I worked with children with learning differences, specifically, autism, ADHD, dyslexia and ODD.

Last year both of my son's were officially diagnosed with dyslexia. My oldest son is dyslexic, dysgraphic, and ADHD, he has an IEP. My youngest son is twice exceptional (2E) as he is dyslexic and gifted. He receives both special education and gifted resource services.

Navigating through the special education and IEP process with a diagnosis of dyslexia has been challenging. There is a need for district wide education regarding goal setting, accommodations and research based structured literacy to properly remediate dyslexia. In order for all of these to be effective we must implement early screening for dyslexia.

Please consider my application, my personal and professional experiences would be an asset to the SEAC committee.

Truly,

Sheri Hight

VBCPS APPLICATION FOR SEAC MEMBERSHIP

Name: Brent Iyata, PhD JD MPH FACHE Date of Application: May 22, 2017

Address: 1304 Havena Drive - Virginia Beach, VA 23454

Home Phone: (618) 288-0562 E-mail: brent.ibata@gmail.com

Work Phone: (314) 497-7321 Cell Phone: (314) 497-7321

Are you a (check all that apply)

- ☒ Parent ☐ Person with a disability ☐ Grandparent
☐ Guardian ☐ Foster parent of a child/youth with a disability
☐ Teacher
☐ Representative of a community agency (Please specify) _____
☐ Representative of a business or association in the community (Please specify) _____
☐ Other (Please specify) _____

If you are a parent or family member, what is your child's

Age? 17 School? Cox H.S.

Disability? Down Syndrome

What do you hope to accomplish from your participation on the SEAC?

I hope to be a voice for parents and children with disabilities who currently feel invisible to the school.

What unique experiences, perspectives, talents or skills could you bring to the SEAC?

Law degree with certificate in health law. Author of book on the built environment in American Public Schools and past member and parent advocate with COPAA

If invited to serve on the SEAC, what do you see as needs in special education?
(List system-wide issues rather than personal issues.)

Better communication between schools + parents (both ways)

How did you hear about the _____ SEAC? (Please check one)

- ☐ SEAC Member ☐ Brochure ☐ Teacher
☐ Parent Resource Center ☒ Other: school board member

Send completed application to:

Donna Robel SEAC Chairperson
904 General Lee Drive Va. Beach, VA 23454
757-496-5573 (fax)

May 26, 2017

Donna Robel
SEAC Chairperson
904 General Lee Drive
Virginia Beach, VA 23454

Dear SEAC:

I would like to join the Virginia Beach City Public Schools Special Education Advisory Committee (SEAC). The day my oldest child was born was also the day I became an advocate for building school environments that are accessible to all children, regardless of ability. For several years I was a parent advocate with the Council of Parent Attorneys and Advocates (COPAA) in Southern Illinois and Western Kentucky.

I am the author of the book [Public Health Law and Built Environment in American Public Schools](#) and I have spoken at numerous meeting on the intersection of the built environment and health including a 2010 talk for the American Association on Intellectual and Developmental Disabilities (AAIDD) titled “[Adapted Behavior and the School Environment](#)” where I described evidence behind the benefits of an inclusive environment for children with disabilities. Unfortunately, the best scientific evidence related to the education of students with disabilities often diffuses from peer reviewed journals into American public schools at the same rate that a scent of a fresh flower diffuses thru a key hole – glacially slow.

In proposing what is now known as IDEA, Congress observed that a majority of handicapped children “were either totally excluded from school or [were] sitting idly in regular classrooms awaiting the time when they were old enough to ‘drop out’.” Over 40 years later, the education of handicapped children is different in many aspects, but also the same. Students with disabilities are no longer totally excluded from school, but they are not totally included. There are still many disabled students whose disability is invisible to the school or whose presence is invisible to their non-disabled peers – in many ways like the prologue to the [The Invisible Man](#):

I am an invisible man.

No, I am not a spook like those who haunted Edgar Allan Poe; nor am I one of your Hollywood-movie ectoplasms. I am a man of substance, of flesh and bone, fiber and liquids -- and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me they see only my surroundings, themselves, or figments of their imagination -- indeed, everything and anything except me.

I would like to join SEAC so that I may speak, as a parent advocate, for those parents who feel they do not have a voice and also speak on behalf of those children who feel invisible. The U.S. Supreme Court recently issued the *Brown v. Board of Ed.* for students with disabilities and *de minimus* instruction is no longer FAPE¹ and I hope to speak for those parents of disabled students who feel that their child is idly waiting to age out of the school district with minimal individualized education.

Sincerely,



Brent Ibata, PhD JD MPH FACHE

¹ *Endrew v. Douglas County School District* (decided March 27, 2017)

VBCPS APPLICATION FOR SEAC MEMBERSHIP

Name: Lori Shedlock Date of Application: 11/25/2017
Address: Bayside Special Services Library
936 S. Independence Blvd, Virginia Beach, VA 23455
Home Phone: 757-630-5265 E-mail: LShedloc@VBGOV.com
Work Phone: 757-385-2685 Cell Phone: _____

Are you a (check all that apply)

- ☐ Parent ☐ Person with a disability ☐ Grandparent
☐ Guardian ☐ Foster parent of a child/youth with a disability
☐ Teacher Virginia Beach Public Library
☒ Representative of a community agency (Please specify) Bayside Special Services Library
☐ Representative of a business or association in the community (Please specify) _____
☐ Other (Please specify) _____

If you are a parent or family member, what is your child's

Age? 11 School? Lynnhaven Middle
Disability? ADD / Dysgraphia

What do you hope to accomplish from your participation on the SEAC?

I would like to stay abreast of areas of need and concern among school system and parents; I would like to be an advocate for universal programming while also meeting the needs of each child.

What unique experiences, perspectives, talents or skills could you bring to the SEAC?

Worked as an occupational therapy assistant for 16 years, worked at CHKD and made recommendations for accommodations, currently work as Librarian for Special Services, library for the blind.

If invited to serve on the SEAC, what do you see as needs in special education?

(List system-wide issues rather than personal issues.)

Advocacy for more planning time for teachers to address IEP's, transitional services for youth/adults at end of schooling, between school; education of both staff and the community.

How did you hear about the _____ SEAC? (Please check one)

- ☐ SEAC Member ☐ Brochure ☐ Teacher
☐ Parent Resource Center ☒ Other: Library Staff / vb.gov employee

Send completed application to:

Donna Robel SEAC Chairperson
904 General Lee Drive Va. Beach, VA 23454
Vbseac.1@gmail.com 757-496-5573 (fax)



City of Virginia Beach

VBgov.com

DEPARTMENT OF PUBLIC LIBRARIES
757-385-2680
757-464-6741 FAX

BAYSIDE AREA LIBRARY & SPECIAL SERVICES
936 INDEPENDENCE BOULEVARD
VIRGINIA BEACH, VA 23455-6062

June 12, 2017

Donna Robel, SEAC Chairperson
Special Education Advisory Committee
904 General Lee Drive
Virginia Beach, VA 23454

Subject: Application for SEAC Community Representative

Dear Ms. Donna Robel

Please accept my application to serve as a Community Representative on the Virginia Beach Public Schools Special Education Advisory Committee. I am currently the Disability Services Librarian with Bayside Special Services, National Library Service for the blind and physically disabled. I have 16 years of prior experience working as an occupational therapy assistant, including pediatric and young adult, and prior to that worked in therapeutic recreation focusing on teen programming. I have two sons in the Virginia Beach school System, one receives 504 as well as gifted services.

If I can provide further information, please contact me at LShedloc@vbgov.com or 757-385-2685.

Sincerely,

Lori P. Shedlock

Lori P Shedlock
Disability Services Librarian

Enclosures (1) VBCPS Application for SEAC Community Representative

VBCPS APPLICATION FOR SEAC MEMBERSHIP

Name: Denise J. Glatt Date of Application: 5/18/17
Address: 2448 Litchfield Way
Virginia Beach, VA 23453
Home Phone: 203-856-4337 E-mail: rdglatt@gmail.com
Work Phone: _____ Cell Phone: _____

Are you a (check all that apply)

- ☒ Parent ☐ Person with a disability ☐ Grandparent
☐ Guardian ☐ Foster parent of a child/youth with a disability
☐ Teacher
☐ Representative of a community agency (Please specify) _____
☐ Representative of a business or association in the community (Please specify) _____
☐ Other (Please specify) _____

If you are a parent or family member, what is your child's

Age? 13 School? Princess Anne Middle School
Disability? Dyslexia (Reading Disability)

What do you hope to accomplish from your participation on the SEAC?

Proficient reading is an essential tool for learning
a large part of the subject matter taught in
School. VBCPS should look into updating
their literacy programs, especially for Dyslexia.

What unique experiences, perspectives, talents or skills could you bring to the SEAC?

My son struggles to read so I
tutor him and understand the
research on dyslexia and what helps them
If invited to serve on the SEAC, what do you see as needs in special education?
(List system-wide issues rather than personal issues.)
Schools and administration need more
training on diagnoses and how to write and
manage IEPs.

How did you hear about the _____ SEAC? (Please check one)

- ☒ SEAC Member ☐ Brochure ☐ Teacher
☐ Parent Resource Center ☐ Other: _____

Send completed application to:

Donna Robel SEAC Chairperson
904 General Lee Drive Va. Beach, VA 23454
757-496-5573 (fax)

June 8, 2017

Mrs. Donna Robel
SEAC Chairperson
904 General Lee Drive
Virginia Beach, VA 23454

Dear Mrs. Robel,

I am applying for membership to the SEAC (Special Education Advisory Committee). My son is in Special Education in the VBCPS and has an IEP for dyslexia. As we navigate through the system with an IEP, I see room for improvement and believe more information and training for special education educators on the different diagnoses would be beneficial as well as more specific goal setting on their IEPs and better communication with parents. Also, early screening for dyslexia and structured literacy programs should be implemented to remediate dyslexia.

I am currently tutoring my son and work with his middle school to write in very specific goals to get him to grade level reading. I also attend meetings with another parent to help her do the same.

Lastly, I believe schools and educators should advertise SEAC meetings more effectively so parents can attend and share their concerns.

I would like an opportunity to work on these issues through SEAC. Please consider me for SEAC.

Sincerely,

Denise J. Glatt
2448 Litchfield Way
Virginia Beach, VA 23453



Subject: Policy Review Committee Recommendations **Item Number:** 11E1-5

Section: Consent **Date:** September 6, 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 approve Policy Review Committee recommendations regarding review, amendment and/repeal of certain policies as determined by the committee at their June 21, 2017 meeting; and reexamined August 17, 2017 to consider comments made by School Board members when recommendations were introduced as Information at the August 15, 2017 regular School Board meeting.

Background Summary:

1. New Policy 3-71 Public-Private Education Facilities and Infrastructure Act Projects
2. Revised Policy 6-47 Interscholastic Competition
3. Revised Policy 6-56 Field/Class Trips
4. New Policy 6-57 International Travel
5. Revised Policy 6-87 Governor's School for the Arts

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of June 21, 2017 and August 17, 2017

Budget Impact:

None

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Public-Private Education Facilities and Infrastructure Act Projects

I. Background and scope

The Public-Private Education Facilities and Infrastructure Act of 2002, Virginia Code § 56-575.1, *et. seq.* (the “PPEA”) as amended, grants a public entity the authority to create public-private partnerships for the development of a wide range of projects for public use if the public entity determines that there is a need for a project and that private involvement may provide the project to the public in a timely or cost-effective fashion. The definition of “public entity” in the PPEA includes, *inter alia*, any political subdivision of the Commonwealth including the Virginia Beach City Public Schools (“VBCPS”) through its School Board.

The PPEA is a method of project delivery, and as such, it should be viewed in the context of other methods by which the School Board procures items that are defined as “qualifying project” by the PPEA. For reference, a complete list of the PPEA Guidelines and/or supporting documents can be found at the links below. The PPEA incorporates certain requirements from the Virginia Public Procurement Act (the “VPPA”), and for items not incorporated or referenced, the PPEA is exempted from the requirements of the VPPA.

In order for a project to come under the PPEA, it must meet the definition of a “qualifying project.” The PPEA contains a broad definition of qualifying project that includes any education facility.

A. Responsible public entity

Either the School Board or the City of Virginia Beach (“City”) can be the “responsible public entity” for a project in the City, depending upon the nature of the project. The PPEA defines “responsible public entity” as “a public entity that has the power to develop or operate the applicable qualifying project.” Typically, the School Board will be the “responsible public entity” under the PPEA for any project involving only the public schools, and the City will be the “affected local jurisdiction” under the PPEA. However, the special relationship, both financial and otherwise, that exists between the School Board and the City makes close coordination and cooperation between the School Board and City desirable for proposals tendered to the School Board under the PPEA. Also, proposals may be made that are for a “mixed” project (for example, projects including both schools and public parks), where, for certain components, the School Board may be the responsible public entity, and for certain components, the City may be the responsible public entity.

The Superintendent and all officers and employees of the School Board shall follow the PPEA and this Policy in any PPEA procurement in which they are involved. The Superintendent may delegate duties under this Policy to members of staff or other designees. The

Superintendent may designate a working group to review and evaluate any proposal submitted pursuant to these guidelines.

The Superintendent shall require as a condition of accepting any proposal for consideration that its proposer agree to be bound by all the terms and conditions of these Guidelines.

II. Project Delivery

The PPEA allows receipt of unsolicited proposals for a qualifying project. The PPEA also allows solicited proposals. For purposes of outlining project delivery steps, a process initiated by an unsolicited proposal will have an additional step at the beginning. Accordingly, the below listed steps shall apply for any PPEA project.

A. Unsolicited Proposal an Initiating Step

The PPEA permits the School Board to receive and evaluate unsolicited proposals from private entities to acquire, design, construct, improve, renovate, expand, equip, maintain, or operate a qualifying project. The School Board's general policy is to reserve acceptance of unsolicited proposals for cases of truly innovative ideas, because, in other cases, traditional procurement process are generally viewed as more likely to achieve full and open competition from the bidding community.

To be considered, one original and eleven (11) copies of any unsolicited proposal must be submitted to Executive Director, Facilities Services, 1568 Corporate Landing Parkway, Suite 200, Virginia Beach, VA 23454. While the School Board reserves the right to charge a review fee as permitted by the PPEA, fees are not required at this time. The unsolicited proposal shall take the form of a conceptual proposal and in a format consistent with the guidelines and supporting documentation.

The Superintendent, after consultation with the School Board, may accept an unsolicited proposal. If the Superintendent determines not to accept the proposal, the Superintendent will return the proposal, together with accompanying documentation, to the proposer. For an unsolicited proposal that purports to develop specific cost savings, the Superintendent shall specify the basis for the rejection in writing.

If the Superintendent accepts the proposal, the Superintendent shall proceed to post the proposal and publish the notice requesting competing proposals. Prior to posting, the Superintendent and the Office of the City Attorney (or other retained legal counsel) shall review any request to protect information in the proposal that the proposer sought to withhold from posting. The posting shall occur within ten (10) business days of the decision to accept the unsolicited proposal. The posting shall include a contact person to receive public input on the concept. Additionally, at least one copy of the unsolicited proposal will be made available for public inspection.

B. Solicitation of Conceptual Proposals or Notice of Acceptance of Unsolicited Proposal

The School Board may solicit proposals for any qualifying project by means of a Solicited PPEA, which usually is initiated by a Request for Proposals (the “RFP”). Alternatively, if the Superintendent has accepted an unsolicited proposal, the Superintendent will publish a notice requesting competing proposals.

The notice or the RFP shall:

- Identify the qualifying project specifically or conceptually;
- Provide a deadline for the submission of competing proposals, which shall be at least 45 days from the notice or solicitation;
- Identify whether the proposals will be reviewed using procedures for competitive sealed bidding or competitive negotiation for nonprofessional services;
- Provide any other conditions for the submission of competing proposals;
- Provide additional information regarding the project, as needed, and to whom questions regarding the notice or solicitation may be directed.

The notice or RFP shall be posted on the VBCPS website and in a manner consistent with the posting of other VBCPS procurement solicitations. The costs of completion of such proposal shall be the sole responsibility of the proposer(s).

Contemporaneous with the notice or solicitation, the Superintendent shall document in writing the decision to proceed with either competitive sealed bidding or competitive negotiation as described by the VPPA. The use of competitive negotiation requires a determination, in writing, that doing so is likely to be advantageous to the Public Schools and the public based upon either: i) the probable scope, complexity or priority of the project; ii) the risk sharing including guaranteed cost or completion guarantees, added value or debt or equity investments proposed by the private entity; or iii) an increase in funding, dedicated revenue source or other economic benefit from the project would not otherwise be available.

C. Conceptual Proposal Stage

Only proposals complying with the requirements of the PPEA and this Policy and supporting Guidelines and documents that contain sufficient information for a meaningful evaluation and that are provided in an appropriate format, as described below, will be considered by the Superintendent for further review at the conceptual stage. At least one copy of each of the proposals shall be made available for public inspection. A scan of the nonproprietary portions of the conceptual proposals will be posted on the VBCPS website within ten (10) business days of initiation of review. The posting shall include a contact person to receive public input on the concept.

After reviewing an unsolicited proposal and any competing proposals submitted, the Superintendent may determine:

1. not to proceed further with any proposal,
2. to proceed to the detailed phase of review one or more of the proposers, or
3. to request modifications or amendments to any proposals.

However, the Superintendent may not proceed to the detailed phase with only one proposer unless it has determined in writing that only one proposer is qualified or that the only proposer to be considered is clearly more highly qualified than any other proposer.

D. Detailed Proposal Stage

The decision to proceed to the detailed phase shall include sending a request for detailed proposals to the chosen proposers. The costs of completion of such proposal shall be the sole responsibility of the proposer(s).

If expressly approved by the School Board, the Superintendent may include a proposal payment in a fixed amount as an enticement for proposers to submit a detailed proposal. Such proposal payment would be paid to unsuccessful proposers that submit a detailed proposal, and the payment is conditioned upon VBCPS retaining the right to use technical solutions, design concepts, and any other proprietary information contained in the unsuccessful detailed proposal.

Unless otherwise provided in this request, the required components of a detailed proposal will be provided in the Guidelines and supporting documents. The complexity of the request will vary substantially depending on the nature of the project and whether the project includes financing, long-term operations, acquisition of real property, or other complicated components. The decision as to whether to use the financing plan contained in any proposal (whether solicited or unsolicited) is at the School Board's sole discretion.

If the project is principally the design and construction of a facility, the Superintendent may include the form contract utilized in other VBCPS projects.

Only detailed proposals complying with the request for detailed proposals will be considered by the Superintendent. The request for detailed proposals shall provide the method of evaluation, including specifying the factors that will be used in evaluating the proposals and whether numerical scoring will be used in evaluating the proposals.

E. Agreement Negotiation Stage

If the review of the detailed proposals provides a preferred proposer, the Superintendent may begin negotiation of a comprehensive agreement. However, if there are work items required before a determination of the preferred proposer, the Superintendent may negotiate an Interim Agreement. The work items in an Interim

Agreement include: project planning and development; design and engineering; environmental analysis and mitigation; survey; ascertainment of financing through financial and revenue analysis; establishment of a process and timing of the negotiation of a comprehensive agreement. Because of the required approvals and its tendency to limit competition, the use of an Interim Agreement is disfavored.

The PPEA legislation includes items provided for in a comprehensive agreement in §56-575.9. This list is reproduced in the Guidelines.

Once an interim or comprehensive agreement's material terms have been identified and agreed to in principal between VBCPS and the private entity, the Superintendent shall brief the School Board and provide a recommendation. Using this briefing, the posted conceptual proposals, and any other relevant materials, the School Board shall schedule a public hearing to receive input regarding the proposed project. This public hearing must be at least thirty (30) days prior to any vote to execute either an interim or comprehensive agreement.

After an interim or comprehensive agreement has been negotiated in substantially completed form, a copy of the agreement shall be posted on the VBCPS website. This posting of the agreement should occur at least thirty (30) days prior to any vote to execute the agreement. The posting shall include a contact person for submission of public input. The public input shall be gathered and transmitted to the School Board prior to the requested action to approval an interim or comprehensive agreement.

F. Required Approvals

After the briefing of the School Board regarding the material terms of an interim or comprehensive agreement, the Superintendent shall request that the City Council take action to approve the proposed interim or comprehensive agreement.

Upon receipt of the City Council approval, the Superintendent shall request the School Board authorize the execution of the interim or comprehensive agreement. The scheduling of this action shall be after the required public hearing and any posting requirements have been completed. An example of the form of an authorizing resolution is provided in the Guidelines and supporting documentation.

As required by Virginia Code § 56-575.9 (F), as amended, when the School Board enters into an agreement pursuant to the PPEA, a copy should be submitted to the Auditor of Public Accounts within thirty (30) days.

III. Additional Considerations

A. Protests

A protest of any PPEA decision may be initiated after the School Board authorizes the execution of a comprehensive agreement. Prior to such authorization, there is no award from which a protest may be made. The timelines for such protest shall follow the VPPA.

B. Governing Provisions

In the event of any conflict between these provisions and the PPEA, the terms of the PPEA shall control.

C. Participation of Small and Minority-Owned Business

The School Board's policy is to facilitate participation of small businesses and businesses owned by women and minorities in its procurement transactions, including procurement transactions under the PPEA. Private entities making proposals to the School Board pursuant to the PPEA should ensure that reasonable efforts are made to facilitate participation of small businesses and businesses owned by women and minorities as part of their proposals.

D. Use of Public Funds

Virginia constitutional and statutory requirements as they apply to appropriation and expenditure of public funds apply to any interim agreement or comprehensive agreement entered into under the PPEA. Accordingly, the processes and procedural requirements associated with the expenditure or obligation of public funds shall be incorporated into planning for any PPEA project or projects.

E. The Virginia Freedom of Information Act.

1. Any confidential and proprietary information provided to a responsible public entity by a private entity pursuant to the PPEA shall be subject to disclosure under the Virginia Freedom of Information Act ("FOIA") except as provided by § 56-575.4(G) of the PPEA.

2. To prevent the release of any confidential and proprietary information that otherwise could be held in confidence pursuant to the PPEA, the private entity submitting the information must: a) invoke the exclusion from FOIA when the data or materials are submitted to VBCPS or before such submission; b) identify the data and materials for which protection from disclosure is sought; and c) state why the exclusion from disclosure is necessary. A private entity may request and receive a determination from the Office of the City Attorney ("City Attorney") as to the anticipated scope of protection prior to submitting the proposal in accordance with Virginia Code § 2.2-3705.6(11), as amended. If a private entity fails to designate trade secrets, financial records, or other confidential or proprietary information for protection from disclosure, such information, records or documents may be subject to disclosure under FOIA.

3. Upon receipt of a request from a private entity that designated portions of a proposal be protected from disclosure as confidential and proprietary, the City Attorney will determine whether such protection is appropriate under applicable law and, if appropriate, the scope of such appropriate protection, and shall communicate its determination to the private entity. If the determination regarding protection or the scope thereof differs from the private entity's request, then VBCPS will afford the private entity a reasonably opportunity to clarify and justify its request. Upon a final determination by the City Attorney to provide less protection than requested by the private entity, the private entity will be given an opportunity to withdraw its proposal. A proposal so withdrawn will be treated in the same manner as a proposal not accepted.

4. VBCPS may withhold from disclosure memoranda, staff evaluations, or other records prepared by VBCPS, its staff, outside advisors, or consultants exclusively for the evaluation and negotiation of proposals where (i) if such records were made public prior to or after the execution of an interim or a comprehensive agreement, the financial interest or bargaining position of VBCPS would be adversely affected, and (ii) the basis for the determination is documented in writing by VBCPS. Cost estimates relating to a proposed procurement transaction prepared by or for VBCPS shall not be open to public inspection.

5. VBCPS may not withhold from public access:

- a. procurement records other than those subject to the written determination of the VBCPS;
- b. information concerning the terms and conditions of any interim or comprehensive agreement, service contract, lease, partnership, or any agreement of any kind entered into by the VBCPS and the private entity;
- c. information concerning the terms and conditions of any financing arrangement that involves the use of any public funds; or
- d. information concerning the performance of any private entity developing or operating a qualifying transportation facility or a qualifying project.

However, to the extent that access to any procurement record or other document or information is compelled or protected as required by law, then VBCPS shall comply with such order.

F. Timelines for Selecting Proposals and Negotiating Agreements and Accelerated Timelines for Priority Qualifying Facilities.

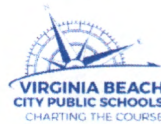
Normal expected timelines for selecting proposals and negotiating an interim agreement or comprehensive agreement are set out in the Guidelines and supporting documents. There is a separate timeline for unsolicited proposals that takes into account the additional time required by that process.

For projects deemed a priority by the School Board, the portion of timelines related to selection, review, and documentation may be accelerated. The School Board should generally adhere to these timelines in PPEA procurements, but the School Board may deviate from them when it is in its interests to do so.

Legal Reference:

Virginia Code § 56-575.1, *et. seq.*, as amended. The Public-Private Education Facilities and Infrastructure Act of 2002.

Adopted by School Board:



[Disclaimer](#) • [Contact Us](#)

APPROVED AS TO
LEGAL SUFFICIENCY

Kandath Haneeth
8/30/17

Policies and Regulations

School Board of the City of Virginia Beach
Policy 6-47

INSTRUCTION

Interscholastic Competition

A. Generally

All ~~interscholastic competitions~~ athletic, forensic, debating, public speaking, reading, and school publication dramatic, speech, literary, and academic activities shall be conducted in accordance with the applicable rules and regulations established by governing organizations such as, but not limited to: by the Virginia High School League through its member schools and handbook and policy manual; and the Virginia Beach Middle School League, through its member schools and handbook; and other organization policies and guidelines; and School Board Policy and Regulation.

The School Board recognizes that it has final responsibility for all interscholastic activities and encourages these activities for the overall development of the student.

B. Elementary

Competitive sports of a varsity nature are prohibited as a part of the elementary school program.

Editor's Note

For eligibility see [School Division Regulation 5-49.1](#).

Adopted by School Board: May 19, 1987
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: June 6, 2006

Amended by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY
Kamela H. [Signature]
8/30/17

INSTRUCTION

Field/Class Trips

A. Generally

Student trips of significant educational value shall be encouraged and shall be permitted under regulations established by the Superintendent. Student safety and proper care of school vehicles shall be primary considerations. The School Board delegates the approval of all school-sponsored field trips to the Superintendent or ~~his/her~~ designee. The Superintendent shall make an annual written report on such field trips to the School Board.

The School Board shall accept no responsibility for student travel that is not approved in writing in advance by the Superintendent or ~~his/her~~ designee in accordance with established regulations.

No student who is a member of a group shall be denied the opportunity to participate in a field trip activity of that group because of a lack of funds and no fund raising efforts for activities governed by this ~~P~~policy may commence until approval is received.

B. Overnight Trips

Student trips out of state or requiring overnight accommodations must be approved at least thirty (30) calendar days in advance by the Superintendent or ~~his/her~~ designee. The thirty (30) calendar day requirement may be waived by the Superintendent or ~~his/her~~ designee only in exceptional circumstances.

C. Privately Sponsored Trips

The School Board does not endorse or accept responsibility for any privately sponsored trips for students or any student trips not part of the instructional program. Employees are not permitted to solicit students for such trips. Administrators shall emphasize to any interested students and/or parents that trips of this nature are strictly private enterprises.

~~D. International Travel~~

~~The School Board does not endorse, sanction or approve any planned international travel. Such travel is strictly private and may not be made through the schools. For international travel by a student group or organization which occurs during the school year and for which a student requests excused absences, the Superintendent shall develop and implement procedures by which principals may recommend to the Superintendent or designee that student absences should be~~

~~excused where the following conditions exist: (1) funding for the trip is entirely private; (2) any School Board employee chaperoning the trip has taken personal leave or leave without pay for work time missed; (3) the adult student or minor student's parent/legal guardian have executed a written waiver approved by legal counsel releasing the School Board from liability and have signed a written agreement approved by legal counsel acknowledging that by permitting the principal to excuse such absences, the School Board is not endorsing, sanctioning or approving the trip; (4) the adult student or minor student's parent/legal guardian have obtained and shown proof of adequate flight/travel and health insurance coverage for the trip; (5) the School Division has purchased an International Commercial General Liability Policy for the School Board which provides coverage that is consistent with the Domestic Commercial General Liability Policy maintained by the School Division to cover claims arising during international travel which might be brought against the School Board or members of the School Board, resulting from negligent actions or inactions of the School Board, chaperones, or members of the student group or organization making such international travel and that the School Board has been reimbursed for the cost of such insurance; and (6) the trip has sufficient educational merit to justify the loss of instructional time. The Superintendent or designee shall determine whether the named conditions exist and make a final decision on the matter.~~

~~Exceptions to the international travel policy will be granted to students in their sophomore, junior and senior years who attend the Global Studies and World Languages Academy (GSWLA) when the international travel is directly related to the goals, coursework, and program expectations of the GSWLA. International travel approved for GSWLA students must be directly linked to grant funded trips, dual enrollment, or special projects developed and organized through the GSWLA in partnership with organizations such as corporate partners, colleges, or universities.~~

E.D. Transportation

1. School-Owned Vehicles/Buses

The School Board prefers the use of school-owned vehicles driven by School Division employees for school-related activities, both curricular and extracurricular. In the event that School Division employees are not available as drivers for such activities, the School Board prefers that School Board vehicles be used. In the event that School Board vehicles are not available for such activities and private vehicles are required, the School Board prefers that such vehicles be driven by School Division employees.

The School Board sanctions the use of school-owned vehicles for school related activities, both curricular and extracurricular, under the following guidelines:

- a. Regular bus runs shall have priority over special trips.
- b. Athletic teams, cheerleaders, or similar student groups may use the school-owned buses for trips after satisfactory arrangements have been made through the Office of Transportation Services.

2. The Superintendent or designee is authorized to develop regulations concerning the transportation of students and staff for field trips.

2. Commercial Carriers

~~Commercial carriers listed on the School Division's Approved Passenger Motor Carrier List may be used when appropriate. Pre-approval through the School Division's Passenger Carrier Master Agreement must be obtained at least 30 days in advance for the use of non-local and out-of-state commercial carriers.~~

3. Privately Owned Vehicles

a. General Requirements

~~1) No student, parent/legal guardian, or volunteer who has been convicted of two or more traffic violations within the preceding 12 months, has two or more unresolved traffic violations within the preceding 12 months, or has one conviction and one or more unresolved traffic violation(s) within the preceding 12 months, shall drive students on a field trip or to a school-related event.~~

~~2) No student, parent/legal guardian, or volunteer who has been convicted of driving under the influence of drugs or alcohol within the preceding five (5) years or who has a driving~~

~~under the influence of drugs or alcohol charge pending, shall drive students on a field trip or to a school-related event.~~

~~3.—3) The coach, activity sponsor, or building principal shall require any person driving students in a private vehicle to display a valid driver's license and parent permission slip, and to sign a written statement, on a school administration-approved form, that such driver does not have convictions or any pending charge(s) which violate the provisions of subsection E3a paragraphs 1 and/or 2, and further agreeing to provide a DMV abstract in response to a request by school administration, prior to such coach, sponsor, or building principal authorizing such driver to transport students. No driver who refuses to provide a DMV abstract upon the request of school administration shall be permitted to drive students on a field trip or to a school-related event.~~

~~b. Field Trips and Other School Events~~

~~Parents/legal guardians, students, volunteers, or other non-division persons, may drive students for field trips or other school events under the following circumstances:~~

~~1.—1) School bus transportation is not available or feasible because of distance to the event, the limited number of students participating, or in other circumstances designated by the principal.~~

~~2.—2) Adult students and minor students' parents/guardians are required to complete a field trip permission form, approved by the Department of School Administration, which clearly indicates the type of transportation, the type of driver (e.g. student, parent, volunteer), if not a member of the school staff, and other~~

pertinent field trip information as required by the principal.

~~3.—3) Persons not employed by the School Division and approved for driving for field trips will be required to furnish copies of certificates of insurance showing minimum combined liability limits per person, per accident of \$100,000 and a copy of a valid driver's license which shall be kept on file by the school. (Certificate of insurance coverage may be waived in the event that a rental vehicle is used and insurance with the foregoing limits is part of the rental agreement.) Non-division persons must also sign the certification required by subsection E3a.~~

~~c.—School Athletic Events~~

~~Parents/legal guardians, students and other non-division personnel may transport student athletes/athletic teams/cheerleaders to school-related athletic events only if:~~

- ~~1.—1) Each adult student or minor student's parent/legal guardian has completed an Athletic Field Trip Form at the beginning of the current athletic season; and~~
- ~~2.—2) The adult student or minor student's parents/legal guardian has signed the Release, Waiver and Indemnification form and such form is on file with the athletic team coach; and~~
- ~~3.—3) No school bus or van transportation is available because of distance to the event, the limited number of students participating or in other circumstances designated by the principal.~~

~~No parent/legal guardian, student or other non-division persons will be permitted to transport an athlete or athletic team unless a copy of a valid driver's license and proof of liability insurance showing minimum combined liability limits of \$100,000 per person, per accident for such driver are on file with the athletic team coach and such driver has signed the certification required by subsection E3a.~~

~~d. For School Division employees who transport students on special occasions see Regulation 4-25.1.~~

~~e. **Scope of School Board Liability Insurance**~~

~~School Board liability insurance policies will not cover drivers approved under E(3) from liability claims of passengers or third parties, will not provide such drivers with medical pay insurance, and will not protect against uninsured motorists. Consequently, in emergency situations, such as the unavailability of a bus or insufficient seating in an employee's vehicle, non-division persons who transport students to school-related activities or events do so voluntarily and at their own risk. Such drivers shall comply with the minimum liability insurance requirements set forth in Subsection E3c.~~

~~f. **Exceptions**~~

~~Nothing in this policy shall be interpreted to preclude a parent/legal guardian from transporting his/her own children to and from a sporting event or a school-related event with the prior permission of the coach or sponsor.~~

Legal References:

Virginia Board of Education Regulation 8 VAC 20-110-50, as amended. ~~Virginia Board of Education~~ Regulations Governing Pupil Accounting Records, Approval of school-sponsored field trips and other activities.

Code of Virginia § 22.1-176, as amended. Transportation of pupils authorized; when fee may be charged; contributions; regulations of Board of Education.

Adopted by School Board: October 21, 1969

Amended by School Board: July 20, 1971

Amended by School Board: January 20, 1976

Amended by School Board: April 21, 1987

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: January 18, 1994 (Effective December 21, 1993)

Amended by School Board: February 16, 1999 (Effective February 2, 1999)

Amended by School Board: May 4, 1999

Amended by School Board: August 15, 2000

Amended by School Board: June 6, 2006

Amended by School Board: September 23, 2008

Amended by School Board: November 1, 2011

Amended by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY

Kamela H. [Signature]
8/30/17

School Board of the City of Virginia Beach
Policy 6-57

INSTRUCTION

International Travel

The School Board supports international travel by students that **supports-aligns with** the School Board's mission to empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community. As global citizens, students should have the opportunity to experience other cultures, nations and languages when doing so supports the curriculum. The Superintendent is authorized to develop regulations and guidelines that address international travel and the conditions set forth in this Policy.

A. Authorized international travel.

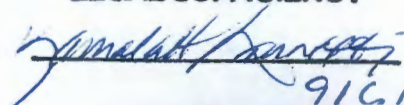
International travel by school sponsored groups may be approved if such travel supports the curriculum or is for service/competition opportunities related to the group's purpose. International travel will not be a required part of any curriculum and will be considered additional and voluntary opportunities offered to eligible students. School Division appropriated funds will not be used to fund international travel other than for the Global Studies and World Language Academy or when the Superintendent or designee specifically authorizes an exception to this provision. The principal will have final authority to determine if the proposed travel meets such criteria. The Superintendent or designee is authorized to develop regulations regarding excusing students and staff members from school and/or work to **attend-participate in** international travel. Proposed international travel must be fully approved by the Superintendent or designee prior to soliciting for trip attendees or beginning fund raising efforts. Planning for such trips will also include, but not be limited to consideration for: disruption of the educational environment; age appropriateness for students involved; adequate and appropriate chaperone coverage; special needs of students and chaperones including disability and economic circumstances; safety of participants; and other and good just cause as determined by the Superintendent or designee.

B. Global Studies and World Language Academy special provisions.

The Global Studies and World Language Academies (GSWLA) may be granted exceptions to this Policy and applicable regulations for international travel that is directly related to the goals, coursework, and program expectations of the GSWLA. International travel approved for GSWLA students must be directly linked to grant funded trips, dual enrollment, or special projects developed and organized through the GSWLA in partnership with organizations such as corporate partners, colleges, or universities. GSWLA may be authorized to host exchange programs with programs from other countries.

Adopted by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY


9/16/17

INSTRUCTION

Governor's School for the Arts

~~The school board authorizes the division's participation in the Governor's School for the Arts as established in its bylaws.~~

The Governor's School for the Arts (GSA) is a regional school program for exceptionally talented 9th – 12th grade public school students that provides premiere arts training in a conservatory style in six departments: Dance; Instrumental Music, Musical Theatre; Theatre & Film; Visual Arts; and Vocal Music. The mission and goals of the school include: providing a center for innovation that develops excellence, nurtures creativity, inspires artistic vision and builds communities with a passion for the arts; providing exceptional performance and exhibition experiences in state-of-the art facilities; preparing students to meet the most rigorous admission requirements of colleges, universities, conservatories, internships and other related career opportunities; and offering instruction through classes, performances, and cross-disciplinary opportunities by a faculty of professional instructors, artists and mentors. Students must be recommended by their school divisions and audition for admission to the school.

The Governor's School for the Arts serves the school divisions of Chesapeake, Franklin, Norfolk, Portsmouth, Isle of Wight, Southhampton, Suffolk and Virginia Beach. Each school division participates on the governing board and provides funding and services to support the program. The School Board authorizes ~~participation~~ the School Division to participate in the Governor's School for the Arts in accordance with its bylaws and will appoint a School Board liaison to the Governor's School for the Arts.

Adopted by School Board: May 17, 1988

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

Amended by School Board:



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APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Ganey
8/30/17



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

Section: Action **Date:** September 6, 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 September 6, 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 SEPTEMBER 2017
ASSIGNED TO THE UNIFIED SALARY SCALE**

2017-2018

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

8/21/2017	Andrea N. Williams	School Office Associate II, 12 month
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BAYSIDE

8/29/2017	Corine P. Apaliski	Physical Education Assistant
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BETTIE F. WILLIAMS

8/29/2017	Arturo L. Walker	Special Education Assistant
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8/29/2017	Bryant Jefferson	Special Education Assistant
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BIRDNECK

8/18/2017	Alexander C. Spain	Custodian I, 10 month, night
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8/24/2017	Angela M. Brandal	School Nurse
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8/29/2017	Cory Garner	Special Education Assistant, .5
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8/29/2017	Deanna Turner	Special Education Assistant
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8/29/2017	Krista M. Williams	Pre-Kindergarten Assistant
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BROOKWOOD

8/18/2017	Keona T. Mack	Custodian I, 10 month, night
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8/24/2017	Patricia A. Kuehn	Library Media Assistant
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8/29/2017	Amira Sixkiller	Physical Education Assistant
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CENTERVILLE

8/18/2017	Jason J. Richardson	Custodian I, 10 month, night
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CHRISTOPHER FARMS

8/24/2017	Alisha Jacobs	School Office Associate II, 10 month
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8/29/2017	Lisa J. Gollihur	Pre-Kindergarten Assistant
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COLLEGE PARK

8/29/2017	Audrey H. Smith	General Assistant
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COOKE

8/18/2017	Alleyne L. Smiley	Custodian I, 10 month
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8/29/2017	James W. Perkins	Physical Education Assistant, .5
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8/29/2017	Kristin Tardif	General Assistant
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CORPORATE LANDING

8/25/2017	Raechel B. Rickard	Custodian I, 10 month, night
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8/29/2017	David Caraballo	Physical Education Assistant
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8/29/2017	Elizabeth Burnell	Kindergarten Assistant
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CREEDS

8/24/2017	Kate E. Mraz	Library Media Assistant, .5
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8/29/2017	Amy L. Weaver	Physical Education Assistant, .5
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DIAMOND SPRINGS

8/29/2017	Ann M. Allen	Kindergarten Assistant
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8/29/2017	Heather L. Murch	Special Education Assistant
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8/29/2017	James R. Ruzsala	Physical Education Assistant
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8/29/2017	Jennifer Dobson	Kindergarten Assistant
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8/29/2017	Latasha M. Waters	Pre-Kindergarten Assistant
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8/29/2017	Shavonne Haskins	Kindergarten Assistant
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SCHOOL/DEPARTMENT**POSITION****FAIRFIELD**

8/18/2017 Jerrod A. Satterfield Custodian I, 10 month, night
8/29/2017 Crystal J. Bialas Kindergarten Assistant, .5

GLENWOOD

8/29/2017 Kimberley D. Green Pre-Kindergarten Assistant
8/29/2017 Lisa R. Praileau Special Education Assistant, .5
8/29/2017 Tina E. Hood Physical Education Assistant

HERMITAGE

8/22/2017 Christopher Greene Custodian I, 10 month, night
8/29/2017 Jessica L. Kavanagh Physical Education Assistant
8/29/2017 Tracy E. Bellamy General Assistant, .5; Physical Education Assistant .5
8/30/2017 Sarah A. DeCota Cafeteria Assistant, 4.5 hours

HOLLAND

8/24/2017 Denise L. Giezeman School Nurse
8/29/2017 Markus D. Bellamy Kindergarten Assistant
8/29/2017 Rayshawnda L. McMillan Title I Assistant

INDIAN LAKES

8/24/2017 Kristin A. Malone School Nurse
8/29/2017 Adriana Vargas Kindergarten Assistant, .5
8/29/2017 Dionne O. Lynch Security Assistant
8/29/2017 Kiel Powell Physical Education Assistant
8/29/2017 Leslie A. Corpuz Special Education Assistant

KEMPSVILLE

8/29/2017 Janelle C. Jones Physical Education Assistant
8/29/2017 Melissa A. Lee Kindergarten Assistant, .5

KING'S GRANT

8/22/2017 Matthew J. Morton Custodian I, 10 month, night
8/22/2017 Sheittina Owens Custodian I, 10 month, night

LANDSTOWN

8/29/2017 Cheryl T. Hong Clinic Assistant
8/29/2017 Jennifer Nash Special Education Assistant
8/29/2017 Stacey N. Sykes Special Education Assistant

LINKHORN PARK

8/29/2017 Becky P. Davis Clinic Assistant, .5
8/29/2017 Rene C. Pocta Kindergarten Assistant, .5

LUXFORD

8/29/2017 Leah Smith Kindergarten Assistant
8/29/2017 Serafio E. Fontanilla Special Education Assistant

MALIBU

8/29/2017 Blair G. Tucker Physical Education Assistant, .5

NEWTOWN

8/29/2017 Avery D. Edmonds Special Education Assistant
9/8/2017 Cassie Johnson School Office Associate II

OCEAN LAKES

8/18/2017 Raquel Morcillo-Gallego Cafeteria Manager I
8/29/2017 Shelton H. Smith Physical Education Assistant
8/29/2017 Victoria L. Kennedy Security Assistant

PEMBROKE

8/29/2017 Christina M. Webner Special Education Assistant
8/30/2017 Sara L. Radebaugh Cafeteria Assistant, 5 hours

PEMBROKE MEADOWS

8/18/2017 Brandon Green Custodian I, 10 month, night
8/29/2017 Catalina L. Jongquist Physical Education Assistant

SCHOOL/DEPARTMENT**POSITION**

8/29/2017	Cecilia Luz M. Carpenter	Kindergarten Assistant
8/29/2017	David M. Montgomery	Physical Education Assistant
8/29/2017	Julianna J. Kloss	Physical Education Assistant, .5

POINT O' VIEW

8/25/2017	Alvin Hancock	Custodian I, 10 month, night
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PRINCESS ANNE

8/29/2017	Deborah A. Hall	General Assistant
8/29/2017	Rachel A. Frattarelli	Special Education Assistant
8/29/2017	Tina M. Bates	Special Education Assistant

ROSEMONT FOREST

8/25/2017	Calvin Morris	Custodian I, 10 month, night
8/29/2017	Catheryn L. Simons	Kindergarten Assistant, .5
8/29/2017	Chelsea D. Patten	Physical Education Assistant, .5
8/29/2017	Deborah L. Gann	Special Education Assistant

SALEM

8/29/2017	Andrea K. Boothe	Pre-Kindergarten Assistant
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SEATAK

8/25/2017	Elizabeth A. Hensley	Custodian I, 10 month, night
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STRAWBRIDGE

8/29/2017	Judith M. Warner	Kindergarten Assistant, .5
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TALLWOOD

8/29/2017	Jill D. Schmeiser	General Assistant
8/29/2017	Melissa W. Dunaway	Physical Education Assistant, .5

THALIA

8/29/2017	Tamara C. Rayfield	Physical Education Assistant, .5
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THOROUGHGOOD

8/29/2017	Karen D. Joynt	Kindergarten Assistant
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TRANTWOOD

8/18/2017	Margie L. Moore	Custodian I, 10 month, night
8/29/2017	Cecelia F. Soscia	Special Education Assistant, .5
8/29/2017	Kristen G. Swimley	Pre-Kindergarten Assistant
8/29/2017	Vasiliki B. Titsis	Pre-Kindergarten Assistant

WHITE OAKS

8/29/2017	Brianne K. Darringer	Kindergarten Assistant
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WINDSOR OAKS

8/29/2017	Andrea R. Williams	Kindergarten Assistant
8/29/2017	Daniela Y. Angelova	Kindergarten Assistant

WINDSOR WOODS

8/24/2017	Genetta Burkes	Custodian I, 10 month
8/24/2017	Laudimer C. Buhain	Custodian I, 10 month, night

WOODSTOCK

8/29/2017	Janine Begley	Clinic Assistant, .5
8/29/2017	Kara P. Johnson	General Assistant

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

8/30/2017	Michele S. Taylor	Cafeteria Assistant, 4.5 hours
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BRANDON

8/29/2017	Taegan C. Hutchinson	Security Assistant
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CORPORATE LANDING

8/29/2017	Suzanne M. Clark	Clinic Assistant, .5
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GREAT NECK

8/18/2017	Moses T. Haynes	Custodian I, 10 month, night
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SCHOOL/DEPARTMENT**POSITION****INDEPENDENCE**

8/30/2017 Aferdita Bushamani Cafeteria Assistant, 6 hours

KEMPSVILLE

8/18/2017 Diamond Pennix Custodian I, 10 month, night

8/29/2017 Amanda M. Burget Special Education Assistant

LARKSPUR

8/29/2017 Yvonne S. Brackett Clinic Assistant

LYNNHAVEN

8/18/2017 Jermaine Langley Custodian I, 10 month

OLD DONATION

8/18/2017 Matthew M. Voegel Student Activities Coordinator

8/25/2017 Damion Davis Custodian I, 10 month, night

8/29/2017 Michael S. Dunavan Security Assistant, .4

PRINCESS ANNE

8/29/2017 Jo A. Aiken Special Education Assistant

SALEM

8/29/2017 Megan D. Davis Special Education Assistant

VIRGINIA BEACH

8/29/2017 John M. Maxey Jr. Security Assistant

8/29/2017 Nathaniel G. Thomas Special Education Assistant

8/29/2017 Travis Barnes Security Assistant

APPOINTMENTS - HIGH SCHOOL**FIRST COLONIAL**

8/18/2017 Cynthia S. Perry School Office Associate II, 10 month

8/29/2017 Michelle A. Liskey Distance Learning Assistant

GREEN RUN

8/18/2017 Juliana R. Hyatt Custodian I, 10 month, night

8/18/2017 Noel M. Suelo Custodian I, 10 month, night

8/21/2017 Monica L. Carr School Office Associate II, 10 month

8/24/2017 Tannya T. Hood School Office Associate II, 10 month

8/28/2017 Natalie Dunagan Drivers Education Instructor

KELLAM

8/25/2017 Reginald L. Williams Custodian I, 10 month, night

8/29/2017 Darrin C. Savino Security Assistant, .4

8/29/2017 Susan Triesch Security Assistant

LANDSTOWN

8/18/2017 Thomas J. McDonough Custodian I, 10 month, night

OCEAN LAKES

8/29/2017 Allen W. Johnson Security Assistant, .4

8/29/2017 Jordan Freels Special Education Assistant

8/29/2017 Natasha R. Alston Security Assistant

8/29/2017 Shaquan Cook ISS Coordinator

PRINCESS ANNE

8/29/2017 Deanna M. Bohac General Assistant

8/29/2017 Mekba Payne Special Education Assistant

RENAISSANCE ACADEMY

8/29/2017 Kevin W. Ashby Security Assistant

8/29/2017 Tiarra N. Wilson Special Education Assistant

SALEM

8/25/2017 Amariah Spellman Custodian I, 10 month

TALLWOOD

8/24/2017 Elizabeth Marl School Nurse

8/29/2017 Meghan L. Berberich General Assistant

SCHOOL/DEPARTMENT**POSITION****APPOINTMENTS - MISCELLANEOUS****DEPARTMENT OF TEACHING AND LEARNING**

8/21/2017 Tonya F. Evans Family Engagement Specialist

OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN

8/29/2017 Karin J. Box Special Education Assistant

OFFICE OF SCHOOL PLANT SERVICES

9/18/2017 Sammy Nix Assistant Director

OFFICE OF STUDENT SUPPORT SERVICES

8/18/2017 Sarah M. Carstens Psychologist, 10 month

OFFICE OF TRANSPORTATION SERVICES

8/28/2017	Francois B. Cote, II	Fleet Technician I
8/30/2017	Alvita V. Lee	Bus Driver, 5.5 hours
8/30/2017	Amanda E. Robbins	Bus Driver, 5 hours
8/30/2017	Ashley A. Jennings	Bus Assistant, 5.5 hours
8/30/2017	Averi C. Wilson	Bus Driver, 5.5 hours
8/30/2017	Bailey N. Andrews	Bus Driver, 5 hours
8/30/2017	Bernadette J. Holliday	Bus Driver, 6 hours
8/30/2017	Beverly Bradshaw	Bus Assistant, 5.5 hours
8/30/2017	Crystal A. Johnson-Goodwin	Bus Driver, 5 hours
8/30/2017	Crystal D. Pate	Bus Driver, 6 hours
8/30/2017	David C. Banks	Bus Driver, 6 hours
8/30/2017	Debora A. Parham	Bus Driver, 5.5 hours
8/30/2017	Debra A. Flournoy	Bus Driver, 5.5 hours
8/30/2017	Delores L. Abner	Bus Assistant, 5.5 hours
8/30/2017	Dellareese Kirk	Bus Assistant, 5.5 hours
8/30/2017	Diamond S. Basnight	Bus Assistant, 5.5 hours
8/30/2017	Donald M. Saunders	Bus Driver, 6 hours
8/30/2017	Edward L. Mebane	Bus Driver, 5 hours
8/30/2017	Edwin M. Jimenez	Bus Driver, 6 hours
8/30/2017	Erica M. Wells	Bus Driver, 5 hours
8/30/2017	Gary S. Rankin	Bus Driver, 5.5 hours
8/30/2017	Jennifer M. Horton	Bus Driver, 5 hours
8/30/2017	Julia E. Subeh	Bus Driver, 5 hours
8/30/2017	Kaitlyn N. Daguro	Bus Assistant, 8 hours
8/30/2017	Kristin MacDonald	Bus Driver, 6 hours
8/30/2017	Lorri M. Hanger	Bus Driver, 5.5 hours
8/30/2017	Melanie T. Coppola	Bus Driver, 5 hours
8/30/2017	Michael F. Williams	Bus Driver, 6 hours
8/30/2017	Michelle Bargher	Bus Driver, 7 hours
8/30/2017	Natasha F. Allen	Bus Driver, 6 hours
8/30/2017	Ralph D. Denton, IV	Bus Driver, 5.5 hours
8/30/2017	Rebecca A. Taber	Bus Driver, 6 hours
8/30/2017	Robert Collette	Bus Driver, 5 hours
8/30/2017	Robert L. White	Bus Driver, 5.5 hours
8/30/2017	Robert L. Yancey	Bus Driver, 5.5 hours
8/30/2017	Stacey L. Ray	Bus Assistant, 5.5 hours
8/30/2017	Tatjana Poe	Bus Driver, 5.5 hours
8/30/2017	Tracy M. Argersinger	Bus Driver, 5.5 hours
8/30/2017	Wanda D. Palmer	Bus Assistant, 5.5 hours

SCHOOL/DEPARTMENT**POSITION****RESIGNATIONS - ELEMENTARY SCHOOL****BIRDNECK**

6/19/2017 Valinda J. Leonard Special Education Assistant (family)

DIAMOND SPRINGS

6/16/2017 Amber R. Russell Cafeteria Assistant, 6 hours (family)

6/19/2017 Ernest J. Bethel Physical Education Assistant (moved to another school system, public)
Kindergarten Assistant (family)

6/19/2017 Tamika Bond

HERMITAGE

9/8/2017 Byron L. Kelley Technology Support Technician (career enhancement opportunity)

HOLLAND

6/16/2017 Deborah Dooley Cafeteria Assistant, 5 hours (family)

INDIAN LAKES

6/16/2017 Fedis C. Shibley Cafeteria Assistant, 5 hours (relocation)

KEMPSVILLE MEADOWS

6/16/2017 Jeanette Mendoza Cafeteria Assistant, 5 hours (personal reasons)

LANDSTOWN

6/30/2017 Yamila G. Bunn Clinic Assistant (family)

NEW CASTLE

6/22/2017 Yvette Cross Custodian I, 10 month, night (personal reasons)

OCEAN LAKES

6/19/2017 Jessica M. Miller Kindergarten Assistant, .5 (declined position for career enhancement opportunity after accepting)

PRINCESS ANNE

6/19/2017 Sharon E. Weatherman Special Education Assistant (accepted a private sector job)

6/19/2017 Bonnie B. Cobb Special Education Assistant (family)

SALEM

8/25/2017 Johanna Camacho-Rivera Custodian I, 10 month, night (career enhancement opportunity)

SEATACK

6/19/2017 Britney L. Creekmore Special Education Assistant (relocation)

TALLWOOD

6/19/2017 Adam L. Stull Physical Education Assistant (career enhancement opportunity)

TRANTWOOD

8/25/2017 Morgan M. Weate School Office Associate II, 12 month (career enhancement opportunity)

8/18/2017 Margie L. Moore Custodian I, 10 month, night (personal reasons)

WOODSTOCK

6/16/2017 Jongok Park Cafeteria Assistant, 5 hours (career enhancement opportunity)

RESIGNATIONS - MIDDLE SCHOOL**BAYSIDE**

6/16/2017 Regla M. Macias Cafeteria Assistant, 6 hours (career enhancement opportunity)

BAYSIDE 6TH GRADE CAMPUS

7/31/2017 Elizabeth M. Dimirsky School Administrative Associate I (health)

BRANDON

8/24/2017 Lasabra Shoulders Custodian I, 10 month, night (personal reasons)

CORPORATE LANDING

6/16/2017 Gwendolyn Z. Harris Cafeteria Assistant, 5 hours (personal reasons)

6/19/2017 Lori L. Sabourin Special Education Assistant (family)

INDEPENDENCE

6/19/2017 Craig A. Cook Custodian I, 10 month, night (family)

SCHOOL/DEPARTMENT**POSITION****LARKSPUR**

6/16/2017	Antoinette J. Funk	Clinic Assistant (health)
6/16/2017	Maria G. Meza	Cafeteria Assistant, 6 hours (family)
6/19/2017	Sharon D. Walker	Special Education Assistant (relocation)

OLD DONATION

6/19/2017	Ginger Edwards	Security Assistant, .5 (health)
7/21/2017	Mario Hayes	Custodian II, night (job abandonment)

RESIGNATIONS - HIGH SCHOOL**FIRST COLONIAL**

6/19/2017	Ethan J. Walker	Distance Learning Assistant (career enhancement opportunity)
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GREEN RUN

6/16/2017	Miao Wu	Cafeteria Assistant, 4 hours (personal reasons)
6/19/2017	Joshua S. Freeman	Special Education Assistant (career enhancement opportunity)

6/19/2017	Pandora W. Johnson	Library/Media Assistant (career enhancement opportunity)
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KEMPSVILLE

6/16/2017	Kimberly M. Falkenstein	School Nurse (relocation)
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LYNNHAVEN

6/19/2017	Yafa T. Bosler	Security Assistant (career enhancement opportunity)
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OCEAN LAKES

6/19/2017	Shannon K. Karus	Clinic Assistant, .5 (continuing education)
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RENAISSANCE ACADEMY

6/19/2017	Samuel Q. Eure, IV	Security Assistant (career enhancement opportunity)
9/1/2017	Taryia O. Brown	Special Education Assistant (continuing education)

RESIGNATIONS - MISCELLANEOUS**OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN**

9/22/2017	Frederick J. Leybag	Physical Therapist, .5 (relocation)
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OFFICE OF TRANSPORTATION SERVICES

6/16/2017	Donna M. Hinson	Bus Driver, 5.5 hours (health)
6/16/2017	Erin M. Anastasi	Bus Driver, 5.5 hours (continuing education)
6/16/2017	Keith B. Gehry	Bus Driver, 7 hours (continuing education)
6/16/2017	Leah M. Page	Bus Driver, 5 hours (career enhancement opportunity)
6/16/2017	Linda L. Dickerson	Bus Driver, 6 hours (career enhancement opportunity)
6/16/2017	Robert Foxwell	Bus Driver, 5.5 hours (personal reasons)

RETIREMENTS - ELEMENTARY SCHOOL**ROSEMONT FOREST**

9/30/2017	Mai B. McNulty	Cafeteria Assistant, 5 hours
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KING'S GRANT

8/31/2017	Carolyn J. Ward	Special Education Assistant
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LINKHORN PARK

10/31/2017	Rita A. Rendon	Library Media Assistant
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RETIREMENTS - MIDDLE SCHOOL

NONE

SCHOOL/DEPARTMENT**POSITION****RETIREMENTS - HIGH SCHOOL****BAYSIDE**

8/31/2017 Carlos C. Houston Custodian I, 12 month

OCEAN LAKES

6/16/2017 David D. Cywinski Special Education Assistant

10/31/2017 William H. Dorman Custodian I, 12 month

PRINCESS ANNE

8/31/2017 Elaine P. Denson Assistant Principal

RETIREMENTS - MISCELLANEOUS**DEPARTMENT OF TEACHING AND LEARNING**

12/31/2017 Emmanuel C. Cenizal Coordinator of Mathematics

DEPARTMENT OF TECHNOLOGY

10/31/2017 Margaret M. Neumann Network Technician I

OFFICE OF TRANSPORTATION SERVICES

6/16/2017 James E. Forrest Bus Driver, 7.5 hours

8/31/2017 Delores Williams Bus Driver, 6 hours

9/30/2017 Dorothy C. Sawyer Bus Driver, 6.5 hours

OTHER EMPLOYMENT ACTIONS

NONE

**VIRGINIA BEACH CITY PUBLIC SCHOOLS
PERSONNEL REPORT SEPTEMBER 2017
ASSIGNED TO THE INSTRUCTIONAL SALARY SCALE**

2017-2018

<u>SCHOOL</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL</u>
<u>APPOINTMENTS - ELEMENTARY SCHOOL</u>			
<u>ALANTON</u>			
8/24/2017	Sarah M. McIntosh	Grade 3	University of North Carolina
8/24/2017	Brandee A. Patrell	Grade 3	East Carolina University, NC
8/24/2017	Courtney Palmieri	Grade 4	Lynchburg Colleg, VA
<u>BETTIE F. WILLIAMS</u>			
8/24/2017	Taylor Fell	Grade 4	Millersville University of Pennsylvania
<u>BIRDNECK</u>			
8/24/2017	Jessica N. Beck	Special Education	James Madison University
8/24/2017	Chad Leuthauser	Grade 3	State University of New York at Buffalo
<u>BROOKWOOD</u>			
8/24/2017	Lillian McDonough	Special Education	University of Florida
8/24/2017	Jessica J. Sandeen	Grade 4	Regis University, CO
<u>CHRISTOPHER FARMS</u>			
8/24/2017	Katherine L. Wessman	Grade 2	The College of William & Mary
<u>COLLEGE PARK</u>			
8/24/2017	Yolanda Y. Roberts	Grade 5	Norfolk State University
<u>COOKE</u>			
8/24/2017	Megan Bowers	Grade 2	George Mason University
8/24/2017	Lexis J. Rolff	Grade 3	Purdue University, IN
<u>DIAMOND SPRINGS</u>			
8/24/2017	Kathryn C. Davis	Grade 1	University of Phoenix, AZ
<u>FAIRFIELD</u>			
8/24/2017	Jennifer K. Dziekan	Special Education	Purdue University, IN
<u>INDIAN LAKES</u>			
8/24/2017	Melanie K. O'Banion	Special Education	University of Maryland
<u>JOHN B. DEY</u>			
8/24/2017	Nicole H. Linderman	Grade 1	State University of New York, Potsdam
<u>KEMPSVILLE</u>			
8/24/2017	Jessica Sorenson	Special Education	University of Southern Mississippi
			DeSoto County Schools, MS
<u>KEMPSVILLE MEADOWS</u>			
8/25/2017	Trena N. Ortiz	Grade 4	University of Phoenix, AZ
<u>KINGSTON</u>			
8/24/2017	Jaclyn McVey	Grade 2	California State University, San Bernardino
8/24/2017	Jennifer Stepp	Kindergarten	Oklahoma Baptist University

<u>SCHOOL</u>		<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL</u>
<u>LANDSTOWN</u>				
8/24/2017	Grant M. Pavlik	Special Education	Slippery Rock University, PA	
<u>LINKHORN PARK</u>				
8/24/2017	Alexandra L. Matthews	Kindergarten	Coastal Carolina University, SC	
<u>LUXFORD</u>				
8/24/2017	Rosa S. Mazzola	Grade 5	Virginia Commonwealth University	
8/24/2017	Katherine M. Marion	Grade 3	Michigan State University	
<u>LYNNHAVEN</u>				
8/24/2017	Nicole L. Miragliotta	Music-Vocal	The Hartt School, CT	
<u>NEWTOWN</u>				
8/24/2017	James R. Brooks	Grade 2	Liberty University	VBCPS
8/24/2017	Dhanushi P. Shah	Grade 3	Old Dominion University	
<u>OCEAN LAKES</u>				
8/24/2017	Marcella L. Dos Santos	Special Education	Old Dominion University	
8/24/2017	Krystal D. Torres	Grade 2	Old Dominion University	
<u>PARKWAY</u>				
8/24/2017	Alexandria M. Haines	Grade 5	James Madison University	
<u>PEMBROKE</u>				
8/24/2017	Brittany M. Parrill	Grade 4	Indiana University of Pennsylvania	Fairfax County Public Schools
<u>PEMBROKE MEADOWS</u>				
8/24/2017	Sarah T. Meisenhelter	Special Education	James Madison University	
8/24/2017	Marlee N. Wise	Grade 3	Old Dominion University	VBCPS
<u>ROSEMONT FOREST</u>				
8/24/2017	Lindsey H. Wolff	Grade 2	University of South Alabama	
8/24/2017	Sky A. Noon	Grade 5	University of Mary Washington	Brevard Public Schools, FL
<u>SHELTON PARK</u>				
9/1/2017	Elizabeth Wiles	Grade 5	Towson University, MD	Cumberland County Public Schools, VA
<u>STRAWBRIDGE</u>				
8/24/2017	Kelly M. Saunders	Grade 3	Mount St. Joseph University, OH	Northland Preparatory and Fitness Academy, OH
8/24/2017	Katherine K. Bell	Kindergarten, .5	University of Phoenix, AZ	VBCPS
8/24/2017	Nicholas Galante	Music-Instrumental, .8	Ithaca College, NY	
<u>TALLWOOD</u>				
8/24/2017	Janie M. Everett	Grade 5	National University, CA	
<u>THALIA</u>				
8/24/2017	Abigail L. Melnik	Grade 4	Adrian College, MI	
8/24/2017	Jessica M. Bradford	Grade 3	University of Nevada, Reno	Horizon Prep Christian School, CA
<u>THOROUGHGOOD</u>				
8/24/2017	Pamela L. Smyth	Grade 2	Virginia Tech	

<u>SCHOOL</u>		<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL</u>
8/24/2017	Heather A. Murdock	Grade 2	Concordia University, WI	Prince William County Public Schools, VA
<u>WHITE OAKS</u>				
8/24/2017	Emily A. Lyons	Grade 4	Roanoke College	
<u>WINDSOR OAKS</u>				
8/24/2017	Kevin A. Anderson	Special Education	Emory University, GA	Chesterfield County Public Schools, VA
<u>WINDSOR WOODS</u>				
8/24/2017	Tarra G. Cohen	Special Education	Old Dominion University	

APPOINTMENTS - MIDDLE SCHOOL

BAYSIDE 6TH GRADE CAMPUS

8/24/2017	Monica R. Fowlkes	School Counselor	Norfolk State University	
8/1/2017	Ronald C. Groomes	School Counselor	South Carolina State University	VBCPS
8/24/2017	Carol M. Kuznia	Special Education	Wayne State University, MI	

BAYSIDE

8/24/2017	Nicole L. Sheffield	Grade 7 Social Studies	Grand Canyon University	VBCPS
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BRANDON

8/28/2017	Angie M. James	Grade 7 Math	Old Dominion University	Norfolk Public Schools
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CORPORATE LANDING

8/24/2017	Brenda Giesen	Grade 8 Science	Marquette University, WI	Racine Unified School District, WI
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GREAT NECK

8/24/2017	Jane R. Julian	Grade 7 English/Social Studies	Longwood University	VBCPS
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INDEPENDENCE

8/24/2017	Nancy P. Cobb	Grade 6 Science	Virginia Commonwealth University	VBCPS
8/24/2017	Abigail C. Snell	Grade 6 Math	Longwood University	Hopewell City Public Schools

KEMPSVILLE

8/24/2017	Molly B. Bertsch	Grade 8 Earth Science	Regent University	
8/24/2017	James L. Butler	Grade 6 Science	Virginia Wesleyan College	
8/24/2017	Christina M. Alaniz	Special Education	National University, CA	
8/24/2017	Julie R. Hewitt	Art	Liberty University	VBCPS

LANDSTOWN

8/24/2017	Lee C. Hicks	Grade 6 Social Studies	Radford University	
8/24/2017	Rodney F. White	Grade 7 Social Studies	Virginia Commonwealth University	Norfolk Public Schools

LARKSPUR

8/24/2017	Brianne Cordingley	Grade 6 Social Studies	SUNY Stony Brook, NY	
8/24/2017	Karla L. Alexander Galloway	School Counselor	Old Dominion University	

LYNNHAVEN

8/24/2017	Carolynn M. Russell	Grade 7 Science	Rider University, NJ	
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<u>SCHOOL</u>		<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL</u>
<u>OLD DONATION</u>				
8/24/2017	Jodi Denny	Grade 7 English	Old Dominion University	Albermarle County Schools
8/24/2017	Eleonore Deynes	French, .6	Universite Francois Rabelais Tours, France	
<u>PRINCESS ANNE</u>				
8/24/2017	Richard A. Kalinauskas II	Band Instructor	Old Dominion University	Nansemond-Suffolk Academy
8/24/2017	Lydia Reaves-Bey	Music-Instrumental, .6	Norfolk State University	
8/24/2017	Anthony K. Wolverton	Grade 7 Math	Liberty University	
8/24/2017	Bridget K. Timothy	Special Education	Winthrop University, SC	VBCPS
<u>APPOINTMENTS - HIGH SCHOOL</u>				
<u>BAYSIDE</u>				
8/24/2017	Domenica M. Nichols	Spanish	Universidad Inca Garcilasco de la Vega, Peru	Currituck County Schools, NC
8/24/2017	Heath Sorey	English	Virginia Tech	
8/24/2017	Jeremy R. Michael	Social Studies	Virginia Tech	VBCPS
8/24/2017	Joshua I. Peek	English	Old Dominion University	
8/24/2017	Jiuliana Meza Alcazar	Spanish	Old Dominion University	VBCPS
8/24/2017	Meghan M. Henson	English	Old Dominion University	VBCPS
<u>COX</u>				
8/24/2017	Bartholomew Irwin	Math	Virginia Tech	Norfolk Public Schools
8/24/2017	Miriam H. Lewis	Social Studies, .8	Old Dominion University	VBCPS
<u>FIRST COLONIAL</u>				
8/24/2017	Adrienne Schlenkermann	Math, .6	Old Dominion University	VBCPS
8/24/2017	Amy E. Stern	Special Education	Old Dominion University	VBCPS
8/24/2017	Teresa E. Anderson	Family & Consumer Science	Regent University	Norfolk Christian School
8/24/2017	Yannis Mavropoulos, PhD	Special Education	The College of William & Mary	Easton Public Schools, MA
<u>GREEN RUN</u>				
8/24/2017	Bradley R. Boynton	Special Education	Ohio University	VBCPS
8/24/2017	Brittany N. Rimes	English	Holy Family College, PA	VBCPS
8/24/2017	Clifford C. Macklin	Special Education	Christopher Newport University	Southeastern Cooperative Educational Programs (SECEP)
8/24/2017	Erica A. Putnam	Science	State University of New York at Cortland, NY	Charlotte Mecklenburg Schools, NC
8/24/2017	Hildegard E. Boardman	Special Education	Ithaca College, NY	
8/24/2017	Julie Wisher	Special Education	Davis & Elkins College (WV)	
8/24/2017	Robert C. Alcorn	Social Studies	Old Dominion University	VBPCS
8/24/2017	William B. Dalton	Business Education	Virginia Tech	

<u>SCHOOL</u>		<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL</u>
<u>GREEN RUN COLLEGIATE</u>				
8/24/2017	Debra L. Warunek	Social Studies	Georgia State University	
8/28/2017	Engin Turkmen	Math	Old Dominion University	
8/28/2017	Rebecca L. Bissell	Science	Virginia Commonwealth University	
<u>JUVENILE DETENTION HOME</u>				
8/21/2017	Michelle R. Collins	Business Education	Virginia Tech	Suffolk Public Schools
<u>KELLAM</u>				
8/24/2017	Amy K. Converse	English, .8	The Pennsylvania University, PA	
8/24/2017	Jason Schatti	Science, .8	Old Dominion University	VBCPS
8/24/2017	Kimberly P. Shakallis	English	Southern New Hampshire University, NH	
<u>KEMPSVILLE</u>				
8/10/2017	Jennifer L. Carlson	School Counselor	Old Dominion University	VBCPS
8/24/2017	Alina R. Dougherty	Math	University of Maryland University College, MD	
8/24/2017	Denise D. Lawson	Graduation Coach	Old Dominion University	VBCPS
8/24/2017	Nicole R. Dewey	Math	Barton College, NC	
8/15/2017	Keish R. Phillips	Guidance Department Chair	Norfolk State University	Norfolk Public Schools
8/24/2017	Tricia M. Carter	English	Michigan State University, MI	
<u>LANDSTOWN</u>				
8/24/2017	April L. Scholes	Art, .2	Eastern Washington University, WA	Portsmouth Public Schools
8/24/2017	Erin M. Lunenfeld	Social Studies	Hunter College of the City University of New York, NY	VBCPS
8/24/2017	Kelly A. Powell	Spanish, .6	University of Virginia	Suffolk Public Schools
8/24/2017	Nicole M. Lee	Science	Old Dominion University	VBCPS
8/24/2017	Shela M. Bollenbacher	Special Education, .8	Regent University	VBCPS
<u>PRINCESS ANNE</u>				
8/24/2017	Amanda M. Booth	Math	Concord College, WV	Chesterfield County Public Schools
8/24/2017	Charles M. Davison	Social Studies	Old Dominion University	Norfolk Public Schools
8/24/2017	Katherine Baker	Social Studies	Auburn University, AL	
8/24/2017	Lora A. Marlar	English, .8	Longwood University	VBCPS
8/24/2017	Sara B. Roberts	English	Virginia Tech	
<u>RENAISSANCE ACADEMY</u>				
8/24/2017	John T. Cunningham	Social Studies	Virginia Wesleyan College	VBCPS
8/24/2017	Kaitlyn J. Stevens	Science	University of North Carolina-Wilmington	
8/24/2017	Iman Nanoua	Grade 7	Old Dominion University	

<u>SCHOOL</u>		<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL</u>
<u>SALEM</u>				
8/24/2017	Ashley D. Whitlinger	Dance	Old Dominion University	
8/24/2017	Julie L. Fox	Health and Physical Education, .6	Norfolk State University	VBCPS
8/24/2017	Tracey V. Moore	Business Education	Hampton University	Newport News Public Schools
<u>TALLWOOD</u>				
8/24/2017	Evangeline C. Tamayo	Math, .8	University of Philippines, Republic of the Philippines	

APPOINTMENTS - MISCELLANEOUS

OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN

8/24/2017	Kelsey Blackburn	Speech Language Pathologist	Clarion University of Pennsylvania, PA	
8/24/2017	Melissa J. Colley	Hearing Impairment	Radford University	Norfolk Public Schools
8/24/2017	Teresa D. Howington-Vaughan	Program Compliance Support Teacher	Nova Southeastern University, FL	Franklin City Public Schools

RESIGNATIONS - ELEMENTARY SCHOOL

ALANTON

6/19/2017 Jennifer V. Corso Grade 3 (career enhancement opportunity)

ARROWHEAD

6/19/2017 James Justice Music-Vocal (career enhancement opportunity)

ROSEMONT FOREST

10/31/2017 Barbara H. Swilley Grade 5 (relocation)

SEATACK

6/19/2017 Susan L. Stephenson Special Education (relocation)

THOROUGHGOOD

6/19/2017 Cara D. Cupka Grade 3 (accepted private sector job)

WOODSTOCK

8/9/2017 Susan C. Jocelyn Reading Specialist, .4 (declined position to substitute after accepting)

RESIGNATIONS - MIDDLE SCHOOL

GREAT NECK

6/19/2017 Krystle Coldiron Grade 8 (family)

LARKSPUR

6/23/2017 Joseph S. Schober School Counselor (personal reasons)

RESIGNATIONS - HIGH SCHOOL

FIRST COLONIAL

6/19/2017 Markus L. Pfeiffer German, .6 (career enhancement opportunity)

GREEN RUN

6/19/2017 Deborah A. Stillwell Social Studies (moved to another school system, private)

GREEN RUN COLLEGIATE

6/19/2017 Christine P. Dech Science (death)

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

6/19/2017	Nancy S. Nelson	Math (moved to another school system, private)	
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PRINCESS ANNE

6/19/2017	Jessica L. Stahlbock	English (family)	
6/19/2017	Kristin W. Garnache	Math (personal reasons)	

RENAISSANCE ACADEMY

8/24/2017	Shane A. Braunbeck	Social Studies (family)	
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RESIGNATIONS - MISCELLANEOUS

NONE

RETIREMENTS - ELEMENTARY SCHOOL

GREEN RUN

6/19/2017	Helen A. Thompson	Special Education	
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KEMPSVILLE

6/19/2017	Katherine F. Geisaka	Art, .5	
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RETIREMENTS - MIDDLE SCHOOL

KEMPSVILLE

6/19/2017	Fabricio E. Quirola	Art	
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RETIREMENTS - HIGH SCHOOL

FIRST COLONIAL

6/19/2017	James K. Denson	Social Studies	
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RETIREMENTS - MISCELLANEOUS

NONE

OTHER EMPLOYMENT ACTIONS

NONE

Sept. 6, 2017

**VIRGINIA BEACH CITY PUBLIC SCHOOLS
PERSONNEL REPORT SEPTEMBER 2017
ADMINISTRATIVE APPOINTMENTS**

2017-2018

SCHOOL/DEPARTMENT

POSITION

APPOINTMENTS - ELEMENTARY SCHOOL

NONE

APPOINTMENTS - MIDDLE SCHOOL

NONE

APPOINTMENTS - HIGH SCHOOL

PRINCESS ANNE

9/7/2017

Shana N. Remian

Assistant Principal

APPOINTMENTS - MISCELLANEOUS

DEPARTMENT OF HUMAN RESOURCES

9/7/2017

Katelyn N. Overmiller

Employee Relations Specialist



School Counseling Program (K-12):

Subject: Comprehensive Evaluation - Academic Component **Item Number:** 13A

Section: Information **Date:** September 6, 2017

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

Prepared by: 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. Heidi L. Janicki

Recommendation:

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

Background Summary:

According to School Board Policy 6-26, “Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually.” On September 7, 2016, the School Board approved the 2016-2017 Program Evaluation Schedule, in which the school counseling program was recommended for evaluation. On December 20, 2016, the School Board approved the three-year comprehensive evaluation plan with the 2016-2017 evaluation focused on the program’s academic component. An evaluation focused on the college and career component is planned for 2017-2018, and an evaluation of the personal and social component of the school counseling program is planned for 2018-2019. The 2016-2017 comprehensive evaluation focused on the operation of the program as it relates to supporting students academically including school counselor responsibilities and activities, staffing, professional learning, and parent engagement; characteristics of the students; progress made toward meeting the goals and objectives related to students’ academic preparation; and stakeholders’ perceptions. In addition, recommendations for the program are provided.

Source:

School Board Policy 6-26
School Board Minutes September 7, 2016
School Board Minutes December 20, 2016

Budget Impact:



School Counseling Program (K-12): *Comprehensive Evaluation – Academic Component*

By Heidi L. Janicki, Ph.D., Director of Research and Evaluation
and Brian K. Matney, Ph.D., Program Evaluation Specialist



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

Comprehensive Evaluation
Report
September 2017

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Executive Summary

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

Key Evaluation Findings

Operational Components

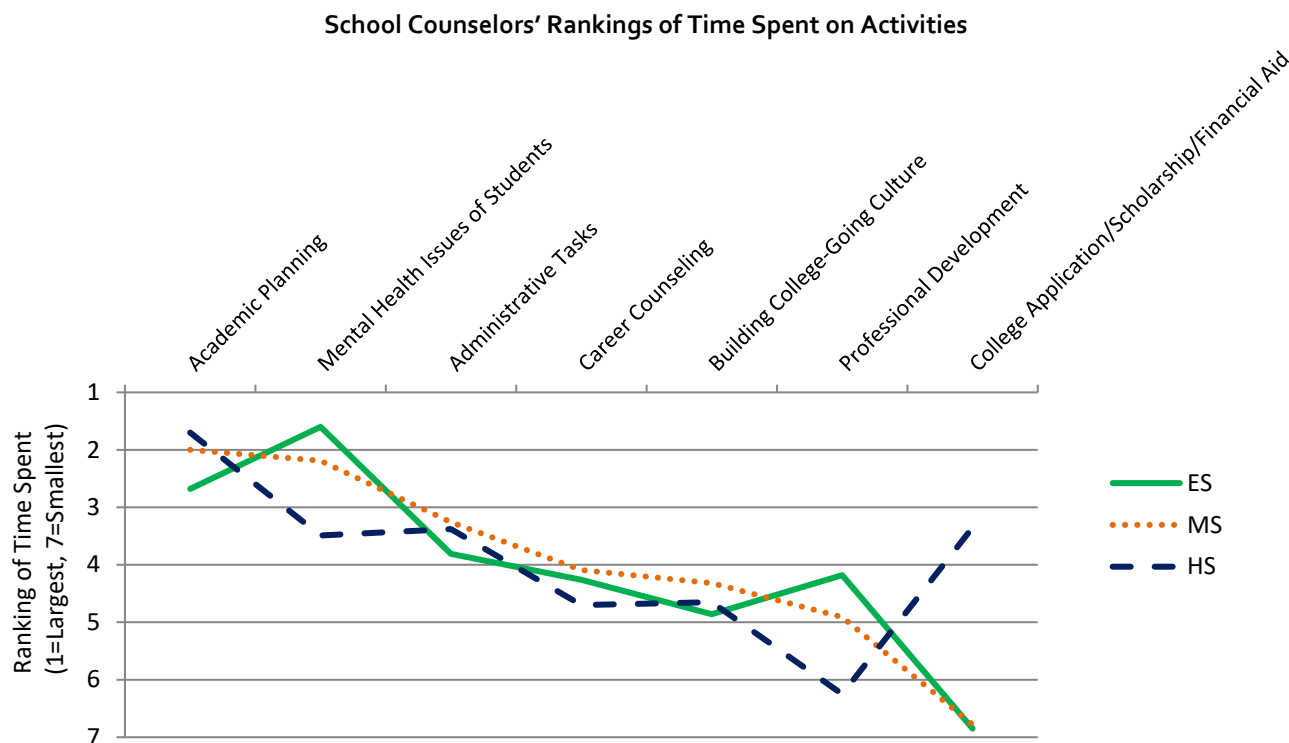
Components of Comprehensive School Counseling Program

- The design and delivery of the VBCPS school counseling program was based on the American School Counselors Association (ASCA) national model because it “emphasizes a comprehensive and developmental approach.”
- The VBCPS school counseling program includes counseling services, classroom guidance services, consultation services, and coordination efforts.
- According to ASCA, delivery of services to students, both direct and indirect services, should account for 80 percent or more of the school counselors' activities with most time spent in direct service to and contact with students.
- Less than one half of the division's school counselors agreed that they had a daily schedule that allowed them adequate time to provide academic counseling to their students (43%), and this percentage declined to a low of 35 percent for high school counselors.
- Administrators across the division (89%) were noticeably more positive than school counselors (43%) and teachers (61%) that their school counselors had a daily schedule that allowed them adequate time to provide academic counseling to students. Even at the high school level, 85 percent of administrators agreed.
- Across the division, a high percentage of school counselors (88%) and administrators (93%) agreed that teachers and other staff worked cooperatively with school counselors. In addition, 84 percent of teachers agreed that school counselors worked cooperatively with teachers.
- Across the division, 59 percent of students and 47 percent of parents agreed that they had enough time with the school counselor to plan their academic and career goals. Student agreement levels varied by school level (70% at the elementary school level and 54% at both middle and high school levels).

School Counselor Responsibilities and Activities Related to Academic Achievement

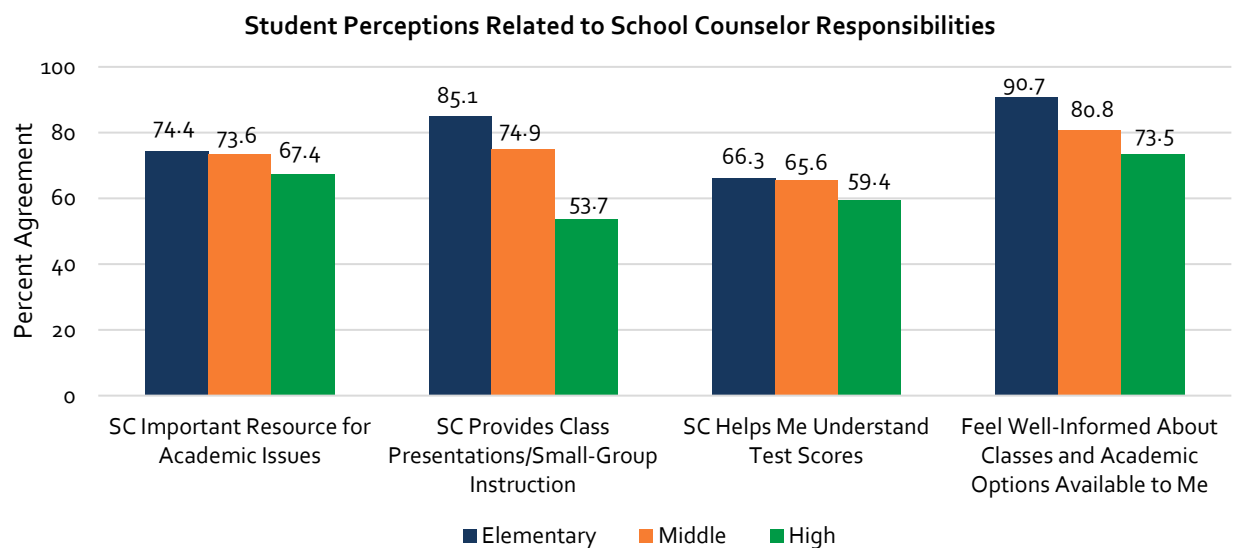
- School counselors were asked to rank various activities based on how much time they spent working in each area. Average rankings by school level showed that academic planning was ranked as one of the areas where the largest amount of time was spent by school counselors at all school levels. Professional learning was ranked as an area where relatively smaller amounts of time were spent.

- On average, elementary school counselors indicated that they spent the most time on students' mental health issues. Middle and high school counselors reported spending the most amount of time on academic planning. As would be expected, high school counselors reported spending more time on college-related processes that were not relevant for other school levels. They also reported spending less time on professional learning relative to other activities.



- A high percentage of elementary school counselors reported that school counselors at their site were actively involved to a large extent in the following responsibilities and activities: assisting with the development of 504 plans (98%); assisting with academic incentives, behavior intervention plans, and committees (93%), and helping students understand the transition from elementary to middle school (91%).
- A high percentage of middle school counselors reported that school counselors at their site were actively involved to a large extent in advising students on academic issues and course selection (97%), assisting with the development of 504 plans (95%), and conducting parent and student conferences focused on academic concerns (95%).
- A high percentage of high school counselors reported that school counselors at their site were actively involved to a large extent in advising students on academic issues and course selection (94%), certifying records for graduation and communicating to parents and students when students are in jeopardy of graduating (94%), and conducting parent and student conferences focused on academic concerns (92%).
- Regarding involvement with teachers and their classrooms, high school counselors were less likely to report that they worked with teachers to “a large extent” to provide a comprehensive classroom counseling curriculum (29%) compared to elementary (52%) and middle school (43%) counselors. In addition, school counselors at the secondary level were less likely to indicate that they provided class presentations or small-group instruction related to academics compared to elementary school counselors.
- The percentage of school counselors who reported that school counselors were involved “to a large extent” in conducting parent workshops related to various assessments and helping academically struggling students identify resources increased from elementary to middle to high school.

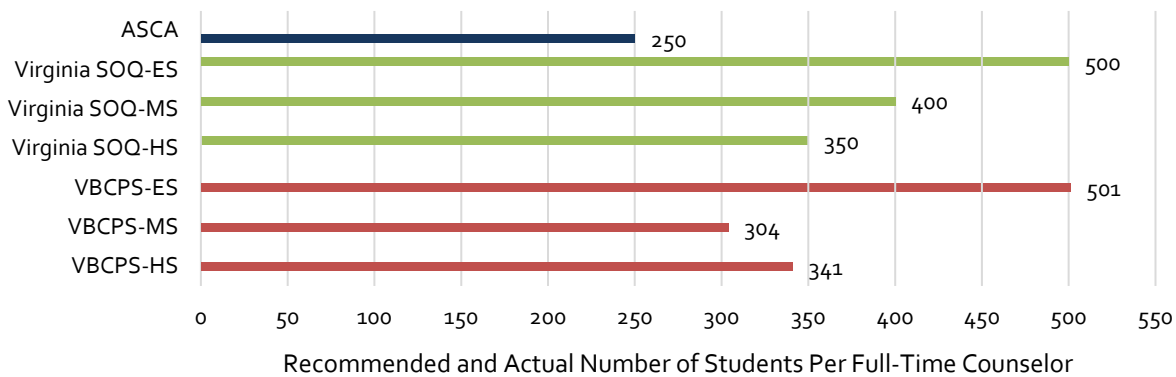
- Approximately 5 percent of school counselors at elementary schools, 25 percent at middle schools, and 41 percent at high schools reported that school counselors were involved to “a large extent” with conducting parent workshops related to various assessments.
- Across the division, 87 percent of school counselors agreed that expectations related to academic counseling were clearly defined and 77 percent agreed that expectations in academic counseling were reasonable. Elementary school counselors were less likely to agree that expectations were clearly defined (76%), and high school counselors were less likely to agree that they were reasonable (67%) compared to school counselors at other school levels.
- Across the division, 72 percent of students agreed that their school counselor was an important resource for them in dealing with academic issues at school, 72 percent agreed that their school counselor provided class presentations and small-group instruction on success in school, 64 percent agreed that their school counselor helped them understand their standardized test scores, and 82 percent agreed that they felt well-informed about different classes and academic options that are available to them. High school students’ perceptions were less positive about the role of their school counselor with agreement percentages ranging from 54 to 74 percent.



School Counseling Staff Allocations

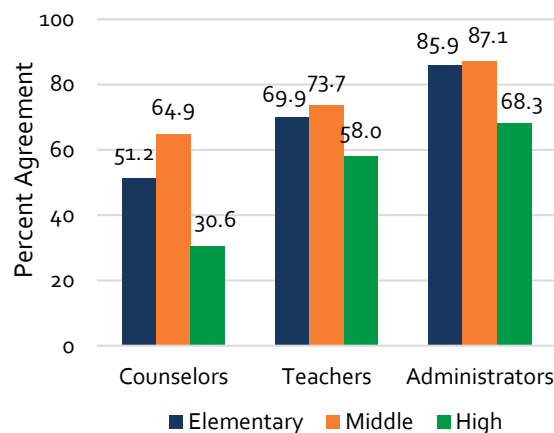
- Based on the total school counselor FTE allocations at each school level in 2016-2017, VBCPS staffed school counseling departments at or above the Virginia Standards of Quality (SOQ) guidelines, but below the ASCA recommendation.
- The school division staffed middle school counseling departments at a rate of one school counselor for every 304 students which was a higher staffing ratio than the SOQ guideline of 1:400. The VBCPS staffing ratio was also higher at the high school level with one school counselor for every 341 students compared to the guideline of 1:350.

Number of Students Per Full-Time Equivalent School Counselors



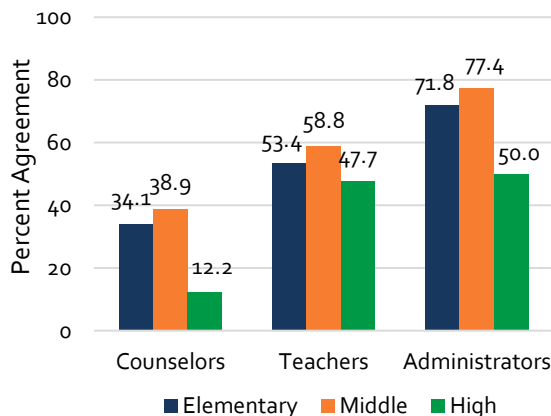
- Overall across the division, 47 percent of school counselors, 67 percent of teachers, and 81 percent of administrators agreed that the allocations provided to their school allowed the program to meet students' needs.
- Consistent with the quantitative data showing that the school counselor staffing ratio was highest at the middle school level, middle school counselors, teachers, and administrators were most likely to agree that the allocations provided to the school allowed the program to meet students' needs. High school counselors (31%), teachers (58%), and administrators (68%) were the least likely to agree that the allocations allowed the program to meet students' needs.

Staff Perceptions of School Counselor Allocations Allowing Program to Meet Students' Needs



- Overall across the division, 27 percent of school counselors, 53 percent of teachers, and 67 percent of administrators agreed that the school counselors' caseloads allowed for adequate time to counsel students academically.
- Middle school counselors (39%), teachers (59%), and administrators (77%) were most likely to agree that the caseloads of school counselors allowed them adequate time to counsel students, although all agreement levels were relatively low.
- High school counselors (12%), teachers (48%), and administrators (50%) were the least likely to agree that the caseloads of school counselors allowed them adequate time to counsel students.

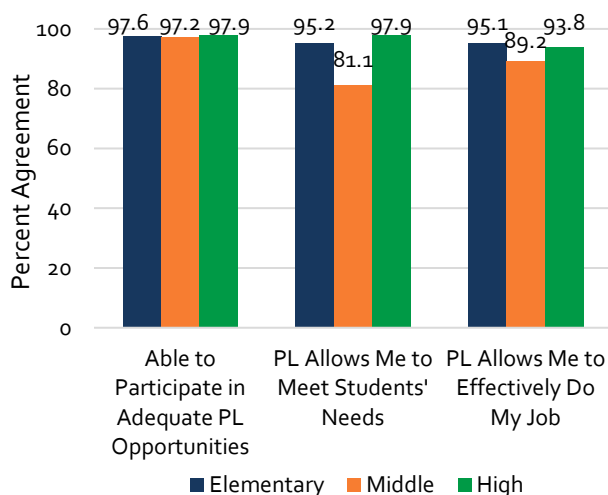
Staff Perceptions of School Counselor Caseloads and Time to Counsel Students



Professional Learning Opportunities

- Four mandatory professional learning sessions for all school counselors were offered during 2016-2017, and they focused on instructional technology, using data to support the school counseling program, Positive Behavior Interventions and Supports (PBIS), and being culturally responsive to students' needs. Nearly two dozen additional optional sessions were also offered.
- A high percentage (98%) of school counselors across the division reported that they received adequate professional learning opportunities, and results were similar across school levels. Regarding the efficacy of the professional learning, 92 percent of school counselors across the division agreed that their professional learning allowed them to meet their students' needs and 93 percent agreed that it allowed them to effectively do their jobs.

School Counselors' Perceptions of Professional Learning



- Across the division, 88 percent of administrators agreed that the professional learning allowed school counselors to both meet their students' needs and do their job effectively.

Parent Involvement and Engagement

- Parents of high school students were most likely to indicate that they knew who their child's school counselor was (71%) and that they had talked to their child's school counselor during the 2016-2017 school year (53%). Parents at elementary schools and middle schools were less likely to indicate that they knew (48% and 67%, respectively) or talked with their child's school counselor (29% and 45%, respectively).
- Both parents and school counselors indicated that academic planning and individual conferences were the predominant modes of parental participation.
- Overall across the division, 58 percent of parents, 82 percent of teachers, 91 percent of administrators, and 100 percent of school counselors agreed that the school counselors engaged parents with the goal of helping parents support their child's development.

Student Characteristics

Student Demographic Characteristics

- The school division's comprehensive school counseling program serves all students from kindergarten through grade twelve. Based on September 30, 2016 data, this included a total of 67,214 students (30,744 in elementary school, 15,679 in middle school, and 20,791 in high school).

Students Working With School Counselors

- Of the 13,016 students across the division who responded to the survey item, 92 percent indicated that they knew who their school counselor was. Percentages varied by school level with 98 percent of fifth-grade students, 90 percent of middle school students, and 88 percent of high school student reporting that they knew who their school counselor was.
- The majority of students met with their school counselor one to four times during the school year (57%). The largest percentage of students at each school level reported meeting with their counselor one to two times during the school year.

Percent of Students Who Met With Their School Counselor

Met With Counselor	ES	MS	HS	Division
Never	20.7%	33.0%	13.2%	23.3%
1-2 Times	22.3%	37.8%	47.1%	35.6%
3-4 Times	20.5%	18.4%	24.8%	21.0%
5-6 Times	12.4%	3.8%	6.5%	7.4%
7+ Times	24.0%	7.0%	8.4%	12.8%

Progress Toward Meeting Goals and Objectives

Goal #1: Academic Preparation

- There were ten specific objectives that were assessed as part of the year-one evaluation focused on the school counseling program's role in supporting students academically.
- Elementary (72%) and middle (57%) school administrators were more likely to indicate that counseling-related activities and practices related to achievement focused on all students at their school, while the majority of high school administrators (55%) reported that the services focused on specific students needing assistance.

Objective #1: Setting High Expectations and Taking Challenging Coursework

- In 2016-2017, 57 percent of high school students engaged in challenging coursework by enrolling in advanced, dual enrollment, or AP courses, and 56 percent of middle school students enrolled in challenging coursework by enrolling in advanced courses.
- Approximately 81 percent of fifth graders agreed that their school counselor helped them set high expectations for their schoolwork.
- When asked about their school counselor's role in course selection, 73 to 75 percent of students at each school level agreed that their school counselor helped them take classes that made them think and work hard, with little difference in perceptions between school levels.

Objective #2: Understanding Course Requirements for the High School Diploma

- Approximately 82 percent of high school students agreed that their school counselor helped them think about diploma options (e.g., advanced, standard), and 85 percent agreed that their school counselor helped them understand graduation requirements.
- The high school student perception data were in line with Virginia on-time graduation rate data showing that relatively high percentages of the seniors graduated on time (91% for 2015-2016).

Objective #3: Understanding the Importance of SOL Assessments

- Approximately 84 percent of fifth-grade students, 75 percent of middle school students, and 72 percent of high school students agreed that their school counselor helped them understand the importance of SOL assessments.

Objective #4: Understanding the Connection Between Attendance and Academic Success

- Overall across school levels, 14 percent of students reported working with their school counselor on attendance issues in 2016-2017.
- Approximately 85 percent of students who worked with their school counselor on attendance agreed that their school counselor helped them understand the importance of attendance, with similar agreement levels across school levels.

Objective #5: Building Relationships With Adults Who Support Students' Academic Success and Building Skills for Success

- Overall across school levels, 24 percent of students reported working with their school counselor on issues related to study skills in 2016-2017.

- Approximately 70 percent of students who worked with their school counselor on study skills agreed that their school counselor helped them build relationships with adults that support their academic success, and 87 percent agreed that their school counselor helped them learn time management, organization, and study skills.

Objective #6: Developing Oral and Written Communication Skills Along With Listening Skills

- Overall across school levels, 21 percent of students reported working with their school counselor on communication or listening issues in 2016-2017.
- Approximately 75 percent of students who worked with their school counselor on communication or listening issues agreed that their school counselor helped them develop their ability to communicate (e.g., oral and written), and 77 percent of students agreed that their school counselor helped them develop their ability to listen.

Objective #7: Developing Self-Confidence and a Positive Attitude

- Overall across school levels, 25 percent of students reported working with their school counselor on self-confidence or attitude issues in 2016-2017.
- At all school levels, high percentages of students who worked with their school counselor on confidence and attitude issues agreed that their school counselor helped them develop self-confidence (84% to 91%) and a positive attitude toward learning (84% to 89%).

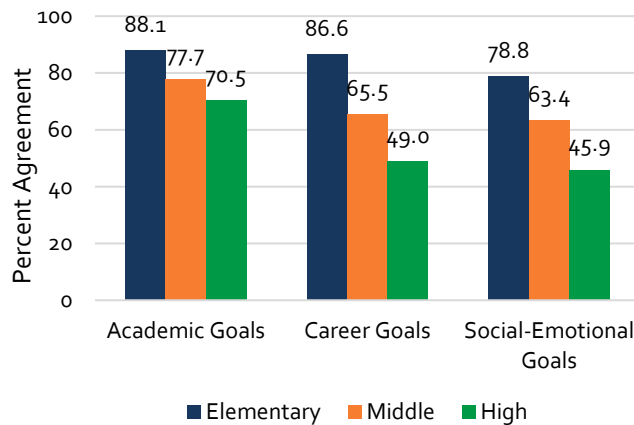
Objective #8: Developing Academic Skills

- Overall across school levels, 29 percent of students reported working with their school counselor on academic issues in 2016-2017.
- Approximately 73 percent of students who worked with their school counselor on academic issues agreed that their school counselor helped them work independently, solve problems, and overcome barriers. Additionally, 70 percent agreed that their school counselor helped them identify resources (both in and out of school) if they were struggling academically.
- Although the highest percentage of high school students reported working with their school counselor on academic issues, these students had the least positive perceptions of the school counselor's role in assisting them (65% and 69% agreement on the two survey items).

Objective #9: Providing Opportunities to Explore and Identify Academic, Career, and Social-Emotional Goals

- Fifth-grade students were most likely to agree that they had the opportunity to explore goals in each area, while lower percentages of middle and high school students agreed with statements about actually identifying goals.

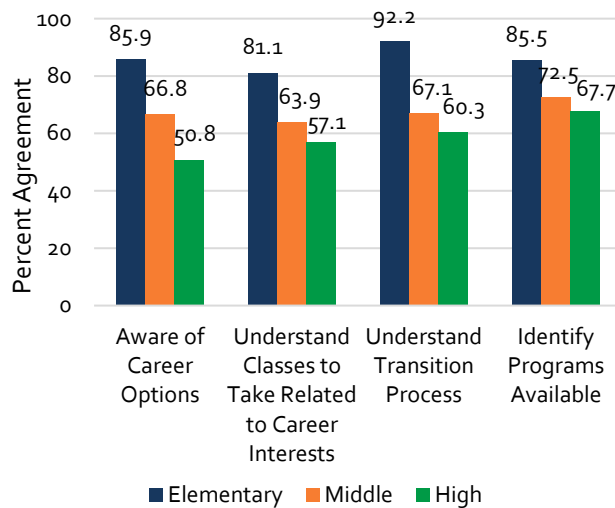
Student Perceptions of Opportunities to Explore or Identify Goals



Objective #10: Awareness of Academic and Career Pathways and Identifying Appropriate Coursework

- Fifth-grade students were most likely to agree with survey statements related to awareness of academic and career pathways, while results from secondary students were less favorable.
- High school students were least likely to agree that their school counselor helped them become aware of different career options (51%), understand the courses aligned to those career interests (57%), understand the transition process from high school to postsecondary options (60%), or identify programs available in high school (68%).

Student Awareness of Academic and Career Pathways

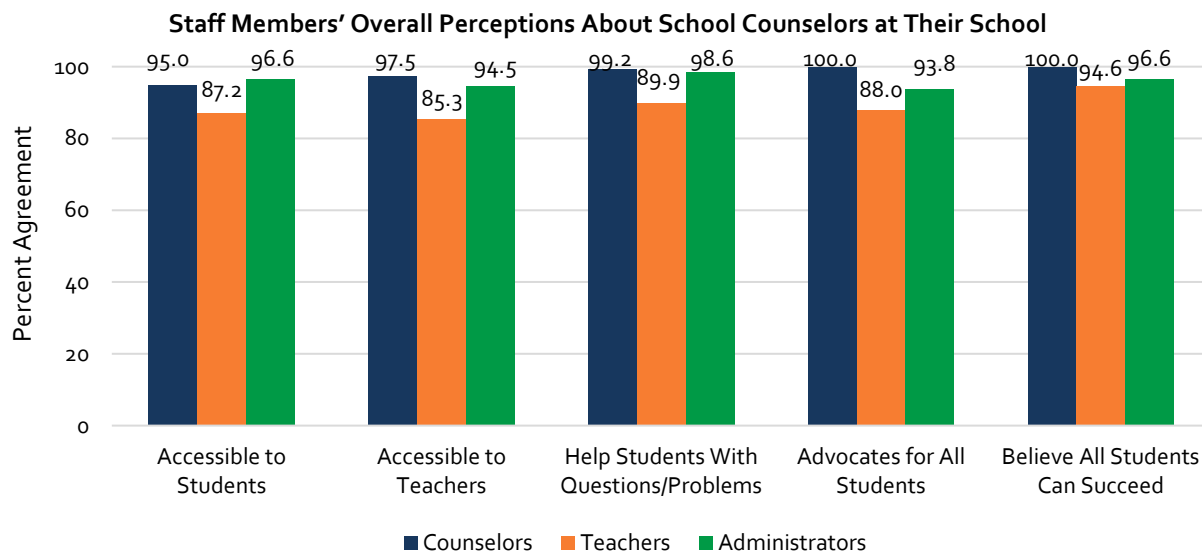


- Just over one half of middle school students (56%) and high school students (53%) reported that their school counselor helped them think about colleges they might like to attend. High school students' agreement percentages increased as students progressed through high school.

Stakeholder Perceptions

Overall Perceptions

- Students overall had positive perceptions of their school counselors. At least 81 percent of students at all school levels agreed that their school counselor is available if they need him or her.
- At least 84 percent of students at all school levels agreed that their school counselor helps them if they have a question or a problem.
- At least 90 percent of students at all levels agreed that their school counselor believes all students can succeed, and at least 79 percent of secondary students agreed that their school counselor is an advocate for all students.
- While student perceptions were relatively positive at all school levels, the general pattern showed that the least positive perceptions were at the high school level.
- Parents' perceptions were less positive than students' perceptions. While a majority of parents agreed with each of the statements, divisionwide agreement levels were relatively low ranging from 54 to 76 percent.
- Overall perceptions about the school counselors' accessibility, actions, and beliefs among staff members were very positive. At least 95 percent of school counselors, 85 percent of teachers, and 94 percent of administrators across the division agreed with relevant survey items.

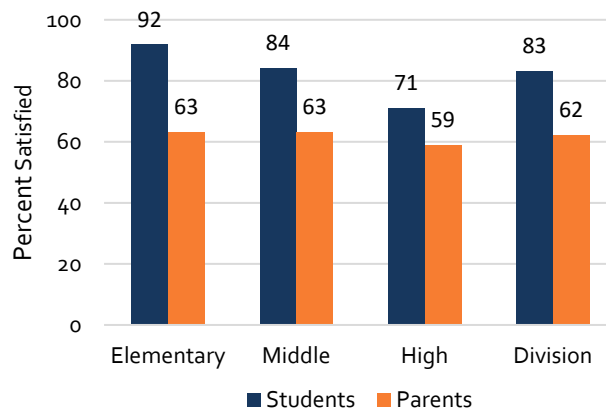


- At least 88 percent of school counselors, 81 percent of teachers, and 88 percent of administrators *at each school level* agreed with the survey items noted above.

Overall Satisfaction

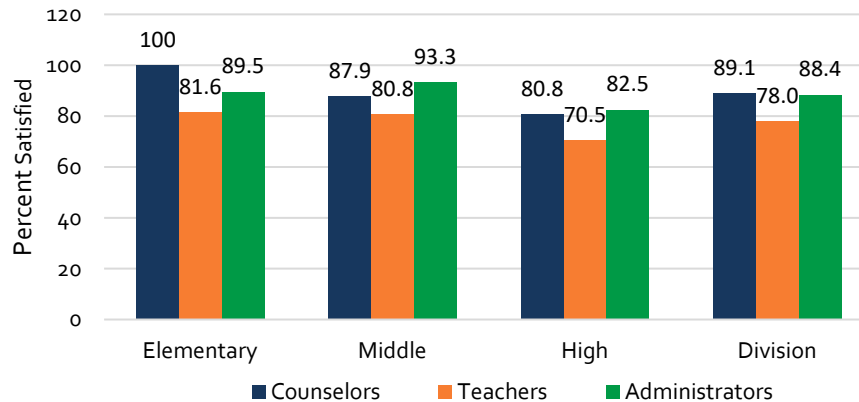
- When asked to indicate their level of satisfaction with their school's counseling program, 92 percent of fifth graders, 84 percent of middle school students, and 71 percent of high school students indicated that they were satisfied. Divisionwide parent satisfaction levels were the lowest of all groups surveyed (62%).

Overall Satisfaction – Student and Parent



- Staff satisfaction levels were relatively high for all groups surveyed, with the exception of high school teachers. The pattern of results for all staff groups mirrored the pattern of results for students and parents which showed that perceptions of the school counseling program were notably less positive at the high school level.

Overall Satisfaction – Staff



- Overall, 81 percent of the community partners reported being satisfied.

Recommendations and Rationale

Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 4. *(Responsible Group: Department of Teaching and Learning)*

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

Recommendation #2: Develop a plan to provide additional school counselor allocations for 2018-2019 at the high school level to ensure that high school students' needs can be met.

(Responsible Groups: Department of Teaching and Learning, Department of Budget and Finance)

Rationale: The second recommendation is to develop a plan to provide additional school counselor allocations at the high school level to ensure that students' needs are met in the academic, as well as the college/career and personal/social development domains. As funding permits, additional allocations could be provided to high schools in 2018-2019. Although VBCPS staffed the school counseling program at both middle and high school levels at higher staffing ratios than the SOQ guidelines, the middle school staffing ratio was 1 school counselor for every 304 students, while the high school staffing ratio was 1 school counselor for every 341 students. The lower high school ratio appears to impact the program to a larger extent which could be due to the responsibilities of the school counselors at the high school level. In addition to the responsibilities that school counselors have at all school levels, high school counselors reported spending significant amounts of time on their responsibility to facilitate the college application, scholarship, and financial aid processes. The impact on the high school program was evident throughout survey data from multiple stakeholder groups showing less positive perceptions of the high school counseling program. Only 31 percent of high school counselors agreed that the allocations at their school allowed the program to meet students' needs, along with 58 percent of high school teachers and 68 percent of high school administrators. Further, only 12 percent of high school counselors, 48 percent of high school teachers, and 50 percent of high school administrators agreed that the caseloads of school counselors allowed them adequate time to counsel students. In addition, 81 percent of high school students agreed that their school counselor was available when they needed them compared to 90 percent of fifth-grade students and 89 percent of middle school students. Although satisfaction levels were relatively high for most stakeholder groups, high school students (71%), parents (59%), school counselors (81%), teachers (71%), and administrators (83%) all had lower percentages of respondents indicating that they were satisfied compared to elementary and middle schools. The lower staffing ratio at high school coupled with college-related responsibilities, along with less favorable perceptions of the high school program, suggest that additional high school allocations could help the program meet its goals at all school levels.

Recommendation #3: Ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals. (Responsible Group: Department of Teaching and Learning)

Rationale: The third recommendation is to ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals. Two of the program's objectives were that students would have opportunities to identify academic, career, and social-emotional goals and that they would be aware of academic and career pathways. Survey data related to these two objectives showed relatively low agreement rates for secondary students. For example, 78 percent of middle school students agreed that they had an opportunity to identify academic goals, 66 percent agreed they had the opportunity to identify career goals, and 63 percent agreed they had the opportunity to identify social-emotional goals. Agreement percentages for high school students were lower with 71 percent of high school students agreeing that they had an opportunity to identify academic goals and less than one half reporting that they had an opportunity to identify career goals (49%) or social-emotional goals (46%). In addition, for multiple survey items related to students' awareness of academic and career pathways, from 64 to 73 percent of middle school students agreed that their school counselor helped them become aware of career options, understand the courses aligned to those career interests, understand the transition process from middle to high school, or identify programs available in high school. Even lower percentages of high school students agreed with similar statements, including understanding the transition process from high school to postsecondary options (51% to 68%).

Recommendation #4: Publicize the school counseling program to parents, including school counselors' responsibilities and activities in working with students, so that parents are aware of the various services and opportunities for assistance that are offered. (Responsible Groups: Department of Teaching and Learning, Department of Media and Communications)

Rationale: The fourth recommendation is to publicize the school counseling program to parents so that parents are aware of the various services and opportunities that are offered for students. Relatively low percentages of parents reported knowing who their child's school counselor was (48% to 71% depending on school level) or talking to their child's school counselor (29% to 53% depending on school level). In addition, parents who commented on the survey about program improvements primarily noted the need for better communication. Survey data from parents at all school levels were not aligned with the perceptions of students and staff members who were all substantially more positive about the school counseling program than parents. Across the division, 58 percent of parents agreed that the school counselors engaged parents with the goal of helping parents support their child's development compared to 82 percent of teachers, 91 percent of administrators, and 100 percent of school counselors. Across the division, 62 percent of parents reported being satisfied with the school counseling program compared to 83 percent of students, 89 percent of school counselors, 78 percent of teachers, and 88 percent of administrators. It is possible that because a large percentage of parents did not know or talk to their child's school counselor, that they were not aware of the scope of school counselors' responsibilities or the role the school counselors' play in the students' overall education.

Introduction

Background

The Virginia Beach City Public Schools (VBCPS) comprehensive school counseling program from kindergarten through grade twelve is “an integral part of each school’s total educational program designed to promote”¹ the growth of all students in the following areas:

- Academic Achievement
- College and Career Preparation
- Personal and Social Skills

The School Board approved the school counseling program for an evaluation readiness report on August 18, 2015. During the 2015-2016 school year, the evaluation plan was developed with the program managers, including the goals and objectives that would be assessed. The recommendation from the evaluation readiness report was that the school counseling program undergo a three-year comprehensive evaluation beginning in 2016-2017 with an examination of the program’s academic component. An evaluation focused on the college and career component is planned for 2017-2018, and an evaluation of the personal and social component of the school counseling program is planned for 2018-2019. The recommended evaluation plan was approved by the School Board on December 20, 2016.

Purpose

This evaluation provides the School Board, Superintendent, and program managers with information about the operation and goals of the school counseling program’s academic component. Because the school counseling program operates with local resources, evaluation of the program is required by School Board Policy 6-26. The comprehensive evaluation focused on the operation of the school counseling program, including the components, school counselor activities and responsibilities, staffing, professional learning, and parent engagement; characteristics of the students; progress made toward meeting the goals and objectives related to students’ academic preparation; and stakeholders’ perceptions. Data from the evaluation should help inform future program development and continuous improvement efforts.

Program Overview

The design and delivery of the VBCPS school counseling program was based on the American School Counselors Association (ASCA) national model because it “emphasizes a comprehensive and developmental approach” to build a foundation for student learning and academic success.² Based on the ASCA framework, the “concepts of student advocacy, leadership, collaboration, and systemic change are infused” throughout the program.³ The program is “developmentally designed to serve all students” and consists of the following services according to the VBCPS website:⁴

Counseling Services – This component includes assistance to individuals and groups and may include preventive or remedial interventions; crisis intervention; and referrals from students (self), parents, teachers, or others.

Classroom Guidance Services – These services include academic planning, career awareness, decision-making, and the development of personal/social skills.

Consultation Services – Consultation may occur with parents, teachers, administrators, and/or community agencies.

Coordination Efforts – This area may include a host of activities, including, but not limited to, the oversight of new student registration, student records, testing, orientation programs, parent workshops, peer facilitation programs, referral to community agencies, military child support (e.g., deployment and transitioning), and college and career information (e.g., SAT/PSAT, financial aid, scholarships, and transcripts).

The VBCPS *Essential Counseling Services by Level* document (see Appendix A) sets forth the school counseling responsibilities by school level for each area (e.g., academic, college/career, personal/social) along with alignment to the Virginia Standards. The document also aligns each area with the relevant student mindsets and behaviors schools seek to cultivate in students based on the ASCA mindsets and behaviors. Examples of these mindsets and behaviors for each area are shown in Table 1. The academic area shown in bold is the focus of this year’s comprehensive evaluation.

Table 1: Mindsets and Behaviors Aligned With School Counseling Focus Areas

Area	Example Mindsets	Example Behaviors
Academic	<ul style="list-style-type: none"> – Self-confidence – Positive attitude 	<ul style="list-style-type: none"> – Time-management, organizational, and study skills – Identify academic, career, and social/emotional goals – Set high standards and engage in challenging coursework – Ability to work independently – Ability to overcome barriers to learning – Use effective communication and listening skills – Create relationships that support success
College/Career	<ul style="list-style-type: none"> – Linking postsecondary education and life-long learning to long-term career success – Belief in using abilities to achieve high-quality outcomes 	<ul style="list-style-type: none"> – Apply self-motivation and self-direction to learning – Apply media and technology skills – Participate in extracurricular activities – Demonstrate advocacy skills and ability to assert self when necessary
Personal/Social	<ul style="list-style-type: none"> – Belief in development of whole self, including healthy balance among mental, physical and social/emotional well-being – Sense of belonging in the school environment 	<ul style="list-style-type: none"> – Demonstrate effective coping skills – Demonstrate ability to adapt and manage transitions – Create positive relationships with others – Demonstrate empathy – Demonstrate ethical decision-making and social responsibility

Collaboration among stakeholders is an important element of the program and is facilitated by the requirement that all schools have a Guidance Advisory Council. The advisory council's role is to inform all stakeholders about the school counseling program. This body consists of representatives from the school and community, including students, parents, administrators, faculty, businesses, universities, and other local agencies.⁵ As the Standards for School Counseling Programs in Virginia Public Schools note:

A comprehensive school counseling program is a shared and collaborative effort with other educators and parents that focuses on all aspects of student learning. Recognizing that there are multiple variables that affect a student's success throughout the school years, and that the school counseling program is one important variable that affects all areas of growth, a well-planned school counseling program will provide a collaborative effort and will function as an integral and essential part of the school structure and organization.

Program Goals and Objectives

As part of the evaluation readiness process, program goals and objectives were outlined in collaboration with program managers from the Office of Student Support Services. Measurable goals and objectives were developed based on a review of the VBCPS *Essential Counseling Services by Level* document, a review of ASCA information, a review of Virginia standards, and a review of individual school goals for the counseling program. A total of 3 goals and

30 objectives were established in preparation for the comprehensive evaluation of the school counseling program. The three goals were focused on students' academic preparation, college and career awareness, and personal and social development.⁶ The three overarching goals are shown below, and the specific objectives are included in Appendix B.

Goal #1: The school counseling program will ensure that students acquire the academic preparation that is essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

Goal #2: The school counseling program will ensure that students will investigate the world of work in order to make informed career decisions.

Goal #3: The school counseling program will ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens.

The first goal is that the school counseling program will ensure that students acquire the academic preparation that is essential to choose from a variety of options upon completion of high school. This goal includes the following objectives for students: set high standards and engage in challenging coursework; understand diploma course requirements and graduate on time; understand the relevance of Standards of Learning (SOL) assessments for graduation; understand the connection between attendance and academic success; cultivate relationships and skills that support success; develop effective communication skills; develop self-confidence

and a positive attitude toward work and learning; work independently, solve problems, and overcome barriers to success; explore and identify long- and short-term academic, career, and social-emotional goals through the academic and career planning process; and become aware of academic and career pathways and select coursework that is aligned with those pathways.

The first goal and the ten related objectives are the focus of this comprehensive evaluation and will be addressed in the Evaluation Results and Discussion section of this report. Goal #2 will be the focus of the evaluation in 2017-2018, and Goal #3 will be the focus of the evaluation in 2018-2019.

Evaluation Design and Methodology

Evaluation Design

The purpose of the comprehensive evaluation during 2016-2017 was to (1) assess how the school counseling program operates in terms of offering services and (2) assess the extent to which outcomes related to the school counseling program's academic component are being met. Given the size of the program within the division and the variety of different activities and functions that are part of the school counseling program, the evaluation did not include an analysis of program costs.⁷ This is the first year of a multiyear evaluation focused on three components of the program: academic, college and career, and personal and social. Conducting an evaluation that focuses on each component over a three-year period follows the recommendation cited by Hanover Research⁸ and advocated by the Kellogg Foundation.⁹

The evaluation included mixed-methodologies in order to adequately address each of the evaluation questions, including the goals and objectives. Data collection for academic services occurred during the 2016-2017 school year. Data collection included both quantitative (e.g., student demographics, graduation data, survey ratings) and qualitative data (e.g., open-ended survey questions, time/task analyses, document review). Quantitative data were extracted from the VBCPS data warehouse. Surveys were administered to all stakeholder groups (i.e., building administrators, school counselors, teachers, students, parents, and community partners) to gather perception data.

To the greatest extent possible, the evaluation methods utilized in this comprehensive evaluation aligned with

information in the literature about best practices in the evaluation of school counseling programs. The design of the evaluation included cross-sectional components where data were examined based on a "snapshot" at one point in time, along with an examination of data based on subgroup (i.e., school level).

Evaluation Questions

The evaluation questions for this report were developed by evaluators in consultation with school counseling program managers and focused on the operation of the school counseling program including activities and responsibilities of school counselors, staffing, professional learning, and parent engagement. Other evaluation questions address the characteristics of students receiving services, progress toward meeting goals and objectives, and stakeholder perceptions.

The evaluation questions for the comprehensive evaluation of the academic component are listed below.

- 1. What are the operational components of the school counseling program?**
 - a. What are the components of the comprehensive school counseling program?
 - b. What activities are offered by the school counseling program promoting academic achievement and what are the school counselors' responsibilities in this area? (2016-2017)¹⁰
 - c. What are the school counseling staff allocations among schools compared to the Virginia and ASCA standards and do the allocations meet schools' needs?
 - d. What professional learning opportunities are provided for school counselors and does the professional learning meet the school counselors' needs?
 - e. How does the school counseling program involve and engage parents in supporting their child's development?
- 2. What are the characteristics of students served by the school counseling program?**
 - a. What are students' demographic characteristics (e.g., grade, gender, ethnicity, socioeconomic status, military-connected, special education, gifted)?
 - b. To what extent do students report working with their school counselor?
- 3. What progress has been made toward meeting the goals and objectives of the program?**

- a. For schools that focus counseling services on schoolwide achievement and attendance, what changes were demonstrated in SOL results and attendance rates?

4. What were stakeholders' perceptions of the school counseling program (i.e., building administrators, school counselors, teachers, students in grades 5 through 12, parents, and community partners)?

Instruments and Data Sources

Multiple instruments and data sources were used to gather data throughout 2016-2017. Qualitative data were collected through meetings with the program managers, document reviews, and open-ended survey questions. Quantitative data were gathered through the VBCPS data warehouse and reported on surveys. The Department of Planning, Innovation, and Accountability evaluators employed the following data collection methods:

- Conducted meetings with the director and coordinator of Student Support Services to gather implementation-related information.
- Collected data from the VBCPS data warehouse related to student demographic characteristics and students' course enrollment.
- Administered anonymous surveys to stakeholder groups (i.e., building administrators, school counselors, teachers, students in grades 5 through 12, parents, and community partners) to gather perception data.
- Reviewed school counseling program documentation.

In addition, evaluations of other school divisions' school counseling programs as well as other scholarly literature was reviewed to prepare for this evaluation.

Surveys

The Department of Planning, Innovation, and Accountability invited building administrators, school counselors, teachers, community partners, students in grades 5 through 12, and their parents to complete surveys regarding their perceptions. Due to the size of the grades 6 through 12 student populations at each school and the number of parents in the division, random sampling was employed for the survey administration.

For each middle and high school, a random sample of English classes was selected for participation in the student survey. Depending on the size of the school, the size of the student sample at each middle school varied from 10 to 15 classes and 196 to 346 students across all grade levels. The size of the student sample at each high school varied from 14 to 17 classes and 296 to 428 students across all grade levels. The size of the sample was determined based on a 95 percent confidence level with a 5 percent margin of error with adjustments made for potential nonresponse.¹¹ Following the random selection of the classes for the student survey, demographics of the students in those classes were compared to the demographic characteristics of all the students in the school. Results showed that the demographic characteristics of the students in the selected classes mirrored those of each school's overall student population. All students in grade five were surveyed due to the smaller size of the fifth-grade class at each elementary school. All schools were represented in the student survey results reported in this evaluation.

Parents who received an invitation to complete the survey were randomly selected from all parents of students in kindergarten through grade twelve with email addresses on file. Again, the size of the sample was determined based on a 95 percent confidence level with a 5 percent margin of error with adjustments made for expected nonresponse. Based on the random selection process, from 200 to 445 parents per grade level were selected to receive an invitation. Responses were received from parents representing all grade levels, and parent responses represented 50 elementary school sites, 14 middle school sites, and 12 high school sites.

All building administrators, school counselors, teachers, and community partners received an invitation to complete the stakeholder survey through their email address. Teacher responses were received from all of the division's schools. Administrator responses were received from 51 elementary school sites and all middle and high school sites. School counselors were not asked to select their school to assure respondents that their responses were anonymous. Community partners who responded indicated that they worked with schools at each school level.

The surveys of all stakeholders were conducted online during March 2017. Table 2 provides the division response rates for each survey.

Table 2: Survey Response Rates

Stakeholder Group	Surveys Sent	Surveys Returned	Response Rate (%)
Administrators	234	159	68%
School Counselors	180	135	75%
Teachers	4,385	1,318	30%
Community Partners	125	21	17%
Students	14,967	13,443	90%
Elementary*	5,350	4,343	81%
Middle	4,635	5,208**	100%
High	4,971	3,892	78%
Parents	3,721	395	11%

*Grade 5 only.

**One school surveyed all students rather than only the selected classes.

The surveys consisted mainly of Likert-type items focused on elements of the school counseling program's academic component. The response options were generally on a four-point scale: (1) Strongly Disagree; (2) Disagree; (3) Agree; (4) Strongly Agree. Where possible, comparable versions of survey items were included on all survey versions. All surveys also included the same two open-ended questions regarding strengths and possible improvements for the school counseling program's academic component.

Data Analysis

The division student enrollment and demographic data were extracted from the VBCPS data warehouse using query statements and exported to Microsoft Excel spreadsheet files to allow for data analysis. Research and evaluation staff downloaded survey results for each of the stakeholder surveys from SurveyMonkey. Open-ended comments were analyzed for common themes. Other survey data were analyzed using frequency analyses in SPSS. Survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Survey agreement percentages are based on respondents who either "agreed" or "strongly agreed" with the survey statements. When survey results were disaggregated by school level, the school level was based on respondents' answer to the first survey item that asked them to indicate their school level. This survey item controlled the skip logic to the appropriate list of schools and relevant survey items for respondents.

Evaluation Results and Discussion

Operational Components

Components of Comprehensive School Counseling Program

A comprehensive school counseling program focuses on all aspects of student learning and involves a collaborative effort with other educators and parents to operate as an integral and essential component of a school's structure and organization.¹² According to the ASCA national model, which provides a framework for school counseling programs, a comprehensive school counseling program consists of four components: foundation, management, delivery, and accountability.¹³ Information about each of these four components is described below in Table 3 based on descriptions from ASCA.

Table 3: Components of a Comprehensive School Counseling Program

Component	Description
Foundation	Program focuses on student outcomes by teaching student competencies around three domains: academic, career, and social/emotional development. The program is delivered by school counselors with identified professional competencies.
Management	School counselors incorporate organizational assessments and tools that reflect the school's needs including annual agreements with administrators, advisory councils, use of data, and action plans.
Delivery	School counselors provide services to students, parents, school staff, and the community through direct and indirect student services.
Accountability	School counselors analyze school and program data to determine program's effectiveness and to guide future action.

Source: ASCA National Model: A Framework For School Counseling Programs

According to ASCA, the Delivery component represents 80 percent or more of the activity in the ASCA National Model. Within the Delivery component of the program, school counselors provide direct and indirect student services.

Direct student services are based on in-person interactions between the school counselor and students. Direct student services include delivering the school counseling core curriculum that is based on structured lessons to provide students with the developmentally appropriate knowledge, skills, and attitudes. The curriculum is systematically presented by school counselors in collaboration with teachers and is part of the school's overall curriculum. Direct services also include individual student planning to assist students in determining goals and developing future plans. Responsive services are also part of direct services where the school counselor responds to students' immediate needs and concerns through counseling in individual or small-group settings or crisis response. According to ASCA, school counselors should "spend most of their time in direct service to and contact with students."¹⁴ Survey results from school counselors suggested that 80 percent of elementary school counselors, 49 percent of middle school counselors, and 43 percent of high school counselors spent most of their time (at least 80%) working directly with students, including working with students on academic matters.

Indirect student services are those services that are provided on behalf of students as a result of school counselors' interactions with others. These services may include referrals for other services and collaboration or consultation with parents or teachers.

While the ASCA model aims for at least 80 percent of school counselors' time spent within the Delivery component, the Virginia Standards of Accreditation indicate that the counseling program "shall provide a minimum of 60 percent of the time for each member of the guidance staff devoted to counseling of students."¹⁵ Therefore, based on either standard, counseling and interaction with students should be the focus of the school counselors' work.

Stakeholders responded to several survey items related to components of the comprehensive school counseling program, particularly related to providing academic services to students and collaborating with teachers. Survey items addressed academic services because that was the focus of the year-one evaluation. As shown in Table 4, less than one half of the division's school counselors agreed that they had a daily schedule that allowed them adequate time to provide academic counseling to their students, and this percentage declined to a low of 35 percent for high school counselors. A similar pattern was found for perceptions of whether students and parents get enough time with the school counselor to plan goals. A high percentage of

school counselors agreed that teachers and other staff worked cooperatively with school counselors (88%).

Table 4: School Counselor Perceptions About Academic Services and Collaboration

Survey Item	ES	MS	HS	Division
Have a daily schedule that allows me adequate time to provide academic counseling to my students.	53.7%	43.2%	34.7%	43.3%
Students and parents get enough time with school counselors to plan the child's academic and career goals.	61.0%	48.6%	44.9%	51.2%
Teachers and other staff work cooperatively with school counselors.	100%	81.1%	83.7%	88.2%

From 57 to 61 percent of teachers divisionwide agreed that students and parents get enough time with school counselors to plan goals and that school counselors have a daily schedule that allowed adequate time to provide academic counseling (see Table 5). As with school counselors, the agreement rates were lowest at the high school level. In addition, 84 percent of teachers agreed that school counselors worked cooperatively with teachers.

Table 5: Teacher Perceptions About Academic Services and Collaboration

Survey Item	ES	MS	HS	Division
Have a daily schedule that allows them adequate time to provide academic counseling to students.	61.6%	62.6%	57.1%	60.5%
Students and parents get enough time with school counselors to plan the child's academic and career goals.	56.7%	63.5%	53.2%	57.4%
School counselors work cooperatively with teachers.	88.5%	85.4%	76.8%	84.0%

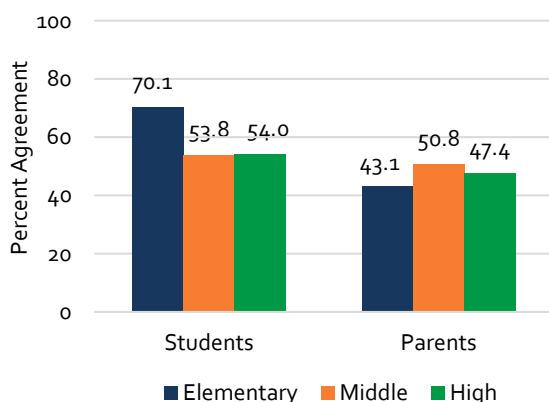
Administrators across the division were noticeably more positive than school counselors and teachers that their school counselors had a daily schedule that allowed them adequate time to provide academic counseling to students (89%) (see Table 6). Even at the high school level, 85 percent of administrators agreed. However, agreement was lower when asked if students and parents get enough time with school counselors to plan (63%) with only one half of high school administrators agreeing with the survey item. In terms of cooperation, 93 percent of administrators across the division agreed that teachers and other staff worked cooperatively with school counselors.

Table 6: Administrator Perceptions

Survey Item	ES	MS	HS	Division
Have a daily schedule that allows them adequate time to provide academic counseling to students.	92.1%	87.1%	84.6%	89.0%
Students and parents get enough time with school counselors to plan child's academic and career goals.	66.7%	71.0%	50.0%	63.1%
Teachers and other staff work cooperatively with school counselors.	96.2%	96.8%	85.0%	93.3%

Students and parents were also asked about whether they or their child, respectively, had enough time with their school counselor to plan their academic and career goals. Overall across the division, 59 percent of students and 47 percent of parents agreed that there was enough time with the school counselor. Agreement percentages by school level are shown in Figure 1.

Figure 1: Student and Parent Perceptions of Having Enough Time With School Counselor to Plan



School Counselor Responsibilities and Activities Related to Academic Achievement

According to ASCA's website, the role of the school counselor has changed and "today's school counselors are vital members of the education team" who help all students in the areas of academic achievement, college and career planning and development, and personal/social development.¹⁶ While ASCA states that school counselors should "spend most of their time in direct service to and contact with students," other duties related to "system support" are also a part of school counselors' responsibilities although to a lesser extent. In fact, ASCA publishes a chart of "appropriate" and "inappropriate" school counseling tasks and suggests that schools should "eliminate or reassign certain inappropriate program tasks if possible, so school counselors can focus on the prevention needs of their programs."¹⁷

Time Spent and Involvement in School Counseling Responsibilities.

As noted previously in the Program Overview, according to the VBCPS Office of Student Support Services, the comprehensive school counseling program serves all students and includes the following services shown in Table 7:¹⁸

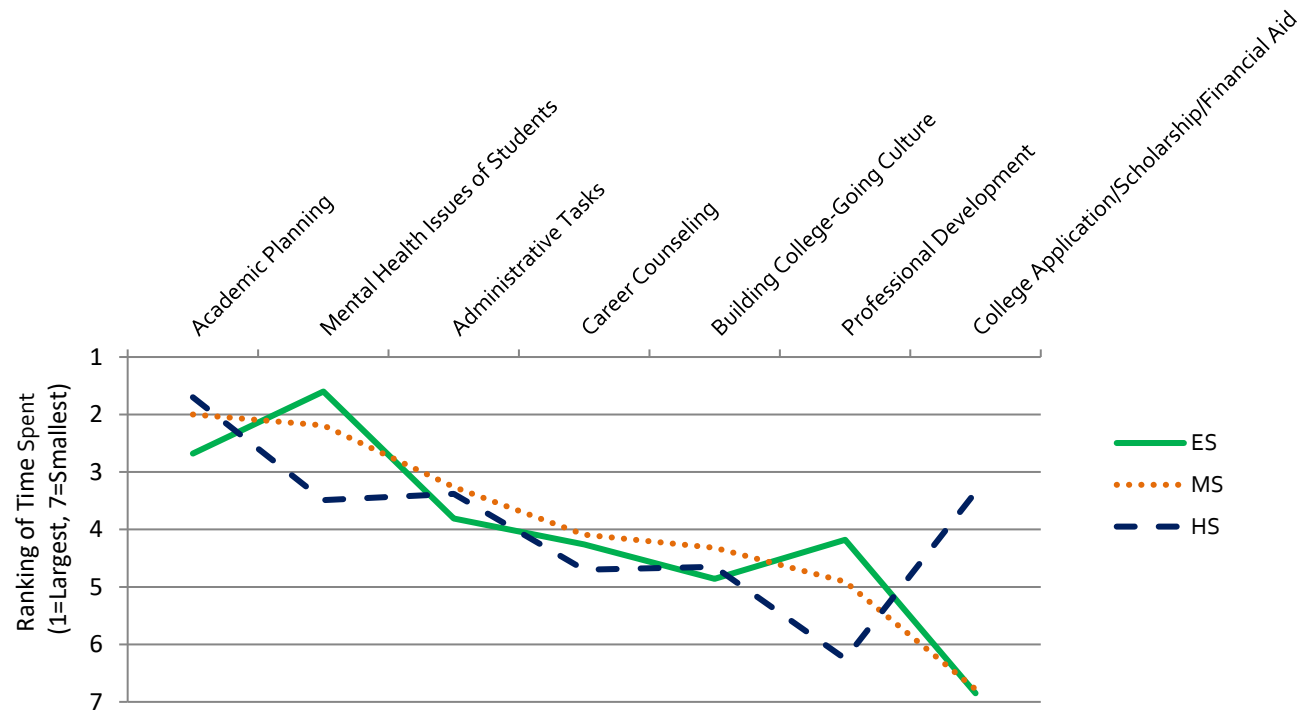
Table 7: Services of the Comprehensive School Counseling Program

Service	Examples
Counseling Services	Individual, group, preventative or remedial, crisis intervention, referrals
Classroom Guidance Services	Academic planning, career awareness, decision-making, personal/social development skills
Consultation Services	Parents, teachers, administrators, community agencies
Coordination	Registration of new students, student records, testing program, referrals to community agencies, college and career information, college application process, career preparation, parent workshops, military support

Within these service areas, school counselors potentially focused their skills and resources on seven specific areas including academic planning; administrative tasks (including test administration); building a college-going culture; career counseling; college application process, including scholarships and financial aid; mental health issues of students; and professional learning.

School counselors were asked on the survey to rank the various activities based on how much time they spent working in each area from 1 (spent the most time) to 7 (spent the least time). Average rankings by school level were calculated and are displayed in Figure 2. To some extent, results varied by school level, but academic planning was ranked as one of the areas where the largest amount of time was spent by school counselors at all school levels, and professional learning was ranked as an area where relatively smaller amounts of time were spent. On average, elementary school counselors indicated that they spent the most time on students’ mental health issues. Middle and high school counselors reported spending the most amount of time on academic planning. As would be expected, high school counselors reported spending more time on college application, scholarship, and financial aid processes compared to elementary and middle school counselors, and this area was second in terms of the largest amount of time spent. Finally, high school counselors reported spending less time on professional learning compared to elementary and middle school counselors relative to other activities. The category of administrative tasks, including test administration, was ranked near the middle in terms of time spent. This could include administrative tasks that were related to providing direct or indirect services to students and would be considered “appropriate” based on the ASCA list, but could also include some tasks that ASCA notes are “inappropriate” for school counselors such as coordinating paperwork and data entry of new students, maintaining student records, and keeping clerical records.¹⁹ Additional data would need to be collected to determine the extent to which the daily activities of school counselors were aligned with the ASCA model as that was not a specific focus of this evaluation.

Figure 2: School Counselors’ Rankings of Time Spent on Activities



The VBCPS *Essential Counseling Services by Level* document published in July 2015 outlines key school counseling responsibilities specifically in the academic area that are aligned with Virginia standards and ASCA student mindsets and behaviors. The responsibilities are identified by school level and are based on schools' needs. The responsibilities noted in this document were used as a basis for a survey item asking school counselors to indicate the extent to which the school counselors at their school were actively involved in the various responsibilities. Response options included "To a Large Extent," "To Some Extent," and "Not Involved." The percentages of school counselors who reported active involvement for each responsibility by school level are shown in Table 8.

Table 8: School Counselor Responsibilities and Activities by School Level

Responsibility/Activity*	Large Extent			Some Extent			Not Involved		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
	%	%	%	%	%	%	%	%	%
Work with teachers to provide comprehensive classroom counseling curriculum (academics)	52.4	43.2	28.6	40.5	48.6	55.1	7.1	8.1	16.3
Provide class presentations related to academics	61.9	43.2	49.0	35.7	51.4	44.9	2.4	5.4	6.1
Provide small-group instruction related to academics	33.3	13.5	22.4	57.1	62.2	51.0	9.5	24.3	26.5
Conduct parent and student conferences on academic concerns	71.4	94.6	91.8	26.2	5.4	8.2	2.4	0.0	0.0
Facilitate students' completion of academic and career plans	76.2	81.1	81.3	16.7	18.9	18.8	7.1	0.0	0.0
Conduct parent workshops related to various assessments	4.9	25.0	40.8	12.2	44.4	40.8	82.9	30.6	18.4
Assist with 504 Plan development	97.6	94.6	87.8	2.4	5.4	10.2	0.0	0.0	2.0
Assist with academic incentives, behavior intervention plans (BIP), and committees	92.9	73.0	55.1	2.4	27.0	42.9	4.8	0.0	2.0
Advise students on academic issues and course selection	73.8	97.3	93.9	16.7	2.7	6.1	9.5	0.0	0.0
Promote and help students identify specialty programs available to them	73.8	81.1	61.2	19.0	18.9	36.7	7.1	0.0	2.0
Certify records for graduation and communicate if students are in jeopardy	7.1	40.5	93.9	4.8	18.9	6.1	88.1	40.5	0.0
Assist with truancy and drop-out prevention plans and reenrollment procedures	21.4	73.0	81.6	28.6	24.3	18.4	50.0	2.7	0.0
Help students understand transition process between school levels	90.5	83.8	71.4	9.5	13.5	26.5	0.0	2.7	2.0
Help students identify resources if they are struggling academically	45.2	75.7	81.6	42.9	24.3	18.4	11.9	0.0	0.0
Help deliver programs to enhance students' academic success	64.3	59.5	63.3	31.0	37.8	36.7	4.8	2.7	0.0
Counsel students with IEPs	42.9	55.6	66.7	42.9	44.4	33.3	14.3	0.0	0.0

*Responsibilities are based on the VBCPS *Essential Counseling Services by Level* document for the Academic area.

Ninety percent (90%) or more of elementary school counselors reported that school counselors at their site were actively involved to a large extent in the following responsibilities and activities: assisting with the development of 504 plans (98%); assisting with academic incentives, behavior intervention plans, and committees (93%), and helping students understand the

transition from elementary to middle school (91%). At the middle school level, 90 percent or more of the school counselors reported that school counselors at their site were actively involved to a large extent in advising students on academic issues and course selection (97%), assisting with the development of 504 plans (95%), and conducting parent and student

conferences focused on academic concerns (95%). Ninety percent (90%) or more of high school counselors reported that school counselors at their site were actively involved to a large extent in advising students on academic issues and course selection (94%), certifying records for graduation and communicating to parents and students when students are in jeopardy of graduating (94%), and conducting parent and student conferences focused on academic concerns (92%).

Regarding involvement with teachers and their classrooms, high school counselors were less likely to report that they worked with teachers to provide a comprehensive classroom counseling curriculum compared to elementary and middle school counselors. In addition, school counselors at the secondary level were less likely to indicate that they provided class presentations or small-group instruction related to academics compared to elementary school counselors.

Results also showed that as the school level increased from elementary to middle to high school, the percentage of school counselors who reported that counselors worked with teachers “to a large extent” to provide a comprehensive classroom counseling curriculum related to academics declined (52% to 29%), with 16 percent of high school counselors reporting that the school counselors at their site were not involved in this activity. Further, the percentage reporting that school counselors at their site were involved to a large extent in assisting with academic incentives, behavior intervention plans, and committees decreased from elementary to high school (93% at elementary school, 73 percent at middle school, and 55% at high school).

However, the percentage of school counselors who reported that counselors were involved “to a large extent” in conducting parent workshops related to various assessments and helping academically struggling students identify resources increased from elementary to middle to high school. Approximately 5 percent of school counselors at elementary schools, 25 percent at middle schools, and 41 percent at high schools reported that school counselors were involved to a large extent with conducting parent workshops. In addition, the percentage reporting no involvement with parent workshops related to assessments declined from 83 percent at elementary schools to 31 percent at middle schools to 18 percent at high schools. High school counselors were more likely to report being involved to a large extent with helping struggling students identify resources (82%) compared to middle school (76%) and elementary school (45%) counselors. Further, 12

percent of elementary school counselors reported no involvement in this responsibility.

Other data showed that approximately one quarter of school counselors at the secondary level reported that counselors at their school were not involved in providing small-group instruction related to academics (24% at middle school and 27% at high school).

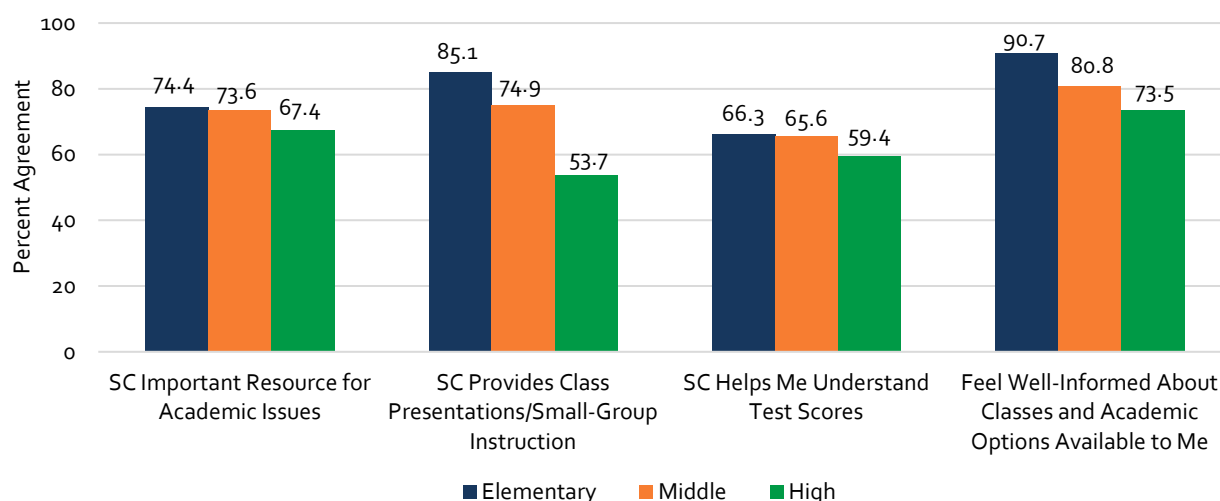
In addition to school counselors, teachers and administrators were also asked to indicate the extent to which the school counselors at their school were actively involved in the various responsibilities and activities. The table of results for the division overall can be found in Appendix C and includes results from each staff group. Three findings were noted from the survey data. First, teachers across the division were noticeably more likely than both school counselors and administrators to report that school counselors at their school were *not* actively involved in providing small-group instruction related to academics (46%), working with teachers to provide a comprehensive classroom counseling curriculum related to academics (34%), providing class presentations related to academics (31%), and helping deliver programs to enhance students’ academic success (23%). This could have been due to teacher survey respondents themselves not working directly with a school counselor on academic matters. Second, all staff groups were in agreement that school counselors were significantly involved with assisting in the development of 504 plans (93% of counselors, 71% of teachers, and 83% of administrators reported that school counselors were involved to a large extent). Third, school counselors, teachers, and administrators were in agreement that school counselors across the division had the least involvement in conducting parent workshops related to various assessments such as the SOL, PSAT, SAT, and/or ACT assessments. Divisionwide, 43 percent of school counselors, 51 percent of teachers, and 56 percent of administrators indicated that school counselors were *not* actively involved in this responsibility.

Perceptions of School Counselors’ Roles. School counselors, teachers, and administrators were asked several survey items about the role of school counselors. When school counselors across the division were asked about the expectations, 87 percent agreed that expectations related to academic counseling were clearly defined and 77 percent agreed that expectations in academic counseling were reasonable. Elementary school counselors were less likely to agree that expectations were clearly defined (76%) and high school

counselors were less likely to agree that they were reasonable (67%) compared to school counselors at other school levels. Across the division, 82 percent of administrators agreed that expectations for school counselors related to academic counseling were clearly defined and 88 percent of administrators agreed they were reasonable. In a pattern similar to school counselors, elementary school administrators were less likely to agree that expectations were clearly defined (78%) and high school counselors were less likely to agree that they were reasonable (85%) compared to other administrators. Finally, 76 percent of teachers across the division indicated that they clearly understood the overall role of school counselors, with high school teachers demonstrating the lowest agreement at 73 percent. A lower percentage of teachers across the division (67%) agreed that they clearly understood the academic role of school counselors (65% to 72% depending on school level).

Students were also asked to respond to several survey items related to school counselors' areas of responsibility. Across the division, 72 percent of students agreed that their school counselor was an important resource for them in dealing with academic issues at school, 72 percent agreed that their school counselor provided class presentations and small-group instruction on success in school, 64 percent agreed that their school counselor helped them understand their standardized test scores, and 82 percent agreed that they felt well-informed about different classes and academic options that are available to them. Results by school level are shown in Figure 3. High school students' perceptions were less positive about the role of their school counselor with agreement percentages ranging from 54 to 74 percent. High school students' perceptions about class presentations and small-group instruction (54%) aligned with the results from teachers showing that high school counselors were least likely to be involved in these activities.

Figure 3: Student Perceptions Related to School Counselor Responsibilities



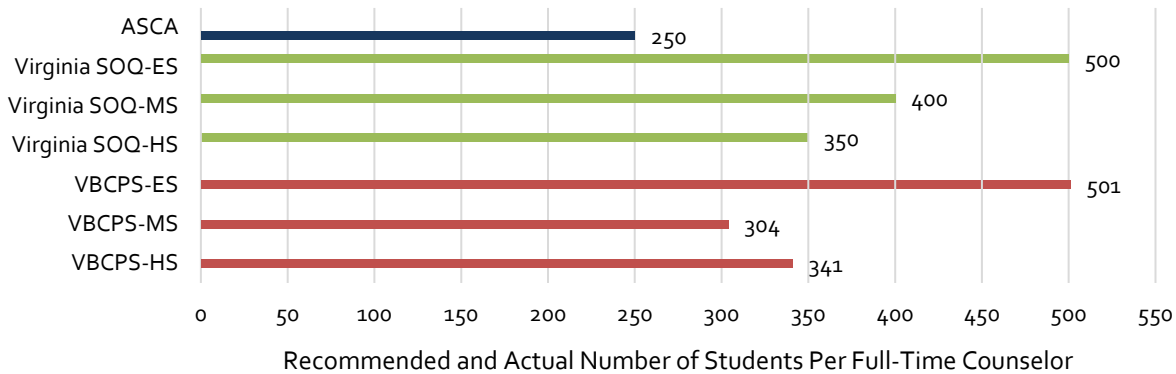
School Counseling Staff Allocations

The American School Counseling Association (ASCA) recommends staffing of comprehensive school counseling programs at one counselor for every 250 students in a school,²⁰ and the Virginia Standards of Quality (SOQ) recommendations vary by school level.²¹ The Virginia SOQ indicates that one full-time equivalent (FTE) guidance counselor for every 500 students should be employed at elementary schools, one guidance counselor for every 400 students should be employed at middle schools, and one guidance counselor for every 350 students should be employed at high schools. Staffing in each Virginia Beach school supports the school counseling function with a guidance department chair at each secondary school and from 1 to 1.8 school counselor FTE allocations at elementary schools, 1 to 4 school counselor FTE allocations at middle schools, and 3.4 to 5 school counselor FTE allocations at high schools. Appendix D provides VBCPS staffing information for the delivery of the comprehensive school counseling program at each school and provides total allocations by school level.

Based on the total school counselor FTE allocations at each school level in 2016-2017, VBCPS staffed school counseling departments at or above the SOQ guidelines, but below the ASCA recommendation (see Figure 4). The school division allocated one school counselor for approximately every 501 elementary school students. At middle

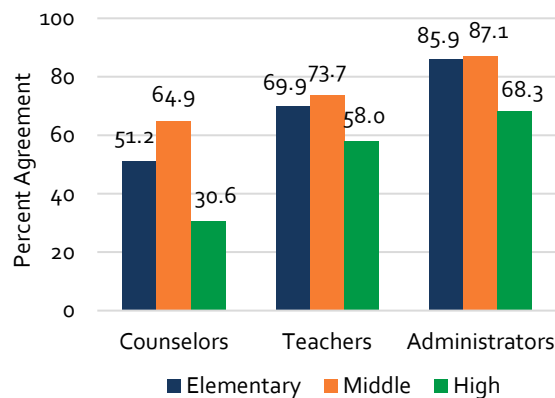
schools, VBCPS staffed school counseling departments at a rate of one school counselor for every 304 students which was a higher staffing ratio than the SOQ guideline of 1:400. The VBCPS staffing ratio was also higher at the high school level with one school counselor for every 341 students compared to the guideline of 1:350. Please note that although the total number of elementary students as of September 30 divided by the number of elementary school counselor FTEs of 61.4 is 501, this is due to data as of a particular snapshot date and rounding. It should not be considered as a statement regarding whether the school division is meeting the SOQ guideline.

Figure 4: Number of Students Per Full-Time Equivalent School Counselors



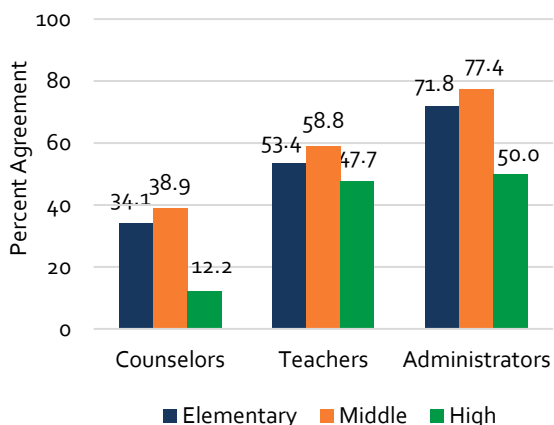
Given the responsibilities of school counselors, the size of the student body, and the allocations, survey respondents were asked about their perceptions of whether the allocations provided allow the school counseling program to meet the students' needs. Overall across the division, 47 percent of school counselors, 67 percent of teachers, and 81 percent of administrators agreed that the allocations provided to their school allowed the program to meet students' needs. Agreement percentages by school level for each staff group are shown in Figure 5. Consistent with the quantitative data showing that the counselor staffing ratio was highest at the middle school level, middle school counselors, teachers, and administrators were most likely to agree that the allocations provided to the school allowed the program to meet students' needs. High school counselors (31%), teachers (58%), and administrators (68%) were the least likely to agree that the allocations allowed the program to meet students' needs.

Figure 5: Staff Perceptions of School Counselor Allocations Allowing Program to Meet Students' Needs



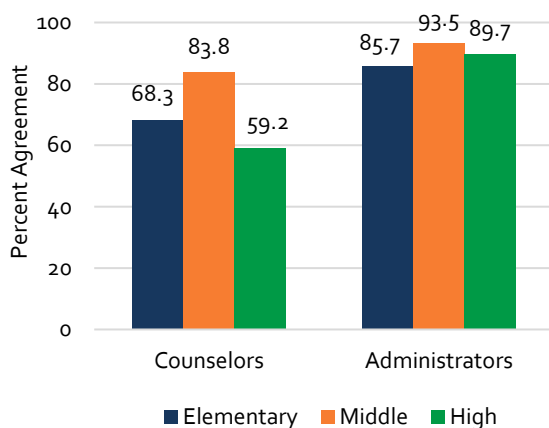
Staff members were also asked whether school counselors' student caseloads afforded them adequate time to counsel students academically. Overall across the division, 27 percent of school counselors, 53 percent of teachers, and 67 percent of administrators agreed that the school counselors' caseloads allowed for adequate time to counsel students academically. Agreement percentages by school level for each staff group are shown in Figure 6. Similar to the pattern above and consistent with the quantitative data showing that the counselor staffing ratio was highest at the middle school level, middle school counselors, teachers, and administrators were most likely to agree with the survey item. High school counselors (12%), teachers (48%), and administrators (50%) were the least likely to agree that the caseloads of school counselors allowed them adequate time to counsel students.

Figure 6: Staff Perceptions of School Counselor Caseloads and Time to Counsel Students



School counselors and administrators were asked whether school counselors had adequate resources to assist students on academic matters (e.g., clerical help, computer access, etc.). Overall across the division, 69 percent of school counselors and 88 percent of administrators agreed that the school counselors had adequate resources. Agreement percentages by school level for each staff group are shown in Figure 7. Perceptions mirrored the pattern noted previously with middle school counselors and administrators showing the highest levels of agreement. High school counselors were least likely to agree that they had adequate resources to assist them (59%).

Figure 7: Staff Perceptions of School Counselors Having Adequate Resources



Professional Learning Opportunities

One element of ASCA's model for school counseling programs is professional competencies. According to ASCA, school counselor competencies "outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession."²² The competencies include

knowledge, abilities and skills, and attitudes for each of the four components of the comprehensive school counseling program (i.e., foundation, management, delivery, accountability). The competencies published by ASCA can be used by school counselors for self-assessment purposes, to identify professional learning needs, and to develop a plan.

A wide variety of professional learning opportunities were offered for the division's school counselors in 2016-2017, including mandatory sessions and optional sessions. Four mandatory professional learning opportunities for all school counselors focused on the topics listed below.

- Instructional Technology for School Counselors*
- Using Data to Support School Counseling Programs*
- Aligning School Counseling Programs With Positive Behavior Interventions and Supports (PBIS)
- Helping School Counselors be Culturally Responsive to Student Needs (Parts I and II)

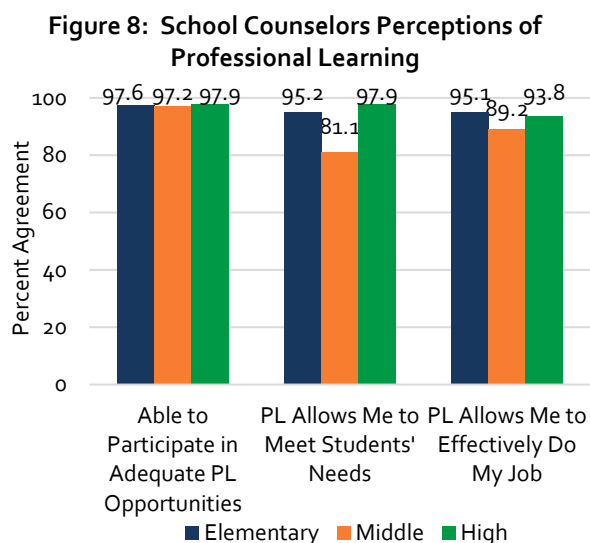
Approximately two dozen additional optional sessions were offered, covering diverse topics ranging from Parchment training and Section 504 training to supporting students living in poverty and opiate addiction. Topics of the numerous optional sessions are listed below.

- Advanced Via Individual Determination (AVID) Summer Institute and follow-up trainings
- Parchment Training for High School Counselors*
- Counseling Student-Athletes*
- Opiate Addiction: Increasing Awareness and Knowledge*
- Overview of Pre-K Development
- How to Help and Understand a Child Who is Self-Injuring
- How to Develop and Implement Learning Plans for Students With Disabilities
- How School Counselors Can Use Google Docs to Track Student Visits
- Using the Team-Initiated Problem-Solving Model to Examine School Data
- How to Use the Time-Elapsed Analysis and Reporting System to Track School Counseling Services
- Virginia School Counselor Association (VSCA) Annual Conference
- Section 504 Training
- What's Trending at the Advanced Technology Center?

- Re-Enrollment Training for School Counselors and Administrators
- Elementary Facilitator Council
- Supporting Students Living in Poverty
- Understanding Student Self-Injury
- Expanding the Capacity of Student Response Teams (SRTs)
- College Board's Annual Southern Regional Forum
- Parchment National Conference
- Virginia School Counselor Association (VSCA) Spring Fling (Mental Health Disorders in Schools)
- Support Gender Diverse and LGBTQ Youth

Professional learning sessions noted with an asterisk (*) were offered as part of the annual summer professional learning which was held on June 23, 2016. Summer professional learning for school counselors for the 2017-2018 school year was scheduled for August 2017.

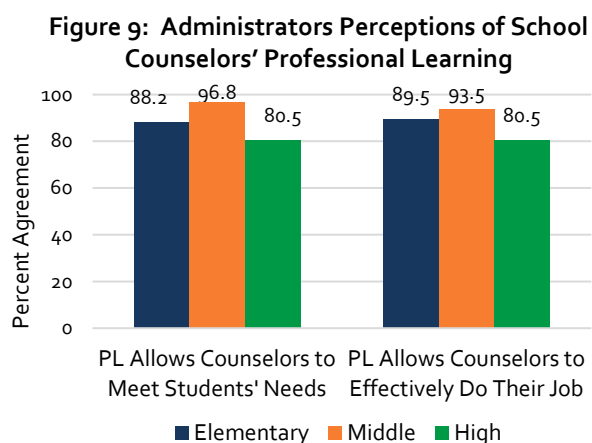
When asked on the survey about their professional learning, 98 percent of school counselors across the division reported that they received adequate professional learning opportunities, and results were similar across school levels (see Figure 8). Regarding the efficacy of the professional learning, 92 percent of school counselors across the division agreed that their professional learning allowed them to meet their students' needs and 93 percent agreed that it allowed them to effectively do their jobs. Results by school level shown in Figure 8 showed that perceptions were positive at all school levels, although a noticeably lower percentage of school counselors at middle schools agreed that the professional learning allowed them to meet their students' needs.



An open-ended survey item asked school counselors the types of professional learning that would help school counselors do their job more effectively. Comments

from middle school counselors were examined to highlight any areas due to their lower agreement levels. Several comments indicated the need for more in-depth training on 504 plans, behavior intervention plans (BIP), and Student Response Teams (SRT). While several school counselors indicated that they did not feel that they should be responsible for 504 plans or SRT duties, they noted that if they were, they needed additional professional learning in those areas. Other topics noted included the following: gender identity, technology and Synergy, conflict management, culture and diversity awareness, time management, mental health, and the ASCA model. In addition, several comments noted the desire to observe other successful school counselors, meet with other school counselors, and plan with other school counselors.

Administrators were also asked their perceptions of the professional learning that their school counselors received. Across the division, 88 percent of administrators agreed that the professional learning allowed school counselors to both meet their students' needs and do their job effectively. As shown in Figure 9 by school level, at least 81 percent of administrators at each level agreed with the survey statements. However, the pattern of responses from administrators was not consistent with school counselors' perceptions. Administrators at middle schools were most likely to agree that the professional learning allowed school counselors to meet students' needs and do their job effectively, but school counselors at middle schools were the least likely to agree with those statements.



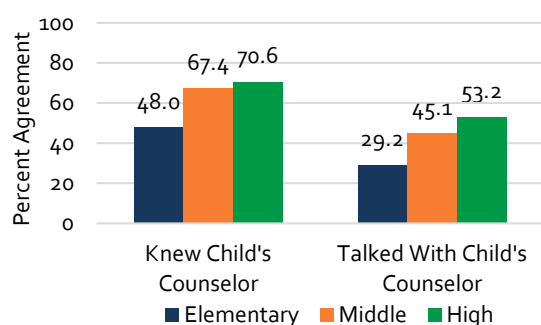
Parent Involvement and Engagement

According to the ASCA position statement on school-family-community partnerships, "school counselors have an essential and unique role in promoting, facilitating, and advocating for collaboration with parent/guardians..."²³ The ASCA position goes further to state that it is part of the school counselor's

role to “actively pursue collaboration with family members...” which is believed will benefit the school’s counseling program by increasing the program’s effectiveness and improving the efficiency of delivering school counseling program services.

Parents of students in kindergarten through grade twelve were asked whether they knew who their child’s school counselor was and whether they talked with their child’s school counselor during the 2016-2017 school year. Results are shown in Figure 10 by school level. Parents of high school students were most likely to indicate that they knew who their child’s school counselor was (71%) and that they had talked to their child’s school counselor during the 2016-2017 school year (53%). Less than one half of parents at the elementary school level reported knowing who their child’s school counselor was and talking with him or her during the school year.

Figure 10: Parents Who Reported They Knew and Talked With Child’s School Counselor



A variety of opportunities for parental engagement were listed on the stakeholder surveys, and parents and school counselors were asked to indicate the activities that were used by the school counseling program to engage parents in supporting their child’s development. Both parents and school counselors indicated that academic planning and individual conferences were the predominant modes of parental participation. The most often selected opportunity for involvement by parents across the division was “academic planning,” while school counselors were most likely to select “individual conferences” (see Tables 9 and 10).

Table 9: Ways the School Counseling Program Encouraged Parent Involvement – Parents

Opportunity	ES	MS	HS	Division
Academic Planning	23.6%	44.3%	61.7%	42.1%
Individual Conferences	31.1%	26.2%	33.0%	30.7%
Parent Workshops	15.1%	4.9%	13.8%	12.3%
GAC Representation	14.2%	8.2%	6.4%	10.0%
Parent Volunteer Opportunities	10.4%	8.2%	3.2%	7.3%

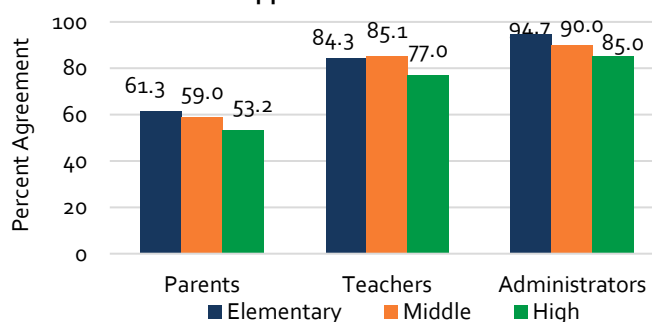
Table 10: Ways the School Counseling Program Encouraged Parent Involvement – Counselor

Opportunity	ES	MS	HS	Division
Academic Planning	76.1%	81.6%	78.4%	78.5%
Individual Conferences	89.1%	97.4%	88.2%	91.1%
Parent Workshops	32.6%	50.0%	52.9%	45.2%
GAC Representation	58.7%	65.8%	52.9%	58.5%
Parent Volunteer Opportunities	41.3%	34.2%	19.6%	31.1%

Parents who attended parent workshops were asked to list the topics that were addressed. Most of the responses indicated that the workshops focused on college application and admission issues and financial aid. Other parents noted that they attended workshops on attention deficit/hyperactivity disorder (ADHD), counselor responsibilities, assessment results, and academy and technical school options.

Parents and staff were asked to rate their perceptions of the extent to which school counselors engaged parents. All school counselors at each school level (100%) agreed that school counselors engaged parents with the goal of helping them support their child’s development. Overall across the division, 58 percent of parents, 82 percent of teachers, and 91 percent of administrators agreed that the school counselors engaged parents with the goal of helping parents support their child’s development. Agreement by school level is shown in Figure 11 for each group. Agreement levels among stakeholders were consistently lower at the high school level.

Figure 11: Perceptions of School Counselors Engaging Parents to Support Child’s Education



Characteristics of Students

Student Demographic Characteristics

The school division's comprehensive school counseling program serves all students from kindergarten through grade twelve. Based on September 30, 2016 data, this included a total of 67,214 students (30,744 in elementary school, 15,679 in middle school, and 20,791 in high school). Table 11 provides the demographic information for 2016-2017 students by school level.

Table 11: Demographic Characteristics of Students Served by the School Counseling Program

Characteristic	Elementary		Middle		High		Division	
Gender	#	%	#	%	#	%	#	%
Female	14,970	48.7	7,732	49.3	10,122	48.7	32,824	48.8
Male	15,774	51.3	7,947	50.7	10,669	51.3	34,390	51.2
Ethnicity								
African American	7,033	22.9	3,793	24.2	5,121	24.6	15,947	23.7
American Indian	62	0.2	40	0.3	52	0.3	154	0.2
Caucasian	14,969	48.7	7,822	49.9	10,604	51.0	33,395	49.7
Hispanic	3,819	12.4	1,585	10.1	2,020	9.7	7,424	11.0
Asian	1,680	5.5	928	5.9	1,339	6.4	3,947	5.9
Hawaiian/Pacific Islander	161	0.5	77	0.5	97	0.5	335	0.5
Multiracial	3,020	9.8	1,434	9.1	1,558	7.5	6,012	8.9
Economically Disadvantaged								
Yes (Free/Reduced Lunch)	13,058	41.1	5,863	36.4	6,848	32.6	25,769	37.4
Special Education								
Yes	2,953	9.6	1,790	11.4	2,142	10.3	6,885	10.2
Limited English Proficiency								
Yes	790	2.6	350	2.2	265	1.3	1,405	2.1
Gifted								
Yes	2,811	9.1	2,674	17.1	3,310	15.9	8,795	13.1
Military Connected								
Yes	6,601	21.5	2,483	15.8	2,076	10.0	11,160	16.6

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

Students Working With School Counselors

Although the comprehensive school counseling program serves all of the division's students through various activities and programs, several survey items asked students the extent to which they knew their school counselor and met with them during the school year. Of the 13,016 students across the division who responded to the survey item, 92 percent indicated that they knew who their school counselor was. Percentages varied by school level with 98 percent of fifth-grade students, 90 percent of middle school students, and 88 percent of high school students reporting that they knew who their school counselor was. Students were also asked how many times they met with their school counselor during the 2016-2017 school year. Results are shown in Table 12.

As reported by fifth through twelfth graders across the division, the majority of students met with their school counselor one to four times during the school year (57%). The largest percentage of students at each school level reported meeting with their counselor one to two times during the school year. Middle school students were most likely to report that they did not meet with their school counselor during the school year (33%), and high school students were the least likely to report never meeting with their school counselor (13%).

Table 12: Percent of Students Who Met With Their School Counselor

Met With Counselor	ES	MS	HS	Division
Never	20.7%	33.0%	13.2%	23.3%
1-2 Times	22.3%	37.8%	47.1%	35.6%
3-4 Times	20.5%	18.4%	24.8%	21.0%
5-6 Times	12.4%	3.8%	6.5%	7.4%
7+ Times	24.0%	7.0%	8.4%	12.8%

Progress Toward Meeting Goals and Objectives

The year-one evaluation of the school counseling program assessed the first program goal which focused on the role of the school counseling program in students' academic preparation. The overall goal of the program's academic component was to ensure that students are academically prepared to choose from a variety of options following high school. Ten specific objectives outlined the areas in which the school counseling program supported students' academic preparation. Data from stakeholder surveys were used to assess the extent to which each objective was met.

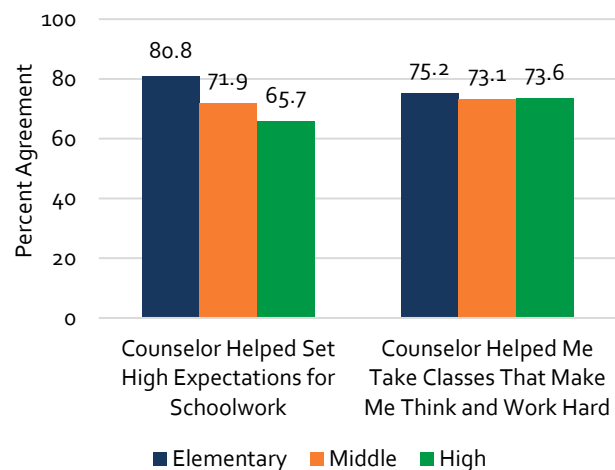
Goal #1: The school counseling program will ensure that students acquire the academic preparation that is essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

Objective 1: Students will set high standards and engage in challenging coursework as measured by advanced course (e.g., dual enrollment, Advanced Placement) enrollment (high schools), advanced coursework (middle schools), and survey data (elementary schools).

Objective 1 focused on the school counseling program's role in helping students set high standards for their schoolwork. Data from the school division's Navigational Markers, which are used to monitor progress on the division's strategic framework, *Compass to 2020*, showed the percentages of secondary students who set high standards by enrolling in challenging coursework. In 2016-2017, 57 percent of high school students engaged in challenging coursework by enrolling in advanced, dual enrollment, or AP courses, and 56 percent of middle school students enrolled in challenging coursework by enrolling in advanced courses.²⁴ Because courses were not designated as "advanced" in elementary school, survey data from fifth graders were used to assess the objective (see Figure 12). Survey data are also shown for secondary students.

Approximately 81 percent of fifth graders agreed that their school counselor helped them set high expectations for their schoolwork. Lower percentages of secondary students agreed that their school counselor helped them set high expectations (72% for middle school students and 66% for high school students). When asked about their school counselor's role in course selection, 73 to 75 percent of students at each school level agreed that their school counselor helped them take classes that made them think and work hard, with little difference in perceptions between school levels.

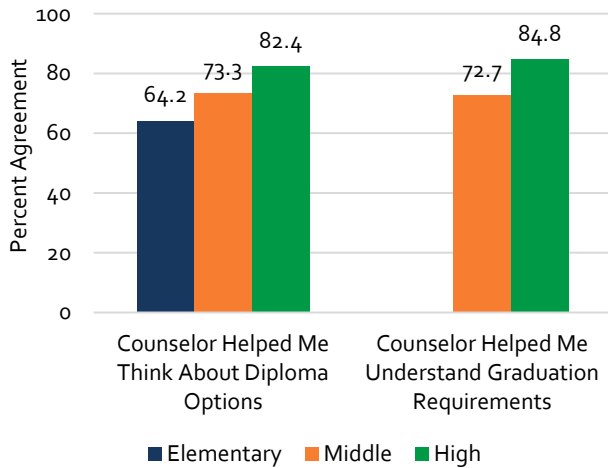
Figure 12: Student Perceptions of School Counselors' Role in High Expectations and Challenging Coursework



Objective 2: Students will understand diploma course requirements as measured by survey responses and will graduate on time as measured by the Virginia cohort on-time graduation rate.

Objective 2 focused on the school counseling program's role in helping students understand the course requirements for the high school diploma. Student perception data were used to assess understanding of the diploma requirements, and Virginia on-time graduation rate data were used to assess the percentage of students who graduated. As shown in Figure 13, 82 percent of high school students agreed that their school counselor helped them think about diploma options (e.g., advanced, standard), and 85 percent agreed that their school counselor helped them understand graduation requirements. Agreement levels were somewhat lower on the two survey items for middle school students (73%). At fifth grade, 64 percent of students agreed that their school counselor was helping them think about high school diploma options. Fifth-grade students were not asked about their understanding of graduation requirements.

Figure 13: Student Perceptions of School Counselors' Role in Learning About Diploma Options and Requirements

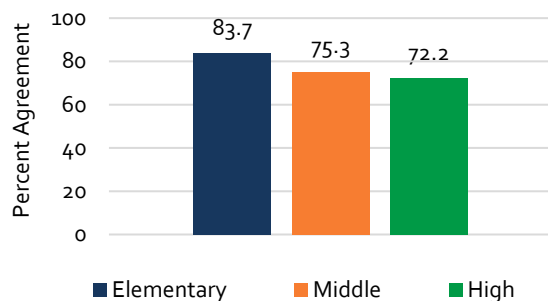


The high school student perception data were in line with Virginia on-time graduation rate data showing that relatively high percentages of the seniors graduated on time (91% for 2015-2016 and 91% based on preliminary figures for 2016-2017).²⁵

Objective 3: Students will understand the relevance and importance of the SOL assessments for graduation as measured by student survey responses.

Objective 3 focused on the school counseling program's role in helping students understand the importance of SOL assessments and their role in graduation for secondary students. Approximately 84 percent of fifth-grade students, 75 percent of middle school students, and 72 percent of high school students agreed that their school counselor helped them understand the importance of SOL assessments (see Figure 14). Agreement levels for secondary students were somewhat lower than for elementary students.

Figure 14: Student Perceptions of School Counselors Helping Them Understand Importance of SOL Tests



Objective 4: Students will understand the connection between attendance and academic success as measured

by survey responses from students who worked with their counselor in this area.

Objective 4 focused on the school counseling program's role in helping students understand how their attendance was connected with their academic success. This objective was applicable for students who indicated that they specifically worked with their school counselor on attendance issues during 2016-2017. Table 13 shows the percentage of students at each school level who indicated that they worked with their school counselor on attendance issues and the percentage of those students who agreed that their school counselor helped them understand how important attendance was to experiencing success in their classes.

Overall across school levels, 14 percent of students reported working with their school counselor on attendance issues in 2016-2017. Percentages were relatively similar across school levels. Approximately 85 percent of students who worked with their school counselor on attendance agreed that their school counselor helped them understand the importance of attendance, with similar agreement levels across school levels.

Table 13: Perceptions of Students Who Worked With School Counselors on Attendance Issues

School Level	% Worked With Counselor	% Agreed Counselor Helped
Elementary	12.4%	86.3%
Middle	14.3%	83.7%
High	14.5%	84.5%
Total	13.7%	84.7%

Objective 5: Students will cultivate relationships with adults and skills that support success, including time management, organization, and study skills as measured by survey responses from students who worked with their counselor in these areas.

Objective 5 focused on the school counseling program's role in helping students build relationships with adults who supported their academic success and helping students build skills for success. This objective was applicable for students who indicated that they specifically worked with their school counselor on study skills during 2016-2017. Table 14 shows the percentage of students at each school level who indicated that they worked with their school counselor on study skills and the percentage of those students who agreed that their school counselor helped them build relationships and learn skills.

Overall across school levels, 24 percent of students reported working with their school counselor on issues related to study skills in 2016-2017. Greater percentages of fifth-grade students reported working with school counselors on study skills with a decline at middle schools and a further decline at high schools. Approximately 70 percent of students who worked with their school counselor on study skills agreed that their school counselor helped them build relationships with adults that support their academic success, and 87 percent agreed that their school counselor helped them learn time management, organization, and study skills.

Table 14: Perceptions of Students Who Worked With School Counselors on Study Skills

School Level	% Worked With Counselor	% Agreed Counselor Helped Student Get to Know Adults	% Agreed Counselor Helped Student Learn Skills
Elementary	35.8%	66.3%	88.2%
Middle	21.0%	73.1%	87.8%
High	14.0%	76.0%	83.6%
Total	23.6%	70.4%	87.2%

Objective 6: Students will develop effective oral and written communication and listening skills as measured by survey responses from students who worked with their counselor in this area, as well as teacher and administrator survey responses.

Objective 6 focused on the school counseling program's role in helping students develop their oral and written communication skills, as well as their listening skills. This objective was applicable for students who indicated that they specifically worked with their school counselor on communication or listening issues during 2016-2017. Table 15 shows the percentage of students at each school level who indicated that they worked with their school counselor on communication or listening issues and the percentage of those students who agreed that their school counselor helped them develop their ability to communicate and their ability to listen.

Overall across school levels, 21 percent of students reported working with their school counselor on communication or listening issues in 2016-2017. Percentages were highest at fifth grade and declined at middle and high schools. Approximately 75 percent of students who worked with their school counselor on communication or listening issues agreed that their school counselor helped them develop their ability to communicate (e.g., oral and written), and 77 percent of students agreed that their school counselor helped them

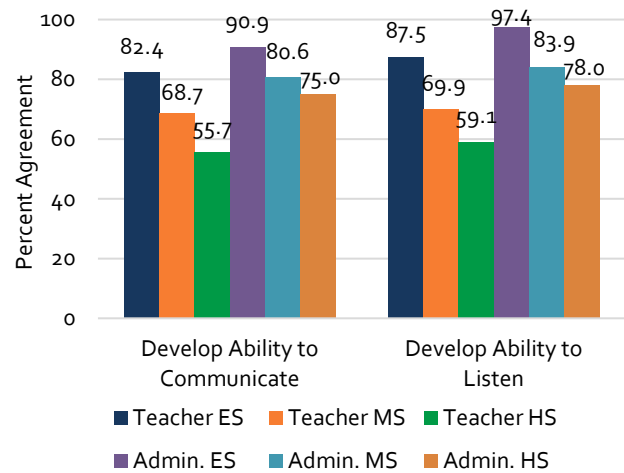
develop their ability to listen. Agreement levels ranged from 72 to 79 percent for both survey items across school levels, with percentages somewhat lower at the middle school level.

Table 15: Perceptions of Students Who Worked With School Counselors on Communication and Listening

School Level	% Worked With Counselor	% Agreed Counselor Helped With Speaking and Writing	% Agreed Counselor Helped With Listening
Elementary	30.9%	78.0%	79.0%
Middle	21.2%	72.3%	74.6%
High	11.5%	75.2%	78.6%
Total	21.4%	75.4%	77.3%

Teachers and administrators were also asked about the school counseling program's role in developing students' communication and listening skills (see Figure 15). At least 82 percent of elementary school teachers and administrators agreed that school counselors helped students develop their ability to communicate and listen. At least 69 percent of middle school teachers and administrators agreed. Lower percentages of high school teachers (56% to 59%) and high school administrators (75% to 78%) agreed with the statements.

Figure 15: Teacher and Administrator Perceptions of Students' Communication and Listening Skills



Objective 7: Students will develop self-confidence in their ability to succeed and have a positive attitude toward work and learning as measured by survey responses from students who worked with their counselor in this area.

Objective 7 focused on the school counseling program's role in helping students develop self-confidence and a

positive attitude. This objective was applicable for students who indicated that they specifically worked with their school counselor on self-confidence or attitude issues during 2016-2017. Table 16 shows the percentage of students at each school level who indicated that they worked with their school counselor on self-confidence or attitude issues and the percentage of those students who agreed that their school counselor helped them develop self-confidence in their ability to succeed and helped them develop a positive attitude toward learning.

Overall across school levels, 25 percent of students reported working with their school counselor on self-confidence or attitude issues in 2016-2017. Percentages were highest for fifth graders followed by middle school students and high school students. At all school levels, high percentages of students who worked with their school counselor on confidence and attitude issues agreed that their school counselor helped them develop self-confidence (84% to 91%) and a positive attitude toward learning (84% to 89%).

Table 16: Perceptions of Students Who Worked With School Counselors on Confidence and Attitude Issues

School Level	% Worked With Counselor	% Agreed Counselor Helped With Confidence	% Agreed Counselor Helped With Attitude
Elementary	37.6%	90.6%	89.2%
Middle	25.1%	84.3%	84.1%
High	11.5%	87.1%	87.4%
Total	25.0%	87.7%	87.0%

Objective 8: Students will demonstrate the ability to work independently, solve problems, and overcome barriers to success as measured by survey responses from students who worked with their counselor in these areas.

Objective 8 focused on the school counseling program's role in helping students develop academic skills such as learning to work independently, solving problems, and overcoming barriers. This objective was applicable for students who indicated that they specifically worked with their school counselor on academic issues during 2016-2017. Table 17 shows the percentage of students at each school level who indicated that they worked with their school counselor on academic issues and the percentage of those students who agreed that their school counselor helped them work independently, solve problems, and overcome barriers as well as helping students identify resources if they were struggling academically.

Overall across school levels, 29 percent of students reported working with their school counselor on academic issues in 2016-2017. Unlike other areas noted previously, a higher percentage of high school students reported working with their school counselor on academic issues compared to students at other school levels. Approximately 73 percent of students who worked with their school counselor on academic issues agreed that their school counselor helped them work independently, solve problems, and overcome barriers. Additionally, 70 percent agreed that their school counselor helped them identify resources (both in and out of school) if they were struggling academically. Although the highest percentage of high school students reported working with their school counselor on academic issues, these students had the least positive perceptions of the school counselor's role in assisting them (65% and 69% agreement on the two survey items).

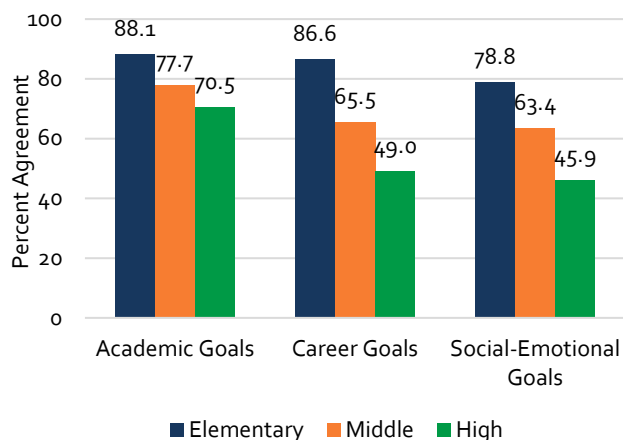
Table 17: Perceptions of Students Who Worked With School Counselors on Academic Issues

School Level	% Worked With Counselor	% Agreed Counselor Helped With Academics	% Agreed Counselor Helped Identify Resources
Elementary	25.1%	82.8%	74.1%
Middle	26.2%	75.1%	69.1%
High	36.3%	65.0%	68.9%
Total	28.8%	73.4%	70.4%

Objective 9: Students will have the opportunity to explore (elementary schools) and identify (middle and high schools) long- and short-term academic, career, and social-emotional goals through the academic and career planning process (grades 5, 7-8, and 10) as measured by survey data.

Objective 9 focused on the school counseling program's role in providing elementary students opportunities to *explore* academic, career, and social-emotional goals and providing secondary students opportunities to *identify* those goals. As shown in Figure 16, fifth-grade students were most likely to agree that they had the opportunity to explore academic goals (88%), think about jobs they might like to have as an adult (87%), and explore social-emotional goals such as self-confidence and self-esteem (79%). Lower percentages of middle school and high school students agreed with statements about actually identifying academic, career, and social-emotional goals. Less than one half of high school students agreed that they had an opportunity to identify career goals (49%) or that they had an opportunity to identify social-emotional goals (46%).

Figure 16: Student Perceptions of Opportunities to Explore or Identify Goals

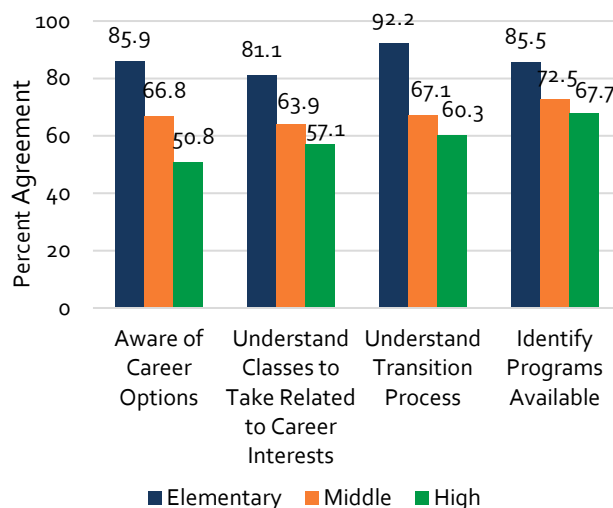


Objective 10: Middle and high school students are aware of academic and career pathways and work with their school counselor to select coursework that is aligned with their pathway as measured by student and parent survey responses.

Objective 10 focused on secondary students' awareness of academic and career pathways and working with their school counselor to identify appropriate coursework aligned with their pathway. Figure 17 provides survey results for several items related to this objective. Although the objective focused on secondary students' perceptions, fifth graders also responded to survey items related to the objective. Fifth-grade students were most likely to agree that their school counselor helped them become aware of different career options (86%) and that they understood the classes that they could take that were related to their career interests (81%). High percentages of fifth graders also agreed that their school counselor helped them understand the transition process from elementary to middle school (92%) and helped them identify programs available to them in middle school (86%).

Results from middle and high school students were less favorable. From 64 to 73 percent of middle school students agreed that their school counselor helped them become aware of career options, understand the courses aligned to those career interests, understand the transition process from middle to high school, or identify programs available in high school. Even lower percentages of high school students agreed with similar statements (51% to 68%).

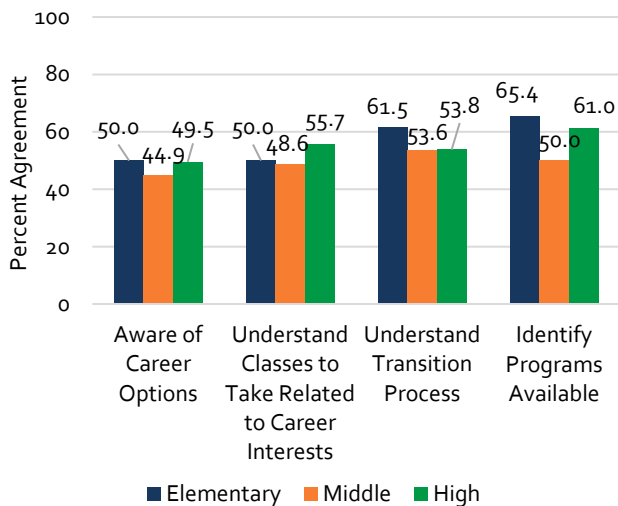
Figure 17: Student Awareness of Academic and Career Pathways



In addition to the survey items noted above, secondary students were asked whether their school counselor helped them think about colleges for their future plans. Just over one half of middle school students (56%) and high school students (53%) reported that their school counselor helped them think about colleges they might like to attend. When high school students' responses were analyzed by their reported grade level, the pattern of results showed higher agreement percentages as students progressed through high school (e.g., 44% of ninth graders agreed, 48% of tenth graders agreed, 53% of eleventh graders agreed, and 68% of twelfth graders agreed).

Figure 18 displays parent survey results related to the objective. Only parents of fifth-grade students are included in the results for elementary school. Parent agreement levels were noticeably lower than students' agreement levels on similar items (45% to 65%), and the pattern of results was reversed for some items. Students' agreement levels showed a consistent decline from elementary to middle school and from middle to high school. However, parents of high school students did not demonstrate a consistent decline compared to parents of students at other school levels.

Figure 18: Parent Awareness of Academic and Career Pathways



Schoolwide Activities

For school administrators reporting that they focus their school's counseling services on schoolwide achievement or attendance, an assessment of changes in SOL results and attendance rates was proposed in the evaluation plan. The survey asked administrators to indicate if counseling services focused on schoolwide achievement and attendance or if the counseling services focused on specific groups of students needing assistance. Tables 18 and 19 present the percentages of administrators who noted how their school focuses its services. Elementary school administrators were more likely to indicate that counseling-related activities and practices related to achievement focused on all students, while the majority of high school administrators (55%) reported that the services focused on specific students needing assistance.

Table 18: School Focus of Achievement-Related Counseling Services

School Level	Activities Focus on All Students	Activities Focus on Specific Students Needing Assistance
Elementary	72.4%	27.6%
Middle	56.7%	43.3%
High	44.7%	55.3%
Total	61.8%	38.2%

In contrast, a greater percentage of high school administrators indicated that counseling-related activities and practices related to attendance focused on all students (48%) compared to elementary (30%) and middle school (43%) administrators. However, the majority of administrators at all school levels reported focusing attendance-related activities on specific students needing assistance.

Table 19: School Focus of Attendance-Related Counseling Services

School Level	Activities Focus on All Students	Activities Focus on Specific Students Needing Assistance
Elementary	29.7%	70.3%
Middle	43.3%	56.7%
High	47.5%	52.5%
Total	37.5%	62.5%

It was proposed that achievement and attendance data would be examined based on reported school practices. Upon review of the data, however, it was determined that the self-reported data regarding the schools' focus on all students or specific students needing assistance were not reliable for the purposes of categorizing individual schools for analysis purposes. Of the 47 schools that had two or more administrators responding to the survey item asking them whether their academic-related counseling services focused on all students or specific students needing assistance, 53 percent of the schools had responses that were conflicting (e.g., one administrator indicated schoolwide services and another administrator indicated services for specific students needing assistance). Of the 46 schools that had two or more administrators responding to the survey item asking them whether their attendance-related counseling services focused on all students or specific students needing assistance, 52 percent of the schools had responses that were conflicting. Therefore, schoolwide achievement or attendance data were not examined according to self-reported practices.

Stakeholder Perceptions

Overall Perceptions

In addition to survey items focused on operational aspects of the program and the goals and objectives of the program, stakeholders also answered general perception questions.

Students and parents were asked several general survey items about their school counselor, including the school counselor's availability and ability to help them. Results in Table 20 demonstrate that students overall have positive perceptions of their school counselors. At least 81 percent of students at all school levels agreed that their school counselor is available if they need him or her. At least 84 percent of students at all school levels agreed that their school counselor helps them if they have a question or a problem. At least 90 percent of students at all levels agreed that their school counselor believes all students can succeed, and at least 79 percent of secondary students agreed that their school counselor

is an advocate for all students. While percentages were relatively high across all school levels as noted, the general pattern showed that the least positive perceptions were at the high school level. However, one area where there was a noticeable discrepancy in opinions by school level was that school counselors knew the students and understood their goals and challenges. While 80 percent of fifth-grade students agreed, 61 percent of middle school students and 60 percent of high school students agreed.

Table 20: Overall Perceptions – Student Agreement

Survey Item	ES	MS	HS	Division
My school counselor...				
Knows me and understands my goals/challenges	80.4%	60.9%	60.3%	67.0%
Is available if I need him/her	90.1%	88.5%	80.6%	86.6%
Helps me if I have a question/problem	92.7%	88.8%	84.2%	88.6%
Is an advocate for all students	n/a	88.4%	78.8%	84.3%
Believes all students can succeed	97.9%	94.4%	89.6%	94.1%

Results for parents shown in Table 21 demonstrate that parents' perceptions were less positive than students'

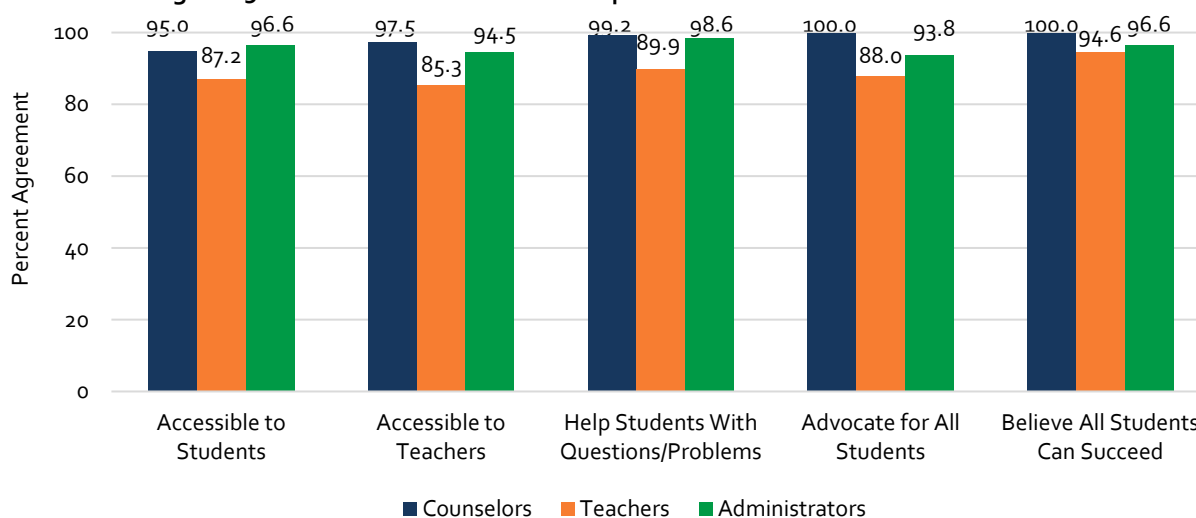
perceptions. While a majority of parents agreed with each of the statements, divisionwide agreement levels were relatively low ranging from 54 to 76 percent. Parents of middle school students had the most positive perceptions with 83 percent agreeing that their child's school counselor is available to talk to them if needed and 80 percent of middle school parents agreeing that their child's school counselor believes that all students can succeed. The survey item with the lowest parent agreement levels across all school levels was that the school counselor knows their child and understands his or her goals and challenges (50% to 59%).

Table 21: Overall Perceptions – Parent Agreement

Survey Item	ES	MS	HS	Division
My child's school counselor...				
Knows my child and understands his/her goals/challenges	50.0%	58.7%	54.7%	53.8%
Is available if I need to talk to him/her	66.4%	82.5%	73.1%	72.6%
Helps me if I have a question/problem	62.9%	78.3%	76.6%	71.4%
Is an advocate for all students	70.6%	75.8%	63.8%	69.4%
Believes all students can succeed	73.1%	80.3%	76.7%	76.1%

Overall perceptions about the school counselors' accessibility, actions, and beliefs among staff members were very positive. Figure 19 displays the percentage of school counselors, teachers, and administrators across the division who agreed with the various survey items. At least 95 percent of school counselors, 85 percent of teachers, and 94 percent of administrators agreed that the school counselors at their school were accessible to both students and teachers, they helped students with questions or problems, they were advocates for all students, and they believed that all students could succeed.

Figure 19: Staff Members' Overall Perceptions About School Counselors at Their School



Tables 22 through 24 provide the agreement percentages for the overall perception items by school level for each staff group. School counselors at all school levels demonstrated high agreement rates with the survey items at 88 percent or above (see Table 22). Middle school counselors were somewhat less likely to agree that school counselors were accessible to students compared to school counselors at the elementary and high school levels.

Table 22: Overall Perceptions – Counselor Agreement

Survey Item	ES	MS	HS	Division
School counselors at this school...				
Are accessible to students	100%	87.5%	95.8%	95.0%
Are accessible to teachers	97.4%	96.9%	97.9%	97.5%
Help students if they have a question/problem	100%	97.0%	100%	99.2%
Are advocates for all students	100%	100%	100%	100%
Believe all students can succeed	100%	100%	100%	100%

Teachers at all school levels demonstrated relatively high agreement rates with the survey items at 81 percent or above (see Table 23). The general pattern of results showed that high school teachers were somewhat less likely to agree with the survey items compared to teachers at the elementary and middle school levels.

Table 23: Overall Perceptions – Teacher Agreement

Survey Item	ES	MS	HS	Division
School counselors at this school...				
Are accessible to students	88.1%	89.1%	84.5%	87.2%
Are accessible to teachers	86.4%	85.2%	83.9%	85.3%
Help students if they have a question/problem	91.4%	90.9%	86.8%	89.9%
Are advocates for all students	92.3%	88.7%	81.3%	88.0%
Believe all students can succeed	97.0%	96.7%	89.5%	94.6%

Finally, administrators at all school levels demonstrated high agreement rates with the survey items at 88 percent or above (see Table 24). The general pattern of results mirrored those of teachers with high school administrators slightly less likely to agree with the survey items compared to administrators at the elementary and middle school levels.

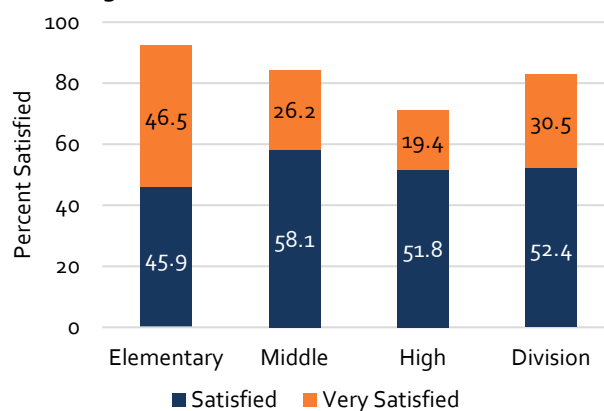
Table 24: Overall Perceptions – Administrator Agreement

Survey Item	ES	MS	HS	Division
School counselors at this school...				
Are accessible to students	97.4%	96.7%	95.0%	96.6%
Are accessible to teachers	96.1%	93.3%	92.5%	94.5%
Help students if they have a question/problem	98.7%	100%	97.5%	98.6%
Are advocates for all students	97.4%	93.3%	87.5%	93.8%
Believe all students can succeed	98.7%	100%	90.0%	96.6%

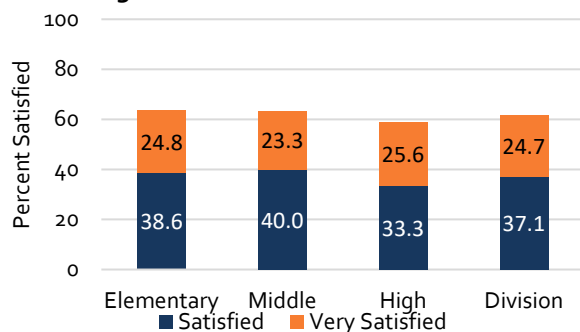
Overall Satisfaction

All stakeholder groups were asked to indicate their level of overall satisfaction with the school counseling program. Results for students were positive overall (83%) as shown in Figure 20. Approximately 92 percent of fifth graders were satisfied, and 84 percent of middle school students were satisfied. Reflecting high school students' less positive perceptions on other survey items discussed previously in the report, a lower percentage of high school students were satisfied (71%).

Figure 20: Overall Satisfaction – Student



Divisionwide parent satisfaction levels were the lowest of all groups surveyed (62%) (see Figure 21). Results were relatively similar across school levels with 63 percent of parents expressing satisfaction with the school counseling program at elementary and middle schools, and 59 percent expressing satisfaction at high schools.

Figure 21: Overall Satisfaction – Parent

Staff satisfaction levels were relatively high for all groups surveyed and are shown in Table 25 by level. From 81 to 100 percent of school counselors were satisfied with the program depending on school level. At least 80 percent of elementary and middle school teachers were satisfied with the school counseling program, with 71 percent of high school teachers reporting satisfaction. Finally, at least 83 percent of administrators reported being satisfied with the program. The pattern of results for all staff groups mirrored the pattern of results for students and parents which showed that perceptions of the school counseling program were notably less positive at the high school level.

Table 25: Overall Satisfaction – Staff

School Level	% Satisfied	% Very Satisfied	Overall Satisfaction
School Counselors			
Elementary	59.0%	41.0%	100%
Middle	42.4%	45.5%	87.9%
High	57.4%	23.4%	80.8%
Total	53.8%	35.3%	89.1%
Teachers			
Elementary	36.3%	45.3%	81.6%
Middle	47.3%	33.5%	80.8%
High	47.9%	22.6%	70.5%
Total	42.7%	35.3%	78.0%
Administrators			
Elementary	42.1%	47.4%	89.5%
Middle	33.3%	60.0%	93.3%
High	52.5%	30.0%	82.5%
Total	43.2%	45.2%	88.4%

Finally, of the 25 community partners who responded to the school counseling program survey, the majority (52%) were very satisfied with the program and an additional 29 percent were satisfied. Overall, 81 percent of the community partners reported being satisfied.

Program Strengths and Areas for Improvement

An open-ended survey item allowed respondents to provide comments concerning the strengths of the

school counseling program. Several general themes emerged from the comments regarding program strengths. Students primarily noted that their school counselors were available when they needed them and that school counselors were willing to help them and talk with them. Students also noted that their school counselors were caring, kind, and encouraging. Parents who commented on the program's strengths also noted the school counselors' availability. Comments from school counselors suggested that they were student centered and committed to meeting the students' academic, emotional, and social needs. In addition, school counselors strived to build strong relationships with students, staff, and parents, and they collaborated and worked as a team. Comments from teachers regarding program strengths suggested that overall, school counselors were accessible and available to the students; they worked to meet the students' needs; they were caring, supportive, and knowledgeable; and they strived to build strong relationships with students, staff, and parents. Administrators also suggested that school counselors were accessible to students, were student advocates, and built strong relationships.

A second open-ended survey item allowed respondents to comment on any needed improvements to the program. Many students indicated that they did not know of any improvements (either because none needed to be made, they did not participate in the school counseling program, or they did not know who their school counselor was). Those students who noted possible improvements indicated that they wanted to spend more time with their school counselor or have their school counselor be more involved, either in the classroom or through individual meetings. Parents who commented about program improvements primarily noted the need for better communication (e.g., with students, with parents, with information regarding programs and resources, and with responding to requests). School counselors' comments indicated the need for additional school counselors and clerical support, smaller caseloads, and a reduction in administrative tasks and/or collateral duties. Teachers' comments overall also suggested that additional school counselors were needed, school counselors needed more time to meet and interact with students, and that demands on school counselors and/or their caseloads should be reduced. Administrators suggested providing additional school counselors and clerical support, reducing demands on school counselors and/or their caseloads, more time with students and teachers, and providing more professional learning.

Recommendations and Rationale

Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 4. (Responsible Group: Department of Teaching and Learning)

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

Recommendation #2: Develop a plan to provide additional school counselor allocations for 2018-2019 at the high school level to ensure that high school students' needs can be met. (Responsible Groups: Department of Teaching and Learning, Department of Budget and Finance)

Rationale: The second recommendation is to develop a plan to provide additional school counselor allocations at the high school level to ensure that students' needs are met in the academic, as well as the college/career and personal/social development domains. As funding permits, additional allocations could be provided to high schools in 2018-2019. Although VBCPS staffed the school counseling program at both middle and high school levels at higher staffing ratios than the SOQ guidelines, the middle school staffing ratio was 1 school counselor for every 304 students, while the high school staffing ratio was 1 school counselor for every 341 students. The lower high school ratio appears to impact the program to a larger extent which could be due to the responsibilities of the school counselors at the high school level. In addition to the responsibilities that school counselors have at all school levels, high school counselors reported spending significant amounts of time on their responsibility to facilitate the college application, scholarship, and financial aid processes. The impact on the high school program was evident throughout survey data from multiple stakeholder groups showing less positive perceptions of the high school counseling program. Only 31 percent of high school counselors agreed that the allocations at their school allowed the program to meet students' needs, along with 58 percent of high school teachers and 68 percent of high school administrators. Further, only 12 percent of high school counselors, 48 percent of high school teachers, and 50 percent of high school administrators agreed that the caseloads of school counselors allowed them adequate time to counsel students. In addition, 81 percent of high school students agreed that their school counselor was available when they needed them compared to 90 percent of fifth-grade students and 89 percent of middle school students. Although satisfaction levels were relatively high for most stakeholder groups, high school students (71%), parents (59%), school counselors (81%), teachers (71%), and administrators (83%) all had lower percentages of respondents indicating that they were satisfied compared to elementary and middle schools. The lower staffing ratio at high school coupled with college-related responsibilities, along with less favorable perceptions of the high school program, suggest that additional high school allocations could help the program meet its goals at all school levels.

Recommendation #3: Ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals. (Responsible Group: Department of Teaching and Learning)

Rationale: The third recommendation is to ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals. Two of the program's objectives were that students would have opportunities to identify academic, career, and social-emotional goals and that they would be aware of academic and career pathways. Survey data related to these two objectives showed relatively low agreement rates for secondary students. For example, 78 percent of middle school students agreed that they had an opportunity to identify academic goals, 66 percent agreed they had the opportunity to identify career goals, and 63 percent agreed they had the opportunity to identify social-emotional

goals. Agreement percentages for high school students were lower with 71 percent of high school students agreeing that they had an opportunity to identify academic goals and less than one half reporting that they had an opportunity to identify career goals (49%) or social-emotional goals (46%). In addition, for multiple survey items related to students' awareness of academic and career pathways, from 64 to 73 percent of middle school students agreed that their school counselor helped them become aware of career options, understand the courses aligned to those career interests, understand the transition process from middle to high school, or identify programs available in high school. Even lower percentages of high school students agreed with similar statements, including understanding the transition process from high school to postsecondary options (51% to 68%).

Recommendation #4: Publicize the school counseling program to parents, including school counselors' responsibilities and activities in working with students, so that parents are aware of the various services and opportunities for assistance that are offered. (Responsible Groups: Department of Teaching and Learning, Department of Media and Communications)

Rationale: The fourth recommendation is to publicize the school counseling program to parents so that parents are aware of the various services and opportunities that are offered for students. Relatively low percentages of parents reported knowing who their child's school counselor was (48% to 71% depending on school level) or talking to their child's school counselor (29% to 53% depending on school level). In addition, parents who commented on the survey about program improvements primarily noted the need for better communication. Survey data from parents at all school levels were not aligned with the perceptions of students and staff members who were all substantially more positive about the school counseling program than parents. Across the division, 58 percent of parents agreed that the school counselors engaged parents with the goal of helping parents support their child's development compared to 82 percent of teachers, 91 percent of administrators, and 100 percent of school counselors. Across the division, 62 percent of parents reported being satisfied with the school counseling program compared to 83 percent of students, 89 percent of school counselors, 78 percent of teachers, and 88 percent of administrators. It is possible that because a large percentage of parents did not know or talk to their child's school counselor, that they were not aware of the scope of school counselors' responsibilities or the role the school counselors' play in the students' overall education.

Appendices

VIRGINIA BEACH CITY PUBLIC SCHOOLS' – ESSENTIAL COUNSELING SERVICES BY LEVEL					
VBCPS' SCHOOL COUNSELING RESPONSIBILITIES (based on school needs)	GRADE LEVEL			AREA	VA STANDARDS
	ES	MS	HS		
Comprehensive Guidance Curriculum	✓	✓	✓	Academic	Students will acquire the academic preparation essential to choose from a variety of educational, training and employment options upon completion of secondary school. MINDSETS: ✓ Self-confidence in ability to succeed ✓ Positive attitude toward work and learning BEHAVIORS: ✓ Use time-management, organizational and study skills ✓ Identify long- and short-term academic, career and social/emotional goals ✓ Set high standards of quality ✓ Actively engage in challenging coursework ✓ Demonstrate ability to work independently ✓ Demonstrate the ability to overcome barriers to learning ✓ Use effective oral and written communication skills and listening skills ✓ Create relationships with adults that support success
Small Group Guidance – Academic Issues	✓	✓	✓		
Individual Counseling and Parent Conferences around Academic Concerns	✓	✓	✓		
Academic and Career Plans (Grades 5,7,8,10)	✓	✓	✓		
Conduct Parent Workshops (SOL Nights, PSAT, SAT, ACT)	✓	✓	✓		
Develops 504 Plans and Serves as Case Managers (as needed)	✓	✓			
Assists with Academic Incentives, Functional Behavioral Assessments, Behavior Intervention Plans and SST/Special Education Committees	✓	✓	✓		
Academic Advisement and Course Selection	✓	✓	✓		
Referrals to Specialty Middle, Academies and High School Programs	✓	✓	✓		
Senior Notification – Graduation Plan/Jeopardy Letters			✓		
Certifies Student Records for Graduation; Credit Checks			✓		
Promote Academy Night and MYP & KLMS Programs	✓	✓			
Re-enrollment/Truancy/Drop Out Prevention	✓	✓	✓		
Matriculation to Middle/High School/College	✓	✓	✓		
Coordination of Transitional Orientation	✓	✓	✓		
Peer Tutoring	✓	✓	✓		
Bolsters Academic Skills –Study, Test and Note Taking, Organization, Time Management, Improvement Programs	✓	✓	✓		
Counseling Students with Individualized Education Plans when Identified	✓	✓	✓		
Support Service Learning Opportunities	✓	✓	✓	College/Career	Students will investigate the world of work in order to make informed career decisions. MINDSETS: ✓ Understanding that postsecondary education and life-long learning are necessary for long-term career success ✓ Belief in using abilities to their fullest to achieve high-quality results and outcomes BEHAVIORS: ✓ Apply self-motivation and self-direction to learning ✓ Apply media and technology skills
Conduct Career Interest Inventory (5,7,8,10)	✓	✓	✓		
College and Career Awareness, Exploration and Selection (Classroom Guidance, School-Wide Activities, Individual Planning)	✓	✓	✓		
College and Career Readiness Sessions with Parents	✓	✓	✓		
Student Enrichment (Job Shadowing, Apprenticeships, Student Leadership, Clubs, GdL, Athletics, Organizations)	✓	✓	✓		
Military Recruiter Visits			✓		
Support College Admissions (Applications, Transcripts, Recommendations, Resumes)			✓		

VBPCS Office of Guidance Services and Student Records

*American School Counselor Association Mindsets & Behaviors

July 2015

Questions? Please contact Tracy L. Jackson, Ph.D., NCC, NCSC, ACS, Coordinator - tracy.jackson@vbschools.com

Appendix A: VBCPS Essential Counseling Services by Level (continued)

VIRGINIA BEACH CITY PUBLIC SCHOOLS' – ESSENTIAL COUNSELING SERVICES BY LEVEL					
VBCPS' SCHOOL COUNSELING RESPONSIBILITIES (based on school needs)	GRADE LEVEL			AREA	COUNSELING STANDARDS
	ES	MS	HS		
Informs, Encourages and Refers Students to College Preparatory Programs (AVID, Spartan Prep, ACCESS, Gear-Up, Upward Bound)	✓	✓	✓	College/Career	Students will investigate the world of work in order to make informed career decisions. ✓ Participate in enrichment and extracurricular activities ✓ Demonstrate advocacy skills and ability to assert self, when necessary
College and Career Admissions Testing and Interpretation (ASVAB, SAT, ACT, PSAT & AP)			✓		
College Affordability Planning (Scholarships, Financial Aid Information, Savings Plan)			✓		
Schedule and/or Promote College and Career Day/Fair, Career Connections, College Representative Visits, College Night	✓	✓	✓		
Connects Students with Community Programs, Mentoring, Tutoring, Enrichment Activities and Summer Programs (Horizons/Tech Camps)	✓	✓	✓		
Informs Students Regarding Options for Acceleration and Diversified Learning (MYP & KLMS Programs, Virtual Virginia, Concurrent and Dual Enrollment)	✓	✓	✓		
Individual and Small Group Counseling	✓	✓	✓	Personal/Social	Students will acquire an understanding of, and respond for, self and others, and the skills to be responsible citizens. MINDSETS: ✓ Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being ✓ Sense of belonging in the school environment BEHAVIORS: ✓ Demonstrate effective coping skills when faced with a problem ✓ Demonstrate the ability to balance, school, home and community activities ✓ Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities ✓ Create positive and supportive relationships with other students ✓ Demonstrate empathy ✓ Demonstrate ethical decision-making and social responsibility
Mandated Reporting of Child Abuse/Neglect	✓	✓	✓		
Suicidal Ideation, Self-Mutilation, Identity	✓	✓	✓		
Support Registration of Homeless Families	✓	✓	✓		
Support Pregnant Girls' Continuation of Education		✓	✓		
Homebound and Hospital Teaching Process	✓	✓	✓		
Crisis Response and Grief and Loss Counseling	✓	✓	✓		
Bullying and Harassment Reporting And Investigation	✓	✓	✓		
Presentations To Building Staff: Bullying and Intimidation	✓	✓	✓		
Consultation with Teachers; Observation of Students with Academic and Behavioral Needs	✓	✓	✓		
Citizen of the Month, Principles of American Citizenship	✓	✓			
Deployment Assistance	✓	✓	✓		
Behavior Incentive Programs	✓	✓			
Mentorship, Peer Mentoring, New Student Programs	✓	✓	✓		
Advisory Council for School Counseling Program	✓	✓	✓		

VBCPS Office of Guidance Services and Student Records

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*American School Counselor Association Mindsets & Behaviors

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Appendix B: School Counseling Program Goals and Objectives

Goal #1: The school counseling program will ensure that students acquire the academic preparation that is essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

Objective 1: Students will set high standards and engage in challenging coursework as measured by advanced course (e.g., dual enrollment, Advanced Placement) enrollment (high schools), advanced coursework (middle schools), and survey data (elementary schools).

Objective 2: Students will understand diploma course requirements as measured by survey responses and will graduate on time as measured by the Virginia cohort on-time graduation rate.

Objective 3: Students will understand the relevance and importance of the SOL assessments for graduation as measured by student survey responses.

Objective 4: Students will understand the connection between attendance and academic success as measured by survey responses from students who worked with their counselor in this area.

Objective 5: Students will cultivate relationships with adults and skills that support success, including time management, organization, and study skills as measured by survey responses from students who worked with their counselor in these areas.

Objective 6: Students will develop effective oral and written communication and listening skills as measured by survey responses from students who worked with their counselor in this area, as well as teacher and administrator survey responses.

Objective 7: Students will develop self-confidence in their ability to succeed and have a positive attitude toward work and learning as measured by survey responses from students who worked with their counselor in this area.

Objective 8: Students will demonstrate the ability to work independently, solve problems, and overcome barriers to success as measured by survey responses from students who worked with their counselor in these areas.

Objective 9: Students will have the opportunity to explore (elementary schools) and identify (middle and high schools) long- and short-term academic, career, and social-emotional goals through the academic and career planning process (grades 5, 7-8, and 10) as measured by survey data.

Objective 10: Middle and high school students are aware of academic and career pathways and work with their school counselor to select coursework that is aligned with their pathway as measured by student and parent survey responses.

Goal #2: The school counseling program will ensure that students will investigate the world of work in order to make informed career decisions.

Objective 1: Students will believe that using their abilities to the fullest extent will allow them to achieve high-quality results as measured by student survey responses.

Objective 2: Students and their parents will be aware of academic and career pathways and their program enrollment options in middle school and high school (e.g., academy programs, TCE, ATC, etc.) as measured by student and parent survey responses.

Appendix B: School Counseling Program Goals and Objectives (continued)

Objective 3: Students will report an improved understanding of career options as measured by student survey responses.

Objective 4: Students and parents will be aware of scholarship opportunities as measured by student and parent survey responses.

Objective 5: Students will apply self-motivation and self-direction to learning as measured by survey responses from students who worked with their counselor in this area.

Objective 6: Students will demonstrate advocacy skills and the ability to assert oneself, when necessary, as measured by student, parent, and teacher survey responses.

Objective 7: Students will apply media and technology skills related to career interests based on their work with school counselors as measured by student survey responses.

Objective 8: Students will participate in enrichment and extracurricular activities related to career exploration and interests as measured by student survey responses.

Objective 9: Students' experiences in VBCPS will allow them to reach their post-high school goals as measured by student and parent survey responses.

Objective 10: Students will understand that life-long learning and postsecondary education are necessary for long-term career success as measured by student survey responses.

Objective 11: Students will enroll in postsecondary education within one year of graduating from high school as measured by National Student Clearinghouse college enrollment data, be accepted into the military as measured by data reported by high schools, or plan to be employed as measured by student survey responses.

Goal #3: The school counseling program will ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens.

Objective 1: Students will demonstrate a healthy balance of mental, social/emotional, and physical well-being as measured by student and parent survey responses.

Objective 2: Students will demonstrate the ability to balance school, home, and community activities as measured by survey responses from students who worked with their counselor in this area.

Objective 3: Students will feel a sense of belonging in the school environment as measured by student and parent survey responses.

Objective 4: Students will demonstrate the ability to manage transitions and to adapt to changing situations and responsibilities as measured by student and parent survey responses.

Objective 5: Student behavior will improve as measured by survey results from students who worked with their counselor in this area (e.g., mediation, restorative practices), as well as parent survey results.

Objective 6: Students will develop effective coping and problem-solving skills when confronted with challenges as measured by survey responses from students who worked with their counselor in this area.

Objective 7: Students will develop conflict resolution skills as measured by survey responses from students who worked with their counselor in this area (e.g., mediation, restorative practices).

Appendix B: School Counseling Program Goals and Objectives (continued)

Objective 8: Students will develop the ability to empathize and cultivate positive relationships with their peers as measured by student and parent survey responses.

Objective 9: Students will demonstrate ethical decision-making and social responsibility as measured by participation in community service projects and numbers earning the state civics seal.

Appendix C: School Counselor Responsibilities and Activities – Division Perceptions

Task	Large Extent			Some Extent			Not Involved		
	C	T	A	C	T	A	C	T	A
	%	%	%	%	%	%	%	%	%
Work with teachers to provide comprehensive classroom counseling curriculum (academics)	40.6	23.0	40.3	48.4	43.4	45.6	10.9	33.5	14.1
Provide class presentations related to academics	51.6	24.9	40.3	43.8	44.5	51.0	4.7	30.6	8.7
Provide small-group instruction related to academics	23.4	17.5	26.8	56.3	36.6	45.0	20.3	45.9	28.2
Conduct parent and student conferences on academic concerns	85.9	53.8	62.0	13.3	35.3	30.7	0.8	10.9	7.3
Facilitate students' completion of academic and career plans	79.5	32.7	46.0	18.1	43.8	34.0	2.4	23.5	20.0
Conduct parent workshops related to various assessments	24.6	17.1	16.7	32.5	31.7	27.3	42.9	51.1	56.0
Assist with 504 Plan development	93.0	71.0	82.7	6.3	25.9	16.0	0.8	3.1	1.3
Assist with academic incentives, behavior intervention plans (BIP), and committees	72.7	51.4	55.7	25.0	39.7	34.2	2.3	8.9	10.1
Advise students on academic issues and course selection	88.3	48.4	55.0	8.6	34.0	34.2	3.1	17.6	10.7
Promote and help students identify specialty programs available to them	71.1	42.2	47.3	25.8	38.8	40.7	3.1	19.1	12.0
Certify records for graduation and communicate if students are in jeopardy	50.0	37.3	30.9	9.4	26.6	16.1	40.6	36.2	53.0
Assist with truancy and drop-out prevention plans and reenrollment procedures	59.4	31.7	40.9	23.4	38.7	28.9	17.2	29.6	30.2
Help students understand transition process between school levels	81.3	45.7	62.0	17.2	41.6	33.3	1.6	12.7	4.7
Help students identify resources if they are struggling academically	68.0	35.2	43.3	28.1	46.4	42.7	3.9	18.3	14.0
Help deliver programs to enhance students' academic success	62.5	32.6	41.6	35.2	44.7	45.0	2.3	22.7	13.4
Counsel students with IEPs	55.6	38.4	32.7	39.7	40.1	40.1	4.8	21.5	27.2

Note: C=Counselors, T=Teachers, A=Administrators

**Appendix D: Total Staffing Allocations Including
Guidance Department Chairs and School Counselors – 2016-2017**

ELEMENTARY SCHOOLS	
Alanton	1.2
Arrowhead	1.0
Bayside	1.0
Bettie F. Williams	1.0
Birdneck	1.2
Brookwood	1.4
Centerville	1.4
Christopher Farms	1.2
College Park	1.0
W.T. Cooke	1.0
Corporate Landing	1.0
Creeds	1.0
Diamond Springs	1.0
Fairfield	1.0
Glenwood	1.8
Green Run	1.0
Hermitage	1.2
Holland	1.0
Indian Lakes	1.0
John B. Dey	1.6
Kempsville	1.0
Kempsville Meadows	1.0
King's Grant	1.2
Kingston	1.0
Landstown	1.4
Linkhorn Park	1.2
Luxford	1.0
Lynnhaven	1.0
Malibu	1.0
New Castle	1.0
Newtown	1.4
North Landing	1.0
Ocean Lakes	1.0
Parkway	1.0
Pembroke	1.0
Pembroke Meadows	1.0
Point O'View	1.4
Princess Anne	1.0
Providence	1.0
Red Mill	1.2
Rosemont	1.0
Rosemont Forest	1.0
Salem	1.0
Seatack	1.0

**Appendix D: Total Staffing Allocations Including
Guidance Department Chairs and School Counselors – 2016-2017 (continued)**

ELEMENTARY SCHOOLS (continued)	
Shelton Park	1.0
Strawbridge	1.2
Tallwood	1.0
Thalia	1.2
Thoroughgood	1.4
Three Oaks	1.4
Trantwood	1.0
White Oaks	1.2
Windsor Oaks	1.0
Windsor Woods	1.0
Woodstock	1.2
TOTAL	61.4

Note: There are no department chairs at elementary schools.

MIDDLE SCHOOLS	
Bayside 6	1.5
Bayside	2.0
Brandon	4.0
Corporate Landing	4.0
Great Neck	4.0
Independence	4.0
Kempsville	3.0
Landstown	5.0
Larkspur	5.0
Lynnhaven	3.0
Old Donation	3.0
Plaza	3.0
Princess Anne	4.0
Salem	3.0
Virginia Beach	3.0
TOTAL	51.5

HIGH SCHOOLS	
Bayside	5.0
Frank W. Cox	5.0
First Colonial	6.0
Green Run	4.4
Floyd E. Kellam	6.0
Kempsville	4.6
Landstown	6.0
Ocean Lakes	6.0
Princess Anne	5.0
Salem	5.0
Tallwood	6.0
TOTAL	59.0

**Appendix D: Total Staffing Allocations Including
Guidance Department Chairs and School Counselors – 2016-2017 (continued)**

SPECIALTY SCHOOLS	
Green Run Collegiate	1.0
Renaissance Academy	4.0
Student Support Services*	2.0
Tech & Career Ed Center	1.0
TOTAL	8.0

Note: Data as of November 7, 2016.

Total counselor FTEs = 179.9

*Military-connected

Endnotes

¹ Source: <http://www.vbschools.com/guidance/>

² Source: <http://www.vbschools.com/guidance/>

³ Source: <http://www.vbschools.com/guidance/>

⁴ Source: School Guidance/Counseling Program. Retrieved from <http://www.vbschools.com/guidance/>

⁵ Source: School Guidance/Counseling Program. Retrieved from <http://www.vbschools.com/guidance/>

⁶ While goals and objectives were developed for each area during the evaluation readiness process, modifications to the goals and objectives might be necessary as the proposed multiyear evaluation continues based on potential changes to the program.

⁷ Due to the anticipated complexity of determining the additional cost to the school division for the school counseling program, a separate cost analysis of the school counseling program would need to be conducted as a separate project at a later date if necessary.

⁸ Hanover Research (June 2016). *Research Brief: Evaluating Guidance Programming*.

⁹ W.K. Kellogg Foundation Handbook, W.K. Kellogg Foundation, January 2004, pgs. 6-7. Retrieved from <http://www.wkcf.org/-/media/62EF77BD5792454B807085B1AD044FE7.ashx>

¹⁰ Examples of activities include the following: facilitate academic and career planning; facilitate registration process including academic advising and course selection aligned to students' academic and career pathways; lead small-group counseling; offer classroom presentations; consult with students individually; offer parent workshops and informational sessions on SOL, PSAT, SAT and ACT; facilitate transitional orientations; parent conferences; facilitate completion of academic and career plans in grades 5, 7, 8, and 10; refer students to academy programs including Academy Information Night; facilitate re-enrollments and promote drop-out prevention.

¹¹ Source for sample size calculations: <http://www.raosoft.com/samplesize.html>

¹² Source: http://www.doe.virginia.gov/support/school_counseling/counselingstandards.pdf

¹³ Source: <https://schoolcounselor.org/Ascanationalmodel/media/ANM-templates/ANMExecSumm.pdf>

¹⁴ Source: <https://www.schoolcounselor.org/administrators/role-of-the-school-counselor>

¹⁵ Source: http://www.doe.virginia.gov/boe/accreditation/regulations_establishing_soa.pdf (Section 8VAC20-131-240. Administrative and support staff; staffing requirements.)

¹⁶ Source: <https://www.schoolcounselor.org/administrators/role-of-the-school-counselor>

¹⁷ Source: <https://www.schoolcounselor.org/administrators/role-of-the-school-counselor> and <https://www.schoolcounselor.org/asca/media/asca/home/appropriate-activities-of-school-counselors.pdf>

¹⁸ Source: <http://www.vbschools.com/guidance/>

¹⁹ Source: <https://www.schoolcounselor.org/asca/media/asca/home/appropriate-activities-of-school-counselors.pdf>

²⁰ Source: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SupportStaff.pdf

²¹ Source: 2016 Standards of Quality: §22.1-253.13.2. Standard 2. Instructional, administrative, and support personnel. Paragraph H.4.

²² Source: <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

²³ Source: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Partnerships.pdf

²⁴ Source: <http://www.vbschools.com/compass/2020/ourprogress.asp>

²⁵ Source: <http://www.vbschools.com/compass/2020/ourprogress.asp>

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September 2017



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

DEPARTMENT OF PLANNING, INNOVATION, AND ACCOUNTABILITY

School Counseling Program (K-12): Comprehensive Evaluation – Academic Component Recommendations

The table below indicates the proposed recommendations resulting from the **School Counseling Program (K-12): Comprehensive Evaluation – Academic Component**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2017 Program Evaluation	Administration's Recommendations
<u>Information</u> September 6, 2017 <u>Consent</u> September 19, 2017	School Counseling Program (K-12): Comprehensive Evaluation – Academic Component	<ol style="list-style-type: none">1. Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 4. (<i>Responsible Group: Department of Teaching and Learning</i>)2. Recommendation #2: Develop a plan to provide additional school counselor allocations for 2018-2019 at the high school level to ensure that high school students' needs can be met. (<i>Responsible Groups: Department of Teaching and Learning, Department of Budget and Finance</i>)3. Recommendation #3: Ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals. (<i>Responsible Group: Department of Teaching and Learning</i>)4. Recommendation #4: Publicize the school counseling program to parents, including school counselors' responsibilities and activities in working with students, so that parents are aware of the various services and opportunities for assistance that are offered. (<i>Responsible Groups: Department of Teaching and Learning, Department of Media and Communications</i>)	The administration concurs with the recommendations from the program evaluation.



Subject: Family Life Education Curriculum

Item Number: 13B

Section: Information

Date: September 6, 2017

Senior Staff: Dr. Amy Cashwell, Chief Academic Officer, Department of Teaching and Learning

Prepared by: Dr. Nicole DeVries, Academic Coordinator Department of Teaching and Learning

Presenter(s): Dr. Nicole DeVries, Academic Coordinator Department of Teaching and Learning

Recommendation:

That the School Board receives information regarding the proposed new Family Life Education curriculum.

Background Summary:

School Board Policy 6-30 calls for the inclusion of Family Life Education in the curriculum, as well as outlines expectations for the program, including the approval by the School Board of all instructional materials used during Family Life Instruction. Virginia Beach Schools provides a comprehensive Family Life Education program which was originally adopted in 1990. Although some new resources for FLE was presented to and approved by the School Board in 2009, in many lessons, resources, content, and best practice around instruction are outdated. In addition, the VDOE updated the FLE standards of learning in 2016 which prompted the need for revisions to ensure lesson and concept alignment of our local curriculum to the state standards.

Source:

School Board of the City of Virginia Beach Policy 6-30
VDOE

Budget Impact:

N/A

FAMILY LIFE LESSONS

<u>GRADE</u> <u>2</u>	LESSON OBJECTIVES	TIME	MATERIALS
GRADE 2 LESSON 1	2.1 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.	One class period	<ul style="list-style-type: none"> • Post-it notes (one per student) • Paper square for kindness quilt • Exit ticket • https://www.youtube.com/watch?v=PCSLhFIRcHE <ul style="list-style-type: none"> ○ YouTube video: <i>Respecting Differences</i> • https://www.youtube.com/watch?v=L5HEKWib33g <ul style="list-style-type: none"> ○ YouTube video: <i>What Does It Mean to be Kind?</i> • https://www.youtube.com/watch?v=rweIE8yyY0U <ul style="list-style-type: none"> ○ YouTube video: <i>Color Your World with Kindness</i>
GRADE 2 LESSON 2	2.7 The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent or guardian, in private about inappropriate approaches from family members, neighbors, strangers and others.	One class period	<ul style="list-style-type: none"> • PowerPoint • Appropriate Actions/Inappropriate Actions cards • https://www.youtube.com/watch?v=a-5mdt9YN6I <ul style="list-style-type: none"> ○ YouTube video: <i>My Body Belongs To Me</i> • Crayons/Markers

Revised May 10, 2017

FAMILY LIFE LESSONS

GRADE 2 LESSON 3	2.8 The student will be conscious of how commercials use our emotions to make us want products.	One class period	<ul style="list-style-type: none"> • Large Post-it notes • PowerPoint • Blank sheet of paper • 3-2-1 Handout • https://www.youtube.com/watch?v=KTkfZMsCyHY <ul style="list-style-type: none"> ○ YouTube video: Cereal Commercial • https://www.youtube.com/watch?v=70h_UP5UjDE <ul style="list-style-type: none"> ○ YouTube video: Media – Smart Youth: What are Media?
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FAMILY LIFE LESSONS

<u>GRADE</u> <u>5</u>	LESSON OBJECTIVES	TIME	MATERIALS
GRADE 5 LESSON 1	5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.	One class period	<ul style="list-style-type: none"> • PowerPoint • Sheet of notebook paper • DVD: <i>My Changing Life: Physical Changes for Boys/Girls</i>
GRADE 5 LESSON 2	5.12 The student will recognize threatening or uncomfortable situations and how to react to them.	One class period	<ul style="list-style-type: none"> • PowerPoint • Sheet of notebook paper • First Step in Saying "No" handout • 3-2-1 reflection sheet
GRADE 5 LESSON 3	5.10 The student will examine the messages from mass media related to sexuality.	One class period	<ul style="list-style-type: none"> • 1 sheet of notebook paper • www.youtube.com/watch?v=-CU040Hqbas • www.herofactory.lego.com • www.friends.lego.com

Revised August 22, 2017

FAMILY LIFE EDUCATION LESSONS

<u>GRADE 6</u>	LESSON OBJECTIVES	TIME	MATERIALS
GRADE 6 LESSON 1 (SEX-SEPARATED)	6.1 The student will understand personal hygiene practices and the physical changes that occur during puberty.	One class period	<ul style="list-style-type: none"> • PowerPoint • GIST handout • Sheet of notebook paper • Give One; Get One index cards • DVD: Basic Hygiene • https://www.youtube.com/watch?v=y-4y7p58Xa0 <ul style="list-style-type: none"> ○ YouTube video: How to Brush and Floss Teeth
GRADE 6 LESSON 2 (SEX-SEPARATED)	6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.	One class period	<ul style="list-style-type: none"> • PowerPoint • Cornell Notes • https://www.youtube.com/watch?v=OR1XJZ0xRSo&list=PLRyQfUYbMgkcDFrBl_HVmTuLS_ut-MykU&index=2http://www.pgschoolprograms.com/programs.php?pid=1 <ul style="list-style-type: none"> ○ YouTube video: Always Changing (girls) • https://www.youtube.com/watch?v=G57Suq7JpQE&list=PLRyQfUYbMgkcDFrBl_HVmTuLS_ut-MykU&index=3 <ul style="list-style-type: none"> ○ YouTube video: Always Changing (boys)
GRADE 6 LESSON 3	6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.	One class period	<ul style="list-style-type: none"> • PowerPoint • Cornell Notes • https://www.youtube.com/watch?v=KtNYA4pAGjI <ul style="list-style-type: none"> ○ YouTube video: Martina McBride Concrete Angel • https://kidshealth.org/en/kids/handle-abuse.html?ref=search <ul style="list-style-type: none"> ○ Kids Health article

Revised May 10, 2017

FAMILY LIFE EDUCATION LESSONS

Revised May 10, 2017

FAMILY LIFE EDUCATION LESSONS

<u>GRADE 7</u>	LESSON OBJECTIVES	TIME	MATERIALS
GRADE 7 LESSON 1 (SEX-SEPARATED)	<p>6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.</p> <p>7.7 The student will be aware of the consequences of preteen and teenage sexual intercourse.</p> <p>7.12 The student will identify causes, symptoms, treatment, prevention and transmission of sexually transmitted infections, including HIV.</p>	Two class periods	<ul style="list-style-type: none"> • PowerPoint • Fact or Fiction Handout • Risky Business Handout • 3-2-1 Handout • We're Just Around the Corner Handout • DVD: <i>We're Just Around the Corner</i>

FAMILY LIFE EDUCATION LESSONS

<p>GRADE 7 LESSON 2</p>	<p>7.6 Students will explore safety issues related to the Internet.</p> <p>7.11 The student will explain techniques for preventing and reporting sexual assault and molestation.</p>	<p>One class period</p>	<ul style="list-style-type: none"> • Safety Tips for Children • Text Rendering Protocol • Human Trafficking Infographic • https://www.youtube.com/watch?v=XoyyvBoDoaA <ul style="list-style-type: none"> ○ YouTube video: Smart Choices • https://www.fosi.org/good-digital-parenting/harmful-digital-footprint-impacts-teens/ <ul style="list-style-type: none"> ○ Harmful Digital Footprint Impacts that Parents Should Know About • https://www.cdc.gov/violenceprevention/sexualviolence/trafficking.html <ul style="list-style-type: none"> ○ CDC Human Trafficking • https://ovc.ncjrs.gov/humantrafficking/Public_Awareness_Folder/Fact_Sheet/HT_Special_Issues_Facing_Juvenile_fact_sheet-508.pdf • http://www.vbschools.com/BeSocial/ <ul style="list-style-type: none"> ○ VBCPs Be Social. Be Smart. Be Safe. Campaign
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FAMILY LIFE EDUCATION LESSONS

<u>GRADE</u> <u>9</u>	LESSON OBJECTIVES	TIME	MATERIALS
GRADE 9 LESSON 1	<p>9.1 The student will understand the human growth and development cycle.</p> <p>9.2 The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.</p> <p>9.3 The student will recognize the development of sexuality as an aspect of the total personality.</p> <p>9.13 The student will identify the effects of discrimination.</p>	One class period	<ul style="list-style-type: none"> • PowerPoint • <i>I Am</i> handout • Large Post-it paper • Blank white paper

FAMILY LIFE EDUCATION LESSONS

<p>GRADE 9 LESSON 2</p>	<p>9.5 The student will review the nature and purpose of dating. 9.6 The student will realize the importance of setting standards for controlling sexual behavior and or postponing sexual relations until marriage. 9.7 The student will interpret the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, molestation and human sex trafficking.</p>	<p>One class period</p>	<ul style="list-style-type: none"> • PowerPoint • Large Post-it paper • Chromebook/Notebook paper • https://www.youtube.com/watch?v=g7PxvpFeXDY <ul style="list-style-type: none"> ○ YouTube video: <i>Real Girls, Real Stories: Sarah's Story</i> • https://www.domesticshelters.org/domestic-violence-articles-information/male-victims-of-abuse-face-stigmas.WOZe5EUrLb0 <ul style="list-style-type: none"> ○ <i>Male Victims of Abuse Face Stigmas</i> • https://sso.nbclearn.com/secure/playcuecard.do?si=VBSchools.com&cuecard=110100 <ul style="list-style-type: none"> ○ NBCLearn video: <i>Heroic Flight Attendant Rescues Teenage Human Trafficking Victim</i>
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FAMILY LIFE EDUCATION LESSONS

GRADE 9 LESSON 3	9.11 The student will demonstrate knowledge of pregnancy prevention and disease control. 9.12 The student will explain the transmission and prevention of HIV.	One class period	<ul style="list-style-type: none"> • PowerPoint • What Are Your Goals handout • / AM handout • https://thenationalcampaign.org/resource/tooyoung#https://thenationalcampaign.org/resource/too-young# <ul style="list-style-type: none"> ○ Too Young
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FAMILY LIFE EDUCATION LESSONS

<u>GRADE</u> <u>10</u>	LESSON OBJECTIVES	TIME	MATERIALS
GRADE 10 LESSON 1	<p>10.17 The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.</p> <p>11.1 The student will evaluate individual strengths and weaknesses in relation to personal, educational and career goals.</p> <p>11.6 The student will develop skills in making parenting decisions.</p>	One class period	<ul style="list-style-type: none"> • PowerPoint • Blank paper cut into 4 even squares • https://www.youtube.com/watch?v=l-gQLqv9f4o <ul style="list-style-type: none"> ○ YouTube video: <i>A Pep Talk from Kid President to You</i>

Revised May 10, 2017

FAMILY LIFE EDUCATION LESSONS

<p>GRADE 10 LESSON 2</p>	<p>11.5 The student will express his or her own attitude toward parenting.</p> <p>11.8 The student will identify parenthood options in terms of questions to be answered and decisions to be made.</p> <p>11.11 The student will describe the adjustments family members face in the postnatal period.</p> <p>11.13 The student will calculate the personal considerations and financial costs of childbearing.</p>	<p>One class period</p>	<ul style="list-style-type: none"> • PowerPoint • Placemat consensus worksheet • 4A's Protocol handout • Concentration game cards • https://www.youtube.com/watch?v=xu4x2s4ulpl <ul style="list-style-type: none"> ○ YouTube video: <i>TLC Life Essentials- Costs of Having a Baby</i> • Kahoot quiz
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Revised May 10, 2017

FAMILY LIFE EDUCATION LESSONS

GRADE 10 LESSON 3	10.16 The student will compile a list of community agencies and resources available to assist individuals.	Two class periods	<ul style="list-style-type: none">• ChromeBook or digital device• Community Resource Web Search handout
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Revised May 10, 2017



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching and Learning
Family Life Education

GRADE: 2
Lesson 1

TIME:
45 minutes



LESSON FOCUS: To acknowledge that not everyone has the same strengths and weaknesses; however, it's important to recognize and respect each individual for who they are.

STATE STANDARD:

2.1 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.

DESCRIPTIVE STATEMENT: The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment, the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a physical or mental disability as unique individuals with many strengths.



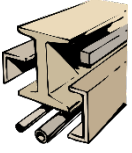
LEARNING TARGET:

All human beings are important in this world regardless of their strengths and weaknesses. We must learn to appreciate and respect all differences.



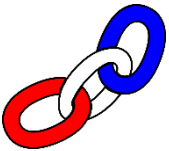
KEY TERMS:

- Respect
- Different
- Empathy
- Kindness



MATERIALS NEEDED:

- Post-it notes (one per student)
 - Paper square for kindness quilt
 - Exit ticket handout
 - Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan).
1. <https://www.youtube.com/watch?v=PCSLhFIRcHE>
YouTube video: **Respecting Differences**
 2. <https://www.youtube.com/watch?v=L5HEKWib33g>
YouTube video: **What Does It Mean to be Kind?**
 3. <https://www.youtube.com/watch?v=rweIE8yyYOU>
YouTube video: **Color Your World with Kindness**



LINK (activate prior knowledge/lesson intro)

1. Ask for 2 volunteers to **Role Play** the following situation to demonstrate the following scenario in a positive and negative light.
 - **Being respectful**

Scenario: What would you do? A new student entered your class today, however others decide to pick on the student for no apparent reason? How would you demonstrate being respectful?

2. Teacher will bring 4 different types of apples to demonstrate how they are different on the outside and have different names. However when you slice each apple they are the same. (cafeteria should be able to supply you with the apples)
 - **Being different**
3. <https://www.youtube.com/watch?v=PCSLhFIRcHE>
YouTube video: **Respecting Differences**



ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. Give each student a **Post-it note** to write, “What does it means to be ‘kind?’” Have each student place their Post-it note on board/poster/chart. The teacher will read/share responses with the class.
2. Present new vocabulary (see key terms)

Ask students to share how they’ve applied kindness in their lives and how good it feels to pay it forward.

1. What about in their home, school and community? Have student share their response with a **shoulder partner**.

Show video, ***What Does It Mean to Be Kind***

<https://www.youtube.com/watch?v=L5HEKWib33g>

2. After the video have class check items from Post-it notes that were presented in the video.

Show the video, ***Color Your World with Kindness***

<https://www.youtube.com/watch?v=rwelE8yyYOU>



ACTIVE LEARNING (collaborative learning/work):

After viewing the videos on Kindness:

- Make a class kindness quilt. Each student can complete a square with the header: Students can use their post-it notes from the beginning of class and add additional responses after viewing the videos to help them complete their square. As students complete their squares, the teacher should connect them with scotch tape to make a “class quilt.”

Header: I am kind to others when I Finish the sentence and draw a picture.

Put together as a quilt to display in class as a reminder to be kind and respect others who are different.



REFLECTION (individual work):

Use the **Exit Ticket:3, 2, 1 (strategy)**: See handout.



LESSON CLOSURE:

Students will discuss this lesson with their parents.

Post-it Note Response

1. Give each student a post-it note to write what the word “kind” means.
2. Each student will post their response on a board/poster/chart

3 - 2 - 1 (Exit Ticket) (strategy): (students write)

3 kind words

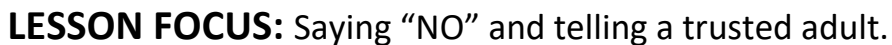
2 people they want to show kindness to

1 thing they learned from today’s lesson



Family Life Education

TIME:
45 minutes



STATE STANDARD:

2.7 The student will advance in readiness to say "NO" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.

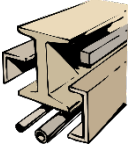
DESCRIPTIVE STATEMENT: This is a review of the elements of good (positive, healthy) and bad (negative, unhealthy) touching, including how to handle inappropriate approaches. The student will understand the differences between appropriate and inappropriate expressions of affection and behavior, including the use of electronic devices to convey such feelings.



I can say “NO” to unhealthy touches and tell a trusted adult.

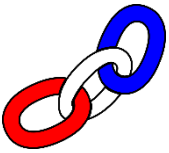


- Appropriate Actions
- Inappropriate Actions
- Private Body Parts
- Stranger
- Trust



MATERIALS NEEDED:

- Power Point
- Appropriate Actions/Inappropriate Actions Cards
- *My Body Belongs To Me* [Animated Short Film]
<https://www.youtube.com/watch?v=a-5mdt9YN6I>
- Crayons/ Markers



LINK (activate prior knowledge/lesson intro)

Introductory Activity: (A man walking his dog) Ask students the following questions. **(Slide 2)**

1. What would they do if they saw this dog? Turn and talk with your shoulder partner.
2. What should you not do? Turn and talk with your shoulder partner.
3. Introduce the term “appropriate actions” - actions that are proper or suitable for a given situation or circumstance. There are times when things are appropriate and times when they are not.
4. Have students pair up to complete the sorting activity for appropriate and inappropriate actions. Students should sort each action as appropriate or inappropriate. Following the activity, teachers should have a whole group shareout and have students re-sort cards as needed.



ENGAGE AND EXPLAIN (direct instruction/guided practice):

Slide 3) Show students a picture of an adult touching a child. Ask the students if this appropriate or inappropriate? Why?

Review vocabulary **(Slides 4 and 5)**



ACTIVE LEARNING (collaborative learning/work):

1. Show students *My Body Belongs To Me* [Animated Short Film] **(Slide 6)**
<https://www.youtube.com/watch?v=a-5mdt9YN6I>

2. After the video, review **slide 7** and have students respond orally to the following questions on **slides 8-10**:

- A. Is all touching bad?
 - B. What are good touches?
 - C. How do good touches make you feel?
 - D. When might you receive a good touch?
 - E. What covers the parts of the body where bad touches can occur?
 - F. When would it be okay for these body parts to be touched?
 - G. What should you do if you are asked to keep a secret about being touched?
 - H. What should you do if touching gives you uncomfortable feelings?
 - I. Is all touching bad?
3. Read the information on **slide 11** aloud and have students turn and talk to a partner about the questions on the slide. Students should be prepared to share their answers with the class.
4. Review My Body Safety Rules (**Slide 12**)



REFLECTION (individual work):

Draw a picture of a trusted adult and use **Reflection 3-2-1** to write important facts that were discussed during today's lesson. (**Slide 13**)



LESSON CLOSURE:

Review with students that it is ok to tell a trusted adult if they have been touched inappropriately.

Instructional Strategies:

3 - 2 - 1 (strategy):

Students summarize some key ideas, rethink them in order to focus on a connection to their lives, and then pose a question that can reveal where their understanding is still uncertain.



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching and Learning

Family Life Education

GRADE: 5

Lesson 1

(sex-separated-BOYS ONLY)

TIME:

One class period



LESSON FOCUS: Physical changes that occur during puberty.

STATE STANDARD:

5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.

DESCRIPTIVE STATEMENT:

Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.



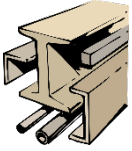
LEARNING TARGET:

I can recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.



KEY TERMS:

- Oil
- Sweat glands
- Odor
- Pituitary glands
- Brain
- Sperm
- Menstruation



MATERIALS NEEDED:

- PowerPoint 5th Grade Lesson 1 *BOYS ONLY*
- Sheet of notebook paper
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan).

Video: *My Changing Life: Physical Changes for Boys*



ENGAGE AND EXPLAIN:

1. **Think/Write/Pair/Share:** Ask students to list as many physical/emotional changes that take place during puberty before the teacher says stop. **(Slide 2).** **Note: if students are not comfortable sharing, they may just brainstorm independently.**



ACTIVE LEARNING:

1. Distribute the activity sheet "Boy to Man."
2. Direct the students to read over the questions on their activity sheets and use the information given during the *Sexual Changes* portion of *My Changing Life: Physical Changes for Boys*. **(Slide 4)**

Follow the instructions below.

1. Show the first part of the appropriate DVD, *My Changing Life: Physical Changes for Boys*. **(Pause the DVD before the Sexual Changes)**
2. Share the answers from the activity sheet with students. **(Slide 5)**



REFLECTION:

If you have a question that you do not feel comfortable asking out-loud, please write it on the "I Have a Question" sheet and give to the teacher.



LESSON CLOSURE:

3 - 2 - 1 (strategy): On a piece of paper:

- List under number one: 3 new things you learned today.
- List under number two: 2 things that connected to you in some way.
- List under number three: 1 question you have about anything in this lesson.

Collect the activity sheet.

Think/Write/Pair/Share (strategy):

1. In response to a teacher prompt or question, students THINK,
2. Then write a response,
3. Share ideas with someone next to them.

3 - 2 - 1 (strategy):

Students summarize some key ideas, rethink them in order to focus on a connection to their lives, and then pose a question that can reveal where their understanding is still uncertain.



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching and Learning
Family Life Education

GRADE: 2
Lesson 3

TIME:
45 minutes



LESSON FOCUS: Media influences and how they affect mental health issues such as self-esteem.

STATE STANDARD:

2.8 The student will be conscious of how commercials use our emotions to make us want products.

Descriptive Statement: Children are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-esteem or body image.



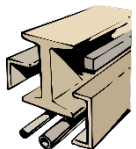
LEARNING TARGET:

I can recognize how commercials influence me.



KEY TERMS:

- Media



MATERIALS NEEDED:

1. Large Post-it Notes
2. Cereal ppt. slide
3. Blank sheet of paper
4. **3-2-1 Handout**
5. Cereal Commercial- <https://www.youtube.com/watch?v=KTkfZMsCyHY>



ENGAGE AND EXPLAIN:

Brainstorm: Teacher will ask students to write down different types of media. How do commercials try to persuade us to buy things or change the way in which we view ourselves?

Show the video and have students add to their list of media

1. Media – Smart Youth: *What are Media?*
https://www.youtube.com/watch?v=70h_UP5UjDE



ACTIVE LEARNING:

Think/Pair/Share – If you do not know this strategy, please refer to the strategies used for the lesson at the bottom of the lesson plan. Students will count off in fours and be directed to go and share their list of media that influenced them in the video, as well as what they came up with during their brainstorming activity.

1. **Gallery Walk:** Post 4 posters around room with the following titles (one title for each poster):
 - Social Media (1)
 - Commercials (2)
 - Advertisement Signs (3)
 - Other (4)
2. Select a leader for each group. The groups should begin at the poster that corresponds to their group number and rotate clockwise around the posters, recording from their lists what belongs in each of the four categories. If they have something on their list that they wish to record but another group has already recorded it, they may simply place a tally mark next to that item.



REFLECTION:

- Have students watch the cereal commercial (<https://www.youtube.com/watch?v=KTkfZMsCyHY>) and decide individually whether the purpose is to Persuade, Inform, or Entertain (P.I.E.). Students should be able to explain why they chose what they chose. Following their individual responses, the teacher should ask students to share-out their conclusion and rationale in a whole group discussion.

NOTE TO TEACHER: The purpose of this video is to PERSUADE—during discussion, point students to characteristics, such as making you strong, the children wearing medals (implying you will be a winner), and the emphasis on nutrition. Then, at the end of the discussion, show students the

nutritional information for Lucky Charms (see ppt slide) and ask them to notice the second ingredient...sugar. Ask students, was the ad completely true? Looking at the nutritional content, what was true?

- Remind students that commercials can make us want to react to their product in different ways. Commercials affect our self-esteem.



LESSON CLOSURE:

3 - 2 - 1 (strategy)

Instructional Strategies:

Gallery Walk (strategy):

Students rotate through a series of posters and add information after reading what others have written.

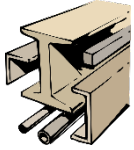
Think/Write/Pair/Share (strategy):

1. In response to a teacher prompt or question, students THINK,
2. Then write a response,
3. Share ideas with someone next to them.

3 - 2 - 1 (strategy):

Students summarize some key ideas, rethink them in order to focus on a connection to their lives, and then pose a question that can reveal where their understanding is still uncertain.

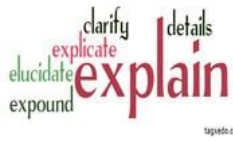




MATERIALS NEEDED:

- 5.12 PowerPoint 5th Grade Lesson 1 *GIRLS ONLY*
- Sheet of notebook paper
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan).

Video -*My Changing Life: Physical Changes for Girls*



ENGAGE AND EXPLAIN:

1. **Think/Write/Pair/Share:** Ask students to list as many physical/emotional changes that take place during puberty before the teacher says stop. **(Slide 2) Note: if students are not comfortable sharing, they may just brainstorm independently.**



ACTIVE LEARNING:

1. Distribute the activity sheet "Girl to Woman".
2. Direct the students to read over the questions on their activity sheets and use the information given during the *Sexual Changes* portion of *My Changing Life: Physical Changes for Girls*. **(Slide 3)**
3. Show the first part of the DVD, *My Changing Life: Physical Changes for Girls* **(Pause the DVD before the Sexual Changes)**.
4. Share the answers from the activity sheet with students. **(Slide 5)**



REFLECTION:

If you have a question that you do not feel comfortable asking out-loud, please write on the "I Have a Question" sheet and give to the teacher.



LESSON CLOSURE:

3 - 2 - 1 (strategy):

On a piece of paper,

- List under number one: 3 new things you learned today
- List under number two: 2 things that connected to you in some way
- List under number three: 1 question you have about anything in this lesson.

Collect the activity sheet.

Think/Write/Pair/Share (strategy):

1. In response to a teacher prompt or question, students THINK,
2. Then write a response,
3. Share ideas with someone next to them.

3 - 2 - 1 (strategy):

Students summarize some key ideas, rethink them in order to focus on a connection to their lives, and then pose a question that can reveal where their understanding is still uncertain.



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Department of Teaching and Learning

Family Life Education

GRADE: 5

Lesson 2

Recognizing and Reacting to Harmful Behaviors

TIME:

One Class Period



LESSON FOCUS: Dealing with threatening or uncomfortable situations.

STATE STANDARD:

5.12 The student will recognize threatening or uncomfortable situations and how to react to them.

DESCRIPTIVE STATEMENT:

These situations may include walking alone, opening doors to strangers, experiencing sexual abuse or incest, receiving obscene telephone calls or text messages, and facing dangers found in shopping malls. Methods of self-protection and recognition and reporting of threats are identified and stressed. The point is made; however, that most life situations are not threatening.



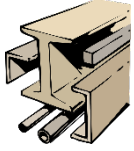
LEARNING TARGET:

I will recognize threatening or uncomfortable situations and know how to respond to them.



KEY TERMS:

- Stranger
- Safe Stranger
- Assertiveness Skills
- Potentially Harmful Situation



MATERIALS NEEDED:

- PowerPoint
- Sheet of notebook paper
- First Step in Saying “No” handout
- 3-2-1 reflection sheet
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan).



ENGAGE AND EXPLAIN:

1. PowerPoint - Open the PowerPoint presentation. **(Slide 1)** The lesson will be taught using the presentation with the lesson strategies and activities embedded within the PowerPoint.
2. Using a sheet of notebook paper, students will do a **Quick Write** on as many warning statements their parents have given them. **(Slide 2)**
3. Present new vocabulary. **(Slide 3)**
4. Present student rights concerning unwanted touching information. **(Slide 4)**
5. Present the question, “When someone touches you in a way in which you don’t feel comfortable, who are some trusted adults you could turn to when the situation arises?” Guide students through the **Think/Write/Pair/Share** process. **(Slide 5)**
6. Present how to say “no” when you don’t feel comfortable information and have a few students volunteer to act out responses to potentially harmful situations. **(Slide 6)**
7. How to handle dangerous situations **(Slide 7)**
8. Present assertive techniques information. **(Slide 8)**



ACTIVE LEARNING:

Hand out the activity sheet, “The First Step in Saying No”. Read the directions to the students, and have them begin each answer by saying, “No,” then complete the statement with what they would say or do to protect themselves. **(Slide 9)**



REFLECTION: (3-2-1)

On a piece of paper:

- List under number one: 3 new things you learned today
- List under number two: 2 things that connected to you in some way
- List under number three: 1 question you have about anything in this lesson. **(Slide 10)**



LESSON CLOSURE:

Remind students they should go home and discuss what they learned today in this lesson. **(Slide 11)**

Quick-Write (strategy):

In response to a teacher prompt or question, students write as much as they can think of until the teacher says to stop.

Think/Write/Pair/Share (strategy):

1. In response to a teacher prompt or question, students THINK
2. Then write a response
3. Share ideas with someone next to them.

3 - 2 - 1 (strategy):

Students summarize some key ideas, rethink them in order to focus on a connection to their lives, and then pose a question that can reveal where their understanding is still uncertain.

NAME _____

THE FIRST STEP IN SAYING "NO"

Directions: In each of the following situations, write what you would do or say to protect yourself. Begin each statement by saying "NO."

1. You're playing outside alone. A stranger stops in front of your house and asks you to go with him/her to show him/her how to find a street in your neighborhood.

2. You're walking alone, and someone you are slightly acquainted with offers you a ride home.

3. You're home alone, and someone knocks at the door. He/she tells you he/she needs to enter the house for some reason. Your parents have not told you that anyone is coming.

4. You feel very uncomfortable about the way a family friend is kissing and hugging you.

5. At the shopping mall, someone sees you admiring computer games and tells you to come with him/her to play the games he/she has at home.

6. You're home alone. The phone rings. The person on the other end says he/she knows you are alone. He/she begins to say things that make you feel uncomfortable.



Department of Teaching and Learning
Family Life Education

GRADE: 5

Lesson 3

NOTE: This lesson contains information about sensitive topics about which students may have questions. Please use the script and encourage students to seek a trusted adult if they have specific questions.

TIME:

35 minutes



LESSON FOCUS: The effects of messages from mass media related to gender stereotyping.

STATE STANDARD:

5.10 The student will examine the messages from mass media related to sexuality.

DESCRIPTIVE STATEMENT:

Printed materials, advertising, television, internet, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation.



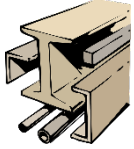
LEARNING TARGET:

I will examine how the messages from mass media stereotype gender and promote unrealistic views of gender-specific characteristics.



KEY TERMS:

- Gender stereotyping
- Mass media



MATERIALS NEEDED:

- 1 sheet of notebook paper
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan).
- www.youtube.com/watch?v=-CU040Hqbas
Riley on Marketing (1:11 minutes)
- www.herofactory.lego.com
- www.friends.lego.com



LINK (activate prior knowledge/lesson intro)

This lesson contains information about sensitive topics about which students may have questions. Please use the script and encourage students to seek a trusted adult if they have specific questions.

Cross the Line Activity:

1. Teacher will have a line down the room and ask students the following question: Do you believe media, (such as TV shows, video games, movies, websites, and ads/commercials) affects the way you view the roles/characteristics of boys and girls? Students should stand on the right side of the line if they answer YES and on the left side of the line if they answer NO. Once on the appropriate side, students will collaborate to develop a justification for their answer and choose a representative to share.

Introduce the definitions of the following:

2. **Gender Stereotyping:** A stereotype is a view or a characterization of a person or a group of persons based upon narrow and frequently incorrect assumptions. Sometimes this can be seen when someone puts down another person because of their gender or doesn't believe they are able to do something because they are either male or female.
3. **Mass Media:** It is communication—whether written, broadcast or spoken—that reaches a large audience. This includes television, radio, advertising, movies, the Internet, newspapers, magazines, and so forth.

Say to students:

Today, we will evaluate media messages, in relation to gender stereotyping, to determine how they often promote an unrealistic view of gender characteristics. (introduce learning target)



ENGAGE AND EXPLAIN:

- Say to students:
Mass media not only gives people information and entertainment, it also affects people's lives. By creating a certain type of message, media can manipulate people's attitudes and beliefs and shape their opinions. Do television commercials and other forms of advertising reinforce inequality and gender-based stereotypes? For example: Women almost exclusively appear in ads that promote

cooking, cleaning or childcare-related products. In general, women are underrepresented in roles, or ads, that reference leadership. Particularly concerning are instances when women are depicted in dehumanizing, oppressive ways, especially in music videos. In contrast, media messages often portray men as adventurous, brave, strong and effective. Examples of media images supporting these behaviors are seen through the successful businessmen, construction workers, muscle men and others. Advertisements for toys such as trucks and superheroes are almost always geared toward boys, while advertisements for toys such as kitchens and dolls are geared toward girls.

- Show the YouTube video: www.youtube.com/watch?v=-CU040Hqbas, *Riley on Marketing*. Once complete, have a discussion with students to answer the following questions:
 - **What kinds of questions does Riley ask about the toys around her?** (Responses should center around: Riley is trying to figure out why there are such big differences between “girl toys” and “boy toys.” She wonders why companies think girls only want to buy toys that are pink or have to do with princesses, not superheroes. Riley says that companies try to “trick the girls into buying pink stuff.”)
 - **What do you think she means by this?** (Guide students to consider the fact that things like toy companies and television shows send very powerful messages to kids about what is normal, popular, or desirable – both for girls and for boys.)



ACTIVE LEARNING:

Spot the Messages:

- Divide the class into four to six groups. If possible, make sure each group contains a mix of boys and girls.
- Distribute the Spot the Messages Student Handout, one for each student. Direct half of the groups to the LEGO® Hero Factory website (www.herofactory.lego.com). Direct the other half to the LEGO® Friends website (www.friends.lego.com).
- Read the directions on the handout aloud to students. Instruct students to explore these websites in their groups, following the directions on their student handouts.
- Invite each group to share the T-chart that they created with the rest of the class. Ask: Which group—girls or boys—is the LEGO® Hero Factory site aimed at? What kinds of messages does it send about what this group is supposed to like and how they are supposed to act? Students will likely conclude that the site targets boys. They should recognize that it sends messages that boys are supposed to be “heroes,” and that they like robots and/or outer space. The games on this site involve shooting, fighting and creating comics. The colors on the site are dark and strong: red, blue, black and gray. The robots pictured are big and powerful.
- Ask: Which group is the LEGO® Friends site aimed at? What kinds of messages does it send this group about what they are supposed to like and how they are supposed to act? Students will likely conclude that the site targets girls. It sends messages that girls are supposed to spend lots of time with friends. The girls on the site all look similar: big hair, big eyes, small noses, small waists and skinny legs. The LEGO® Friends playset has girls build places such as cafés, beauty shops and a veterinarian office. The colors on the website are light and fresh: pink, purple, blue, green. There are hearts, butterflies and flower decorations.
- Discuss with students why these messages are stereotypes. Encourage them to recognize that while some girls are interested in hanging out with friends, beauty shops, decorating and cupcakes, others aren't. Also encourage students to recognize that some boys are not interested in fighting, robots or

being strong. Students should understand that girls and boys don't always have to listen to the messages they get from online media, or play only on certain sites. It's fine for girls and boys to like all kinds of things.

- Teacher will ask students to look back at the answer they gave to the question at the beginning of the class, "Do you believe media affects the way you view sexuality and gender stereotyping?" Ask students to think about how their answer has or has not changed, based on the information they received today. Go over how to do the **3-2-1 strategy** and tell them to apply what changed, or did not change, in their thinking to the second question, "2 things you learned about yourself and how mass media influences you."



REFLECTION:

Have students choose one of the following questions and respond in a written, individual reflection:

- What are some ways the media promotes gender stereotyping? (A: We learn about stereotypes from advertising that promotes a product toward either only girls or only boys by colors used, words used and images used that appeal to that gender)
- How can stereotypes about girls and boys make people feel? Stereotypes can make some people feel like they don't fit in, or that they should try to be something that they are not. Stereotypes can also encourage people to assume, or believe without question, that there are differences between groups of people.
- If you saw an advertisement of the Lego Hero toy and saw both boys and girls playing with the toy in the advertisement, how may that change the stereotype that is often conveyed in ads such as this one?



LESSON CLOSURE:

Encourage the students to share what they have learned with their family members.

SPOT THE MESSAGE

Which website are you examining (circle one)?

LEGO Friends website LEGO Hero Factory website

Directions: Explore the website in your group. Look at:

the pictures	the videos	the style	the colors	the words	the games
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Think about the things you see. Which things seem like they are for girls? Which things seem like they are for boys? List them in the chart below. (There are no right or wrong answers!)

GIRLS	BOYS

Take a vote! Whom do you think this website is for? (circle one)

GIRLS BOYS BOTH

Parts of this lesson, including the handout, have been taken from *Common Sense Education* (<https://d2e111jq13me73.cloudfront.net/sites/default/files/3-5-unit3-sellingstereotypes.pdf>) under the Creative Commons license: **ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE**



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching and Learning

Family Life Education

GRADE: 6

Lesson 1 (Male)

(Sex-separated)

NOTE: This lesson contains information about sensitive topics about which students may have questions. Please use the script for each slide and encourage students to seek a trusted adult if they have specific questions.

TIME:

One class period
(Day 1)



LESSON FOCUS: Personal Hygiene and Puberty

STATE STANDARD:

6.1 The student will understand personal hygiene practices and the physical changes that occur during puberty.

DESCRIPTIVE STATEMENT:

Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, and for clean clothing.



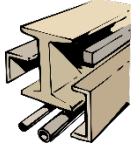
LEARNING TARGET:

I can describe proper personal hygiene practices.



KEY TERMS:

- Personal hygiene
- Body odor (B.O.)
- Antiperspirant



MATERIALS NEEDED:

- PowerPoint (for boys)
- GIST handout (see attachment)
- Sheet of notebook paper
- Give One; Get One index cards (see attachment)
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan)

DVDs and Links (The following links will be found within the PowerPoint presentation or in the H.R.M. notebook):

- Personal hygiene DVD: Show the “Basic Hygiene DVD” from Human Relations Media (HRM) (19min.)
Procedures for teeth brushing and flossing: <https://www.youtube.com/watch?v=y-4y7p58Xa0>



LINK (activate prior knowledge/lesson intro)

Open the PowerPoint presentation- The lesson will be taught using the presentation with the lesson strategies, video directions, and activities embedded within the PowerPoint.



1. **Bell Ringer:** What do you think personal hygiene means? **(Slide 2)**
2. Have students participate in a **Think/Pair/Share** for this bell ringer question.
If you do not know this strategy, please refer to the strategies used for the lesson at the bottom of the lesson plan.
3. Display **Slide 3** and read definition of personal hygiene to students. Use script in the notes section of the PowerPoint.
4. **Hook: What kind of things do you do to maintain your personal hygiene?** Have students create a list of their routines, this may be created as a class list or in pairs/groups and then shared with the class. **(Slide 4)**



ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. Continue to present “Key Terms” in the PowerPoint **(Slide 5)**. Use the script in the notes section of the PowerPoint.
2. Think to yourself questions: **(Slide 6)**

- When is a time you may be concerned about having body odor?
 - What kind of things do you use to prevent B.O. or think people should do?
3. Introduce Basic Hygiene DVD using **(Slide 7)**, which emphasizes that body odor can be a result of puberty. Use the script in the notes of the slide.
 4. Discuss shampooing and how some (not all) students develop oily hair during puberty and how shampooing can help in that situation. **(Slide 8)**.
 5. Show “Basic Hygiene DVD”- Human Relations Media notebook (19 min) **(Slide 9)**-students should write down 10-12 key words to record on their **GIST** handout.
 6. At the conclusion of the DVD, students should individually create a GIST statement on their GIST handout using the 10-12 words they recorded from the DVD. They will share out their GIST statements either as partners or as part of a whole-class discussion.
 7. Think to yourself questions: **(Slide 10)**
 - What are some ways to keep your teeth clean?
 - What may happen to your teeth if you do not take care of them?
 8. Show **slides 11 and 12** and use the script in the notes section of the PowerPoint.
 9. Brushing and flossing DVD (click the link within the slide presentation) **(Slide 13)**
 10. During **slide 14**, present the myths one-by-one and for each one, have students collaborate with a partner to “bust the myth” and then share out to the class.



ACTIVE LEARNING (collaborative learning/work):

- Following the information presented in the PPT, allow students collaboration time. **Give One; Get One strategy using the Give One; Get One index cards.**



REFLECTION (individual work):

- Using the facts from the Give One; Get One activity, students should use a sheet of notebook paper to complete the summary statement using the **Power Paragraph strategy, (Slide 15)** adding any additional important facts that were in their GIST statements. This activity will be used for lesson closure, and students who do not finish at the end of class should complete before the next lesson.



LESSON CLOSURE:

See Reflection. Students should be encouraged to discuss personal hygiene and home with their parents or guardians.

Instructions for strategies within lessons:

Think/Pair/Share: (strategy)

Sample Think/Pair/Share Process for Problem Solving:

- a. **Step 1:** Think individually think about the following (1-3 minutes):
 - What information do you need to solve the problem?
 - What information do you already know?
 - What tools and strategies could you use?
 - What questions do you need to ask your group?
- b. **Step 2:** Pair with a partner, jot down ideas to help you get started with the problem (1-3 minutes). You may use any of the tools provided in the classroom.
- c. **Step 3:** Share, take turns sharing ideas in a larger group (1-3 minutes).

GIST (strategy)

This strategy requires students to draw out the main ideas and key details from text in order to write succinct summaries. Students pull key words from the text and then create a 1-3 sentence summary that provides the “gist” of the text using the key words they identified. Brevity is the key with this strategy.

Power Paragraph: (strategy)

A **power paragraph** is a grammatically correct **paragraph** structure that consists of a topic sentence, detail (proof) sentence, a sentence to support the detail sentence and a conclusion. There can be more than one detail and supporting sentence.

Give one; Get one: (strategy)

1. Ask participants to write down 3-5 key learnings or important ideas about the topic of study. You may choose to have people write each idea on a different index card or sticky-note to give away to his or her partners.
2. Invite the group to get up and mingle with their peers or colleagues.
3. After about 30 seconds, call out “GIVE ONE to a partner.”
4. Participants form pairs and each “gives” one of his or her key learnings or important ideas about the topic to the other, so each person “gives one” and “gets one.” Time may range from 1-3 minutes.
5. Call out “MOVE ON” and participants mingle again.
6. Repeat the sharing for as many ideas as people have to share.



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching and Learning

Family Life Education

GRADE: 6

Lesson 1 (Female)

(Sex-separated)

NOTE: This lesson contains information about sensitive topics about which students may have questions. Please use the script for each slide and encourage students to seek a trusted adult if they have specific questions.

TIME:

One class period
(Day 1)



LESSON FOCUS: Personal Hygiene and Puberty

STATE STANDARD:

6.1 The student will understand personal hygiene practices and the physical changes that occur during puberty.

DESCRIPTIVE STATEMENT:

Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.



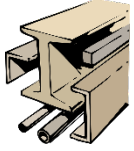
LEARNING TARGET:

I can describe proper personal hygiene practices.



KEY TERMS:

- Personal hygiene
- Body odor (B.O.)
- Antiperspirant
- Sanitary napkin
- Tampon

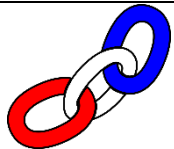


MATERIALS NEEDED:

- PowerPoint (for girls)
- GIST handout (see attachment)
- Sheet of notebook paper
- Give One; Get One index cards (see attachment)
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan)

DVDs and Links: (The following links will be found within the PowerPoint presentation or in the H.R.M. notebook):

- Personal hygiene DVD: Show the “Basic Hygiene DVD” from Human Relations Media (HRM) (19min.)
- Procedures for teeth brushing and flossing: <https://www.youtube.com/watch?v=y-4y7p58Xa0>



LINK (activate prior knowledge/lesson intro)

Open the PowerPoint presentation- The lesson will be taught using the presentation with the lesson strategies, video directions, and activities embedded within the PowerPoint.



1. **Bell Ringer:** What do you think personal hygiene means? **(Slide 2)**
2. Have students participate in a **Think/Pair/Share** for this bell ringer question.
If you do not know this strategy, please refer to the strategies used for the lesson at the bottom of the lesson plan.
3. Display **Slide 3** and read definition of personal hygiene to students. Use script in the notes section of the PowerPoint.
4. **Hook: What kind of things do you do to maintain your personal hygiene?** Have students create a list of their routines, this may be created as a class list or in pairs/groups and then shared with the class. **(Slide 4)**



ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. Continue to present “Key Terms” in the PowerPoint (**Slide 5**). Use the script in the notes section of the PowerPoint.
2. Think to yourself questions: (**Slide 6**)
 - When is a time you may be concerned about having body odor?
 - What kind of things do you use to prevent B.O. or think people should do?
3. Introduce Basic Hygiene DVD using (**Slide 7**), which emphasizes that body odor can be a result of puberty. Use the script in the notes of the slide.
4. Discuss shampooing and how some (not all) students develop oily hair during puberty and how shampooing can help in that situation. (**Slide 8**).
5. Show “Basic Hygiene DVD”- Human Relations Media notebook (19 min) (**Slide 9**)-students should write down 10-12 key words to record on their **GIST** handout.
6. At the conclusion of the DVD, students should individually create a GIST statement on their GIST handout using the 10-12 words they recorded from the DVD. They will share out their GIST statements either as partners or as part of a whole-class discussion.
7. Think to yourself questions: (**Slide 10**)
 - What are some ways to keep your teeth clean?
 - What may happen to your teeth if you do not take care of them?
8. Show **slides 11 and 12** and use the script in the notes section of the PowerPoint.
9. Brushing and flossing DVD (click the link within the slide presentation) (**Slide 13**)
10. During **slide 14**, present the myths one-by-one and for each one, have students collaborate with a partner to “bust the myth” and then share out to the class.
11. **GIRLS ONLY (slides 15-16)**. Present feminine hygiene definitions and disposal of sanitary products.



ACTIVE LEARNING (collaborative learning/work):

- Following the information presented in the PPT, allow students collaboration time. **Give One; Get One strategy using the Give One; Get One index cards.**



REFLECTION (individual work):

- Using the facts from the Give One; Get One activity, students should use a sheet of notebook paper to complete the summary statement using the **Power Paragraph strategy, (Slide 17)** adding any additional important facts that were in their GIST statements. This activity will be used for lesson closure, and students who do not finish at the end of class should complete before the next lesson.



LESSON CLOSURE:

See Reflection.

Students should be encouraged to discuss personal hygiene and home with their parents or guardians.

Instructions for strategies within lessons:

Think/Pair/Share: (strategy)

Sample Think/Pair/Share Process for Problem Solving:

- a. **Step 1:** Think individually think about the following (1-3 minutes):
 - What information do you need to solve the problem?
 - What information do you already know?
 - What tools and strategies could you use?
 - What questions do you need to ask your group?
- b. **Step 2:** Pair with a partner, jot down ideas to help you get started with the problem (1-3 minutes). You may use any of the tools provided in the classroom.
- c. **Step 3:** Share, take turns sharing ideas in a larger group (1-3 minutes).

GIST (strategy)

This strategy requires students to draw out the main ideas and key details from text in order to write succinct summaries. Students pull key words from the text and then create a 1-3 sentence summary that provides the “gist” of the text using the key words they identified. Brevity is the key with this strategy.

Power Paragraph: (strategy)

A **power paragraph** is a grammatically correct **paragraph** structure that consists of a topic sentence, detail (proof) sentence, a sentence to support the detail sentence and a conclusion. There can be more than one detail and supporting sentence.

Give one; Get one: (strategy)

1. Ask participants to write down 3-5 key learnings or important ideas about the topic of study. You may choose to have people write each idea on a different index card or sticky-note to give away to his or her partners.
2. Invite the group to get up and mingle with their peers or colleagues.
3. After, about 30 seconds, call out “GIVE ONE to a partner.”
4. Participants form pairs and each “gives” one of his or her key learnings or important ideas about the topic to the other, so each person “gives one” and “gets one.” Time may range from 1-3 minutes.
5. Call out “MOVE ON” and participants mingle again.
6. Repeat the sharing for as many ideas as people have to share.



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Department of Teaching and Learning

Family Life Education

GRADE: 6

Lesson 2 (Male)

(Sex-separated)

NOTE: This lesson contains information about sensitive topics about which students may have questions. Please use the script for each slide and encourage students to seek a trusted adult if they have specific questions related to sexuality and sexual identity.

TIME:

One class period



LESSON FOCUS: Puberty growth and development

STATE STANDARD:

6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.

DESCRIPTIVE STATEMENT:

The following topics are discussed in relation to male changes during puberty: nocturnal emissions and erections, instability of emotions and ways of expressing these emotions appropriately, and approaches to developing a positive attitude toward one's sexuality.



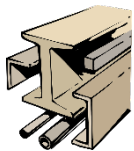
LEARNING TARGET:

I can identify the physical and emotional changes that occur during puberty.



KEY TERMS:

- Nocturnal emissions
- Erection
- Physical changes
- Emotional changes
- Social changes
- Sexuality
- Endocrine system
- Estrogen (Female) Testosterone (Male)
- Ovaries (Female) Testes (Males)



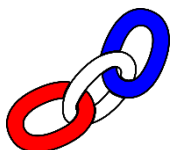
MATERIALS NEEDED:

- 6.3 PowerPoint
- Always Changing-Boys (16.44 min)
- Cornell Notes- (See attached)
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan)

Video Links: The following link will be found within the PowerPoint presentation.

Always Changing Boy version

https://www.youtube.com/watch?v=G57Sug7JpQE&list=PLRyQfUYbMgkcDFrBl_HVmTuLS_ut-MykU&index=3



LINK (activate prior knowledge/lesson intro.)

1. **6.3 Power Point-** Open the PowerPoint presentation- The lesson will be taught using the presentation with the lesson strategies, video directions and activities embedded within the PowerPoint.



1. **Bell Ringer:** Write some of the changes you think occur during puberty. (There is no **discussion needed**) (Slide 2)



ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. **Cornell Notes (strategy) - (teacher should pass out the Cornell Note pages)** Students will complete Cornell Notes throughout the PowerPoint lesson as well as video.
2. Present video "Always changing-Boys". Click on the link within the Power Point. (Slide 3)
3. Present the definition of Puberty (Slide 4)
4. Present the timeline of Growth and Development from birth to adulthood (Slides 5-6)
5. Read and explain the Hormones and the Endocrine System (Slides 7-8)
6. Describe the Hormones responsible for Puberty (Slide 9)
7. Review Physical changes that occur during Puberty chart. Expound on the understanding of nocturnal emissions and spontaneous erections through the scripted notes provided. (Slide 10)
8. Introduction of social, emotional and mental health effects from Puberty. (Slide 11)
9. Presents emotional changes that occur during Puberty (Slides 12-13)
10. Present mental changes that occur during Puberty (Slide 14)

GRADE: 6 Lesson 2 (Male)

11. Present social changes that occur during Puberty (**Slide 15**)
12. Present information about Sexuality. (**Slide 16**)
13. Reflection: Students should revisit their “Bell Ringer” question and make any necessary changes.



ACTIVE LEARNING (collaborative learning/work):

- Due to the nature of the lesson, there is no collaborative work.



REFLECTION (individual work):

- Students should return to their Cornell Notes sheet and complete the summary statement using the **Power Paragraph strategy**, adding any additional important facts that were in their notes. This activity will be used for lesson closure and students who do not finish at the end of class should complete before the next lesson.



LESSON CLOSURE:

See Reflection

Students should be encouraged to discuss the changes that occur during Puberty with their parents or guardians.

Instructions for strategies within lessons:

Cornell Notes: (strategy)

1. **Prepare your notepaper** by creating a two-column table. The left hand column should take up about 1/3 of your writing space, leaving the remaining 2/3 for recording information. Use only one side of each sheet of notepaper.
2. **Summarize and paraphrase** (restate in your own words) the facts and ideas presented.
3. **Record** definitions as stated or written.
4. **Indicate changes in topic** with headings or by leaving a space between topics.
5. **Number, indent, or bullet** key ideas presented with each topic.
6. Aim for **telegraphic (brief) sentences, abbreviations and symbols**. This will increase your note-taking speed.
7. **Write legibly** so your notes make sense to you later.

Power Paragraph: (strategy)

1. A **power paragraph** is a grammatically correct **paragraph** structure that consists of a topic sentence, detail (proof) sentence, a sentence to support the detail sentence and a conclusion. There can be more than one detail and supporting sentence.

Family Life Education

GRADE: 6

Lesson 2 (Female)

(Sex-separated)

NOTE: This lesson contains information about sensitive topics about which students may have questions. Please use the script for each slide and encourage students to seek a trusted adult if they have specific questions related to sexuality and sexual identity.

TIME:

One class period



LESSON FOCUS: Puberty growth and development

STATE STANDARD:

6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.

DESCRIPTIVE STATEMENT:

The following topics are discussed in relation to female changes during puberty: menstruation, instability of emotions and ways of expressing these emotions appropriately, and approaches to developing a positive attitude toward one's sexuality.



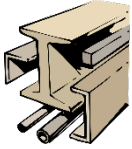
LEARNING TARGET:

I can identify the physical and emotional changes that occur during puberty.



KEY TERMS:

- Menstruation
- Physical changes
- Emotional changes
- Social changes
- Sexuality
- Endocrine system
- Estrogen (Female) Testosterone (Male)
- Ovaries (Female) Testes (Males)



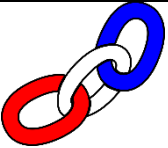
MATERIALS NEEDED:

- 6.3 PowerPoint
- Always Changing-Girls (18:45 min)
- Cornell Notes- (See attached)
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan)

Video Links: The following link will be found within the PowerPoint presentation.

Always Changing girl version:

https://www.youtube.com/watch?v=OR1XJZ0xRSo&list=PLRyQfUYbMgkcDFrBl_HVmTuLS_ut-MykU&index=2



LINK (activate prior knowledge/lesson intro.)

6.3 Power Point- Open the PowerPoint presentation- The lesson will be taught using the presentation with the lesson strategies, video directions, and activities embedded within the PowerPoint.



1. **Bell Ringer:** Write some of the changes you think occur during puberty. (There is no **discussion needed**) (Slide 2)



ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. **Cornell Notes (strategy)** - (teacher can pass out the Cornell Note pages they develop or have students develop their own based on the strategy instructions listed at the bottom of the lesson)
Students will complete Cornell Notes throughout the PowerPoint lesson as well as video.
2. Present video, "Always changing-Girls". Click on the link within the Power Point. (Slide 3)
3. Present the definition of Puberty. (Slide 4)
4. Present the timeline of Growth and Development from birth to adulthood. (Slides 5-6)
5. Read and explain the Hormones and the Endocrine System. (Slides 7-8)
6. Describe the Hormones responsible for Puberty. (Slide 9)
7. Review Physical changes that occur during Puberty chart. (Slide 10)

GRADE: 6 Lesson 2 (Female)

8. Introduction of social, emotional and mental health effects from Puberty. (**Slide 11**)
9. Present emotional changes that occur during Puberty. (**Slides 12-13**)
10. Present mental changes that occur during Puberty. (**Slide 14**)
11. Present social changes that occur during Puberty (**Slide 15**)
12. Present information about Sexuality. (**Slide 16**)
13. Reflection: Students should revisit their “Bell Ringer” question and make any necessary changes.



ACTIVE LEARNING (collaborative learning/work):

- Due to the nature of the lesson, there is no collaborative work.



REFLECTION (individual work):

- Students should return to their Cornell Notes sheet and complete the summary statement using the **Power Paragraph strategy**, adding any additional important facts that were in their notes. This activity will be used for lesson closure, and students who do not finish at the end of class should complete before the next lesson.



LESSON CLOSURE:

See Reflection

Students should be encouraged to discuss the changes that occur during Puberty with their parents or guardians.

Instructions for strategies within lessons:

Cornell Notes: (strategy)

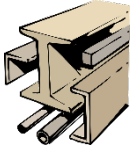
1. **Prepare your notepaper** by creating a two-column table. The left hand column should take up about 1/3 of your writing space, leaving the remaining 2/3 for recording information. Use only one side of each sheet of notepaper.
2. **Summarize and paraphrase** (restate in your own words) the facts and ideas presented.
3. **Record** definitions as stated or written.
4. **Indicate changes in topic** with headings or by leaving a space between topics
5. **Number, indent or bullet** key ideas presented with each topic.
6. Aim for **telegraphic (brief) sentences, abbreviations and symbols**. This will increase your note-taking speed.
7. **Write legibly** so your notes make sense to you later.

Power Paragraph: (strategy)

1. A **power paragraph** is a grammatically correct **paragraph** structure that consists of a topic sentence, detail (proof) sentence, a sentence to support the detail sentence and a conclusion. There can be more than one detail and supporting sentence.



Family Life Education



MATERIALS NEEDED:

- PowerPoint
- Cornell Notes- (See attached)
- Strategies for the lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan).

Video Links: The following links will be found within the PowerPoint presentation.

Martina McBride *Concrete Angel*: <https://www.youtube.com/watch?v=KtNYA4pAGjI>

Kids Health article: <https://kidshealth.org/en/kids/handle-abuse.html?ref=search>



LINK (activate prior knowledge/lesson intro)

Open the PowerPoint presentation. The lesson will be taught using the presentation with the lesson strategies, video directions and activities embedded within the PowerPoint.



1. **Introduce the Learning Target: (Slide 1)**
2. **Bell Ringer:** Have students read the article on child abuse and neglect. They will write two things they read in the article that surprised or troubled them. **(Slide 2)**
3. **Hook:** Have the students write down their thoughts about the music video on a sheet of notebook paper... Martina McBride- *Concrete Angel* **(Slide 3)**



ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. As teacher goes through PPT, he/she should guide students through the **Cornell Notes** process. Students should record key ideas on left side of Cornell notes and supporting details on right side. Students do not have to write in complete sentences and may use drawing to note ideas as well. See the Cornell notes strategy instructions and student handout attached.
2. Using the sheet of notebook paper from the “Hook”, the students should copy the “Key Terms” and leave enough space to write down facts about each term that will be taught throughout the lesson. **(Slide 4)**
3. Present child abuse information **(slide 5-6)**
4. Present physical abuse information **(slides 7-9)**

5. Present sites for accidental and non-accidental physical injury **(slides 10-11)**
6. Present emotional abuse information **(slide 12)**
7. Present sexual abuse information **(slide 13)**
8. Present child neglect information **(slides 14-17)**
9. Pose the question “What is an advocate” Ask the students to share their definition of an advocate with their shoulder partner. After about a minute of discussion, present the definition of an advocate using the “ slide transition” **(slide 18)**
10. Explain the benefits of reporting an abusive situation **(slide 19)**
11. Explain assertiveness skills for self-protection **(slide 20)**



ACTIVE LEARNING (collaborative learning/work):

Students read the scenario and answer the questions. **(slide 21)** Afterwards, students will be grouped to discuss everyone’s answers. Groups pick what specific advice they would give to their friend and what would they do to help. Based on the group’s final advice and personal actions they will take to help their friend, each group will write the rest of the story. Have a whole-class debrief by asking groups to choose one representative to share out their advice, helpful actions, and the results of what happened to the abused friend after these actions occurred.



REFLECTION (individual work):

Students should return to their Cornell Notes sheet and complete the summary statement using the **(Power Paragraph strategy)**. **(slide 22)** This activity will be used for lesson closure.



LESSON CLOSURE:

(See Reflection)

Students should be encouraged to discuss the information from the lesson with their parents or guardians.

Cornell Notes: (strategy)

This strategy helps the students distinguish main ideas from details when taking notes. A narrow left-hand column provides space for the students to place the main ideas or subtopics of their reading and the adjacent, wider, right-hand column provides space for the details related to the main ideas or subtopics. The students may fold their papers at the column mark, covering up one column to aid in studying their notes. [Link here for Two-Column Notes for Main Idea.](#)

Power Paragraph: (strategy)

A **power paragraph** is a grammatically correct **paragraph** structure that consists of a topic sentence, detail (proof) sentence, a sentence to support the detail sentence and a conclusion. There can be more than one detail and supporting sentence.

GRADE: 6 Lesson 3 (Suggested sex-separated)



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Department of Teaching and Learning

Family Life Education

GRADE: 7

Lesson 1

This is a sex-separated lesson.

TIME:

Two class periods



LESSON FOCUS: Teenage Sexual Activity: Risks and Consequences

STATE STANDARD:

6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.

DESCRIPTIVE STATEMENT: This is a review of the reproductive process and the advantages of delaying sexual involvement. The possible detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted infections, unintended pregnancy, infant mortality and psychological (reputation, self-esteem, etc.), social, economic, mental and physical consequences.

7.7 The student will be aware of the consequences of pre-teen and teenage sexual intercourse.

DESCRIPTIVE STATEMENT:

Instruction focuses on updated, factual information regarding sexually transmitted infections, including HIV; pelvic inflammatory disease (PID); cervical cancer; unintended pregnancy; and discussion about reputation, guilt and anxiety. Discussion also includes the emotional, psychological and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves as reasons for avoiding risk-taking behavior. They learn also about the positive results and freedoms associated with postponing sexual activity.

7.12 The student will identify causes, symptoms, treatment, prevention and transmission of sexually transmitted infections, including HIV.

DESCRIPTIVE STATEMENT: Topics include the prevention, symptoms, treatment, transmission and diagnosis of the following diseases in addition to HIV: chlamydia, genital herpes, gonorrhea, HPV and syphilis. In addition, myths are dispelled. High-risk activities, such as needle sharing for injection, intravenous drug use and abuse, and unprotected sexual activity are discussed. Community resources that provide testing and treatment of sexually transmitted infections and HIV are identified.

GRADE: 7 Lesson 1 (sex-separated)



LEARNING TARGET:

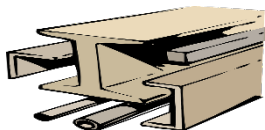
I can explain the process of human reproduction and the benefits of postponing premarital sexual activity.

I can explain potential risks associated with being sexually active, as well as ways to minimize those risks.



KEY TERMS:

- Abstinence
- Human Reproduction
- Sexually Transmitted Infection
- HIV
- Goals



MATERIALS NEEDED:

- LCD Projector
- PowerPoint presentation
- Fact or Fiction Handout
- Risky Business Handout
- 3-2-1 Handout
- *We're Just Around the Corner* Handout
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the learning plan)
- **DVD:** *We're Just Around the Corner* (16 minutes)



LINK (activate prior knowledge/lesson intro):

PowerPoint- Open the PowerPoint presentation. The lesson will be taught using the presentation with the lesson strategies, video directions and activities embedded within the PowerPoint.



(Day 1)

1. **Bell Ringer: (Slide 1)** Introduce learning target to students and have them independently brainstorm the following:
 - Based on the learning target that you see on the slide, brainstorm some key ideas and words

that you think we will discuss today. This is for your eyes only.



ENGAGE AND EXPLAIN (direct instruction):

1. **Slide 2:** Use the script in the notes section of the PowerPoint to introduce the DVD. Have student's record answers on the *We're Just Around the Corner* handout as they view the video. Handout is listed at the bottom of the learning plan.
2. At the conclusion of the video, review answers to the handout with students and have them make corrections as needed.



REFLECTION (individual work):

1. **Slide 3:** Have students use their notes from the movie handout, along with the notes on Slide 3 to reflect upon the information using the **3-2-1 strategy**. Encourage students to share their 3-2-1 with their parents or guardians.
 - 3: Identify 3 new pieces of information that you learned.
 - 2: Identify 2 pieces of information that you found interesting.
 - 1: What is one question that you have?



(Day 2)

Bell Ringer: (Slide 4) Introduce learning target to students and have students individually complete the FACT OR FICTION handout. For each statement, have students use the center column to indicate whether they believe that statement is a fact or fiction. The far right column will be used later in the lesson.



ENGAGE AND EXPLAIN (direct instruction)

1. Take students through **slides 5-11** using the script in the notes section of the PowerPoint. As the information is reviewed, stop to make sure students are using the far right corner of their FACT OR FICTION handout to indicate if they were correct or not. The handout is listed at the bottom of the learning plan.
 - Suggestion: you may choose to make this part of the lesson a game to see who got the most correct to encourage students to follow along and make necessary revisions.
2. Review **slides 12-14** with students using the script in the notes section of the PowerPoint.



ACTIVE LEARNING (collaborative learning/work):

RISKY BUSINESS:

Have student's first work independently to complete sections 1 and 2 of the RISKY BUSINESS handout. Then, have them partner up to share what they brainstormed for section 2 and talk through potential risks. Students will then complete section 3 of the handout in pairs. You may choose to have some pairs share out section 3 in a whole group setting.



LESSON CLOSURE:

Review **slide 15** and emphasize the importance of having conversations about important topics such as this with a parent, guardian or other trusted adult.



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching and Learning

Family Life Education

GRADE: 7

Lesson 2

NOTE: This lesson contains information about sensitive topics about which students may have questions. Please encourage students to seek a trusted adult if they have specific questions.

TIME:

One class period



LESSON FOCUS: Internet Safety and Human Trafficking

STATE STANDARD:

7.6 Students will explore safety issues related to the Internet.

DESCRIPTIVE STATEMENT:

Instruction includes how predators can use the Internet to exploit young people, to include human (child/teen sex) trafficking; common techniques and lures used by internet predators; information posted to social media sites that make students vulnerable and strategies for protecting personal information and seeking adult support in uncomfortable situations.

STATE STANDARD:

7.11 The student will explain techniques for preventing and reporting sexual assault and molestation.

DESCRIPTIVE STATEMENT:

Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations which could provide opportunities for molestation and sexual assault, including the homes and cars of acquaintances when no appropriate supervision is available. Students will practice appropriate use of the internet and text messaging. Key terms are defined. Approaches and behaviors, both in person and electronically, used by perpetrators are identified and explained. The signs of human sex trafficking and how to seek adult assistance will be discussed. Community resources for victims of molestation and assault are identified.



LEARNING TARGET:

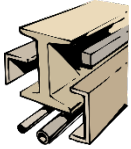
I can explain how sexual predators use information found on the internet about teens to lure them into dangerous situations.

I can explain ways to protect myself from sexual predators.



KEY TERMS:

- Catfishing
- Digital Footprint
- Social Media
- Sexual Predator
- Exploitation
- Human Trafficking



MATERIALS NEEDED:

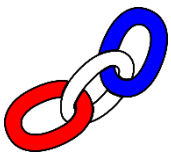
Safety Tips for Children (see attached)

Text Rendering Protocol (see attached)

Human Trafficking Infographic (see attached)

Videos and Links

- *Smart Choices*: <https://www.youtube.com/watch?v=XoyyvBoDoaA>
- *Harmful Digital Footprint Impacts That Parents Should Know About* <https://www.fosi.org/good-digital-parenting/harmful-digital-footprint-impacts-teens/>
- CDC Human Trafficking: <https://www.cdc.gov/violenceprevention/sexualviolence/trafficking.html>
- Human Trafficking Infographic (see attached)
- https://ovc.ncjrs.gov/humantrafficking/Public_Awareness_Folder/Fact_Sheet/HT_Special_Issues_Facing_Juv_fact_sheet-508.pdf
- VBCPS BE SOCIAL. BE SMART. BE SAFE. Campaign and resources (click on each sentence—Be Safe, etc.) <http://www.vbschools.com/BeSocial/>



LINK (activate prior knowledge/lesson intro):



1. **Bell Ringer:** Begin the lesson by taking a poll:
 - Raise your hand if you use social media to communicate socially.
 - Raise your hand if you use text messaging to communicate socially.
 - Raise your hand if you have ever come across someone on social media that tries to friend you but you are not sure who they are.

Say to students:

Today we are going to talk about a topic that is very relevant to something you do every day, socialize. When you were young and in elementary school, you probably often heard the term “stranger danger.” Your parents and teachers told you not to talk to strangers and not to ever go with a stranger. Now that you are in your adolescence, your world is larger. You have access to technology which broadens your access to people and their access to you. To protect yourself, it’s important to be able to identify potentially dangerous situations and people.

2. Have students watch the *Smart Choices* YouTube video using the following link:
<https://www.youtube.com/watch?v=XoyyvBoDoaA>
3. Following the video, have students work in pairs to answer the following questions:
 - What mistakes did Maya make when using social media?
 - What actions did she take to protect herself?



ACTIVE LEARNING (collaborative learning/work):

- Put students in groups of 3 or 4 and have students read the article, *Harmful Digital Footprint Impacts That Parents Should Know About* (<https://www.fosi.org/good-digital-parenting/harmful-digital-footprint-impacts-teens/>) either online or using a hardcopy. Students should read the article independently and then discuss using the Text Rendering protocol (see attached).
- Once groups have completed the protocol, have a whole-class debrief by asking groups to choose one representative to share out their response to the last question in the protocol.



1. Say to students:
 - *The use of technology, including social media, is one way that a sexual predator may identify you and try to lure you into a compromising situation. Let’s brainstorm other ways.*

Have students brainstorm as a class. As students call out potentially harmful situations or ways in which a sexual predator may lure a teen into harm, record and project them. Once completed, have students categorize them and look for trends. For example, a sexual predator may target someone alone in a dark parking lot or may track a teen staying home alone at a certain time of day each day and leaving the garage door open. The trend is that sexual predators look for situations where the child is alone. Once the trends are identified, review them with students as other means sexual predators may use to lure children into harm’s way, and emphasize that adults don’t seek out children for help. They ask other adults for help. Therefore, an adult asking you for help should be a warning sign of potential danger.



ACTIVE LEARNING (collaborative learning/work):

Have students work together in pairs or teams to examine literature on human trafficking. Tell them that as they sift through the information, their job is to use the information they gather to describe human trafficking, give an example, and explain ways it can be prevented or help that is available. Students will use the following to do so:

- <https://www.cdc.gov/violenceprevention/sexualviolence/trafficking.html>
- Human Trafficking Infographic (see attached)
- https://ovc.ncjrs.gov/humantrafficking/Public_Awareness_Folder/Fact_Sheet/HT_Special_Issues_Facing_Juv_fact_sheet-508.pdf
- VBCPS BE SOCIAL. BE SMART. BE SAFE. Campaign and resources (click on each sentence—Be Safe, etc.) <http://www.vbschools.com/BeSocial/>

Students should be prepared to share their work with another group once work is complete.



LESSON CLOSURE:

Students should be prepared to share their work with another group once work is complete.

Emphasize the importance of having conversations about important topics such as this with a parent, guardian or other trusted adult. Give students *Safety Tips for Children* to take home and review with parents.



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Department of Teaching and Learning

Family Life Education

GRADE: 9

Lesson 1

NOTE: This lesson contains information about sensitive topics about which students may have questions. Please use the script for each slide and encourage students to seek a trusted adult if they have specific questions related to sexuality and sexual identity.

TIME:

One class period



LESSON FOCUS: Sexual Identity and Types of Relationships

STATE STANDARD:

9.1 The student will understand the human growth and development cycle.

DESCRIPTIVE STATEMENT:

Information about developmental levels throughout the life cycle- prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age and elderly- is related to the complexity of childrearing and to the need for maturity before parenthood. Life-stage development is also presented to help students gain appreciation of their own development.

STATE STANDARD:

9.2 The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.

DESCRIPTIVE STATEMENT:

Topics include the function of the family, family forms, family strengths and family influences on society. The benefits, challenges, responsibilities and value of marriage for men, women and children and communities in society will be included.

STATE STANDARD:

9.3 The student will recognize the development of sexuality as an aspect of the total personality.

DESCRIPTIVE STATEMENT:

Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed

STATE STANDARD:

9.13 The student will identify the effects of discrimination.

DESCRIPTIVE STATEMENT:

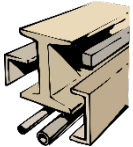
The teacher helps students identify forms of discrimination and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families. The effects of discrimination on a person's mental health will also be discussed.

**LEARNING TARGET:**

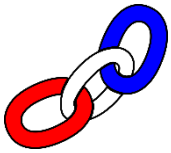
- I can identify and analyze the components of family and relationships.
- I can articulate internal and external struggles associated with identity.

**KEY TERMS:**

- Adaptability
- Appreciation
- Commitment
- Rapport
- Peers
- Relationship
- Tolerance
- Affection
- Communication
- Self-Revelation
- Mutual Dependency
- Need Fulfillment

**MATERIALS NEEDED:**

- Computer
- Projector
- PowerPoint
- *I Am* handout
- Large Post-it paper
- Blank white paper
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan)



LINK (activate prior knowledge/lesson intro.)

Open the PowerPoint presentation- The lesson will be taught using the presentation with the lesson strategies, video directions, and activities embedded within the PowerPoint.



1. **Bell Ringer (Slide 2):** Activate student thinking by reading the quote by Brad Henry. Then, have students write down what they think Brad Henry meant and examples they can come up with.
2. **Vocabulary (Slide 3):** Have students begin thinking about the content of the lesson by examining the vocabulary for the lesson. Students should individually make a word web and be prepared to share at least one of their connections with the class.
3. **Warm-up (Slide 4):** Family roles - What is your role within your family? Have students brainstorm and share with a partner. Use the script in the notes section of the PowerPoint
4. **Hook (Slide 5):** Have students think about what used to be the “stereotypical” family and how that differs from the reality of today. Students should partner to brainstorm what the “average” family looks like today.



ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. **(Slide 6)** Introduce styles of families in the United States and the idea of flexibility as a skill that is crucial to the family unit.
2. **(Slide 7)** Read the statement in the slide and have students participate in a **Think/Pair/Share** on whether they believe flexibility, adaptability and tolerance for change are helpful skills for successful families and any other helpful skills they could add to this statement.



ACTIVE LEARNING (collaborative learning/work):

1. **Walk-about (Slide 8):** Have students think about the various stages of life and how one's role within the family changes. For this activity, you will need 8 large posters, one for each of the following:

1. Infant (birth to one year)
2. Toddler (1 year old to pre-K)
3. Pre-kindergarten (3-4)
4. School-age (5 to 12)
5. Adolescent (teens)
6. Young adult (20-44)
7. Middle-age (45-65)
8. Elderly (65+)

On each poster, put the following categories for students to consider: Characteristics, Needs and Role. Have students count off by eights and assign a starting poster for each group. Groups will work together to brainstorm ideas for the posters. Allow 2 minutes per poster. Instruct groups to read what was already recorded by previous groups when they first get to each new poster and before they start writing themselves. Groups should end at the poster where they began the activity.

2. Upon returning to seats, students should work in their same groups to debrief using the questions on **slide 9**. Assign each group 2 questions to answer and have them share out their responses to the class.



ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. **Slides 10-12:** Review with students. Use the script in the notes section of the PowerPoint.
2. **Slide 13:** Have students individually complete the, *I AM* handout. **(located at the bottom of the lesson)** Please remind them that this is not something others will see, but is intended to encourage them to think about the factors that contribute to their own identities.
3. **Self-Reflection (Slide 14):** Have students think about the questions on the slide. Use the script in the notes section of the PowerPoint. **NOTE:** The "*I AM*" handout should be considered confidential information. Students should not be forced to reveal it through any type of group or partner sharing.
4. **Slide 15:** Use the script in the notes section of the PowerPoint.
5. **Slide 16:** Use the script in the notes section of the PowerPoint.



REFLECTION (individual work):

1. **Mind Mapping (Slide 17):** Have students synthesize and reflect on information from the lesson by completing a mind mapping activity. You may want to have some blank paper and colored pencils on hand for this activity. Provide students with the topic of identity. For this topic, create a series of pictures, icons, key words that show both your understanding of identity and your personal identity. Be sure to include the following concepts in some way:

- Family
- Roles within family
- Other relationships (such as social circles, sports, etc.)
- Roles with those groups
- Ways with which you identify yourself (interests, sports, beliefs, etc.)

Once students have all of their ideas visually represented, they should draw connectors to group or identify related items.



LESSON CLOSURE:

Encourage students to discuss the information from today's lesson with a parent or guardian. **(Slide 18)**

Instructions for strategies within the lesson:

Think/Pair/Share (strategy):

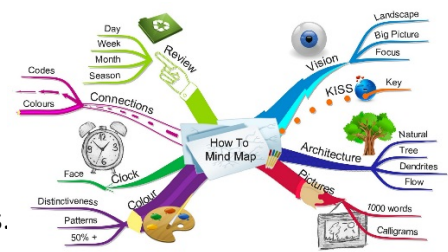
- a. **Step 1:** Think individually think about the following (1-3 minutes):
 - What information do you need to solve the problem?
 - What information do you already know?
 - What tools and strategies could you use?
 - What questions do you need to ask your group/partner?
- b. **Step 2:** Pair with a partner, jot down ideas to help you get started with the problem (1-3Minutes). You may use any of the tools provided in the classroom.
- c. **Step 3:** Share, take turns sharing ideas in a larger group (1-3 minutes).

Walk-About (strategy):

This strategy is great for having students verbalize and share their thoughts and responses to questions in the content. Each student records answers on their own sheet. After all students have answered the questions in their own words, they are to walk about the room interacting with other students/poster and writing down their responses to the same questions in a different color ink.

Mind Map (strategy):

1. Choose a topic.
2. Create a picture or icon for that topic.
3. Add the topic and icon to the center of the map (paper).
4. Brainstorm related concepts, examples and feelings.
5. Use different colors or pictures to group or identify related ideas.
6. Add connector lines and key words---See example





Department of Teaching and Learning

Family Life Education

GRADE: 9

Lesson 2

TIME:

One class period



LESSON FOCUS: Dating Relationships and Boundaries

STATE STANDARD:

9.5 The student will review the nature and purpose of dating

DESCRIPTIVE STATEMENT:

Topics include understanding family guidelines, the functions of dating and coping with the pressures experienced in dating situations. Students will discuss the signs of dating violence and physically and mentally abusive relationships. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.

STATE STANDARD:

9.6 The student will realize the importance of setting standards for controlling sexual behavior and or postponing sexual relations until marriage

DESCRIPTIVE STATEMENT:

The physical, emotional, social, psychological and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior.

STATE STANDARD:

9.7 The student will interpret the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, molestation and human sex trafficking.

DESCRIPTIVE STATEMENT:

This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices. Instruction includes the legal implications for inducing someone to engage in commercial sex (i.e., purchaser, John, inducer).



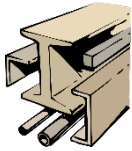
LEARNING TARGET:

I will identify pressures and guidelines that are associated with dating situations, including abuse and exploitation, and identify strategies for prevention, including resources for help.



KEY TERMS:

- Dating
- Assertiveness
- Rape
- Date rape
- Molestation
- Incest
- Sexual assault
- Human trafficking
- Abstinence



MATERIALS NEEDED:

- PowerPoint
- Large Post-it paper
- Chromebook/Notebook paper
- Strategies for this lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan).

Videos and Links:

- *Real Girls, Real Stories: Sarah's Story*
<https://www.youtube.com/watch?v=g7PxvpFeXDY>
- *Male Victims of Abuse Face Stigmas*
<https://www.domesticshelters.org/domestic-violence-articles-information/male-victims-of-abuse-face-stigmas.WOZe5EUrlb0>
- NBCLearn video, *Heroic Flight Attendant Rescues Teenage Human Trafficking Victim*
<https://sso.nbclearn.com/secure/playcuecard.do?si=VBSchools.com&cuecard=110100>

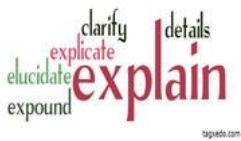


LINK (activate prior knowledge/lesson intro.)

Open the PowerPoint presentation- The lesson will be taught using the presentation with the lesson strategies, video directions, and activities embedded within the PowerPoint



1. **Bell Ringer: Think/Pair/Share (Slide 1)** Post the “Bell Ringer” on the board. What personality characteristics do you value in a dating situation?
2. **Slide 2:** Read the script in the PowerPoint and introduce the learning target. Post 4 posters around room with the following titles (one for each poster):
 - Healthy Relationships
 - Unhealthy Relationships
 - Assertiveness Skills
 - Possible Resources
3. Have students participate in a **Chalk-Talk** activity. **(Slide 3)** Once ideas are recorded on the posters, debrief as a whole group. Ask students what resonated most with them regarding each of the 4 posters.
4. Once Chalk-Talk is complete, show **slide 4** and ask the class to choose one attribute and elaborate on why that attribute is important in a relationship. What may be a consequence if that attribute did not exist in a relationship?
5. Have students analyze the difference of a date versus a mate by asking them the purpose of dating. Once students have responded, show **slide 5** and read it to the students.
Note: This discussion may take place in pairs/small groups to come up with a written or verbal consensus to lead into the lesson.



ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. **Slide 6:** Present signs of an unhealthy relationship and discuss with the class.
2. Present key terms in **slide 7:** Teacher will guide students through the vocabulary by using the script in the notes section of the PowerPoint.



ACTIVE LEARNING (collaborative learning/work):

Students will participate in the following activity to examine and synthesize information related to teen dating violence.

1. Using **slide 8**, introduce the activity by reading the script in the notes section of the slide.
2. Access the video *Real Girls, Real Stories: Sarah's Story* from **slide 9**. As students view the video, they should answer the questions on the Compare and Contrast handout.
3. Have students read the informational article on dating violence for males using the article *Male Victims of Abuse Face Stigmas*. As students read, they should answer the questions of the Compare and Contrast handout.
4. Once the article is complete, have students form teams of 2 or 3 to review answers to questions and complete the **Venn diagram** using the following guiding question:
 - What are some similarities between the information you heard and read in the two resources? What may make male victims of dating violence different from female victims?



ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. Present **slide 10**: Use script in notes section of the PowerPoint.
(**Think/Pair/Share or in whole group discussion**) – Have students discuss the following question to discuss the impact of social media: How may social media and technology play a role in exploitive situations?
2. **Slide 11**: Students will be introduced to the idea of human trafficking using the NBCLearn video, *Heroic Flight Attendant Rescues Teenage Human Trafficking Victim*. Use the script in the notes sections of the PowerPoint.
3. Present **slides 12 and 13**: Use the script in the notes sections of the PowerPoint.
4. Identify the Virginia Laws of Human Trafficking in **slides 14-16**.
5. 30-Second Brainstorm: Have students take 30 seconds to write down as many thoughts as possible related to possible safety guidelines for teens when going out with friends that will help prevent one from becoming a victim of human trafficking. Share out with whole group, and then display **slide 17**.



REFLECTION (individual work):

- **Slide 18**: Have students think about all discussed today in relation to the following 3 words: Choices, Responsibility and Assertiveness. Have students individually write an explanation of how each of the three words relate to sexual activity, specifically to the ideas around teen dating violence, relationships and human trafficking.



LESSON CLOSURE:

1. **Slide 19:** Sources of help. If time, take students to link in slide to show them the resources available through that page.
2. **Slide 20:** Important Reminders

Instructions for strategies within the lesson:

Think/Pair/Share (strategy):

- a. **Step 1:** Think individually think about the following (1-3 minutes):
 - What information do you need to solve the problem?
 - What information do you already know?
 - What tools and strategies could you use?
 - What questions do you need to ask your group?
- b. **Step 2:** Pair with a partner, jot down ideas to help you get started with the problem (1-3 minutes). You may use any of the tools provided in the classroom.
- c. **Step 3:** Share take turns sharing ideas in a larger group (1-3 minutes).

Chalk Talk (strategy): A silent way for students to generate ideas and interact visibly and directly with one another.

- a. Post categories around the room on large Post-It paper (healthy, unhealthy, assertive skills, resources).
- b. Students may begin at any poster they wish. Students record their thoughts and ideas around the categories. This activity is done silently. Students should not orally communicate with each other. As students write, they may draw connections to the ideas of others on the poster or they may write their own ideas that do not connect to others. Students may show connections between ideas by circling interesting ideas, writing questions about another student's comment, adding his or her own ideas, or connecting two interesting ideas/comments together with a line.
- c. The timeframe is up to the teacher, but a good indication of a stopping point is when writing slows down.
- d. The teacher uses whole group discussion to summarize each poster, asking students to elaborate on connections or questions that were posed.

Venn diagram (graphic organizer): A Venn diagram is used to compare and contrast two or more ideas. In a double Venn, students compare and contrast two ideas by recording characteristics or information unique to each in the areas of the circles that do not intersect and by recording characteristics or information both ideas share in the area where the two circles intersect.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

Department of Teaching and Learning

Family Life Education

GRADE: 9

Lesson 3

TIME:

One class period



LESSON FOCUS: Pregnancy prevention and disease control

STATE STANDARD:

9.11

The student will demonstrate knowledge of pregnancy prevention and disease control.

DESCRIPTIVE STATEMENT:

Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.

STATE STANDARD:

9.12

The student will explain the transmission and prevention of HIV.

DESCRIPTIVE STATEMENT:

This is a review of the ways in which HIV is transmitted and the techniques for preventing this disease.

Note to Teacher: Students will explore the benefits of abstinence from sexual activity including topics on teen pregnancy, legal implications and STI's.



LEARNING TARGET:

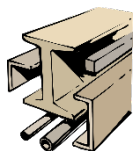
I can list and describe 3 benefits of abstaining from sexual activity.

I can describe various ways to prevent pregnancy.



KEY TERMS:

- Abstinence
- Sexually Transmitted Infections (STI's)
- High-Risk Behavior
- HIV
- AIDs
- Epidemic
- Opportunistic infection
- Kaposi's Sarcoma

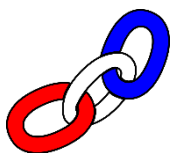


MATERIALS NEEDED:

- PowerPoint
- What Are Your Goals handout (see attachment)
- "I AM" handout
- *Show Me the Money* Activity
- Strategies for the lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan)

Videos and Links: (The following links will be found within the PowerPoint presentation):

Too Young <https://thenationalcampaign.org/resource/too-young#>



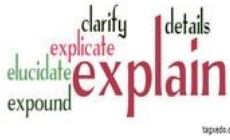
LINK (activate prior knowledge/lesson intro.)

Open the PowerPoint presentation- The lesson will be taught using the presentation with the lesson strategies, video directions and activities embedded within the PowerPoint.



1. **Slide 1:** Introduce the lesson and the learning target.
2. **Bell Ringer:** What are your goals? Record 5 life goals you hope to achieve over the next 5-15 years.
(Slide 2) Use script in notes section of the PowerPoint.
 - Have students participate in a **Think/Pair/Share** for this bell ringer question. If you do not know this strategy, please refer to the strategies used for the lesson at the bottom of the lesson plan.

- Have partners discuss what actions and mindsets are necessary for them to achieve their goals.



ENGAGE AND EXPLAIN (direct instruction/guided practice)

1. What is sexual abstinence? **(Slide 3)** Read slide to students.
2. As partners or in groups, students will brainstorm the benefits of sexual abstinence and consequences of not choosing abstinence using the sentence starters on the slide. **(Slide 4)**
3. Consequences of Not Choosing Sexual Abstinence Review: Review each benefit and consequence with students. Use script in notes section of the PowerPoint. **(Slides 5-6)**
4. Did You Know? **(Slides 7)** Read slide to students.
5. “Too Young,” Teen parents from a variety of backgrounds share their stories and—in their own words—offer their candid views about the difficulties they have faced **(Slide 8)**.



ACTIVE LEARNING (collaborative learning/work):

Have students work together to complete the Show Me...the Money estimation worksheet **(Slide 9)**. Students will work with a partner to estimate values for the items and procedures related to infants' needs. They will then use a digital device to go on a “scavenger hunt” to find the real prices. Encourage them to search sites such as Walmart.com, Target.com, Babiesrus.com and Amazon.com. Next to their estimations, partners should record the actual price and add up and then compare their estimates. Once the activity is complete, pose the following question to the entire class and take student responses: Were there any surprises for you in this activity? What did you learn?



ENGAGE AND EXPLAIN (direct instruction/guided practice)

1. Costs of a child's first year of life statistics **(Slide 10)**.
2. Specific laws on the VA code -Title 18 relating to premarital sex **(Slide 11)**. Read to students.
3. STIs True and False **(Slide 12)**: Have students use the **SHOW DOWN** strategy to complete the T/F statements. Answers to the T/F are located at the bottom of the learning plan.
4. Vocabulary **(Slides 13-15)** - Read to students.
5. STI review- Read to students and **use script in notes section of the PowerPoint**.
6. What is HIV and AIDS **(Slides 17-18)** - Read to students.
7. Abstinence and Barrier Methods **(Slide 19)**. **Use script in notes section of PowerPoint**.



REFLECTION (individual work):

Exit Ticket: Your younger cousin who is entering middle school is starting to hear from peers about sex. Thinking about today's lesson, what are three important points you would want your cousin to know rather than the misinformation he or she is receiving from his or her peers?

Write a brief letter to your cousin. **(Slide 20)**



LESSON CLOSURE:

- Exit Ticket serves as lesson closure.
- Show slides for additional resources and point students toward those resources if they would like additional information about any of the topics covered in today's lesson. **(Slides 21-22)**

Instructions for strategies within lessons:

Think/Pair/Share (strategy):

Step 1: Think individually think about the topic and brainstorm ideas (1-3 minutes).

Step 2: Pair with a partner share and jot down ideas to determine common ideas and new ideas.

Step 3: Share take turns sharing ideas in a larger group (1-3 minutes).

Show Down (strategy):

1. Students need 2 sheets of paper. On one, they should write TRUE in large print. On the other, they should write FALSE in large print.
2. Teacher reads the True/False statement aloud.
3. Students think independently and choose TRUE or FALSE
4. Teacher calls "SHOW DOWN!"
5. Students SHOW answer (hold up their true or false signs.)
6. Teacher reviews correct answer.



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Department of Teaching and Learning

Family Life Education

GRADE: 10

Lesson 1

TIME:

One class period



LESSON FOCUS: Family unit and future Family and Career goals.

STATE STANDARD:

10.17 The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.

DESCRIPTIVE STATEMENT:

Instruction includes a review of family functions and forms, with particular emphasis on family interactions. The family unit is described as a primary factor for the development of one's personality and for preparation for adulthood as either a married or a single person. The relationship of the family unit to the community and the world is stressed.

STATE STANDARD:

11.1 The student will evaluate individual strengths and weaknesses in relation to personal, educational and career goals.

DESCRIPTIVE STATEMENT

Students are guided through a realistic self-assessment including working toward personal improvement, setting short- and long-term goals, formulating action plans, establishing priorities and using school and community resources. Emphasis is placed on the variety of choices available to young individuals and the need for sound decision-making. The impact of social networking sites, such as MySpace, Facebook and Twitter, on goals will be discussed.

STATE STANDARD:

11.6 The student will develop skills in making parenting decisions.

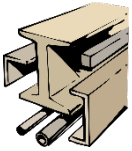
DESCRIPTIVE STATEMENT: Students explore the relationship between personal and family development and planning for parenthood. They analyze the factors to be considered in family planning, such as education, career development, finances, marriage preparation and maturity.

**LEARNING TARGET:**

I can explain the positive influences the family unit has on individuals and recognize how the family unit influences my personal and career goals.

**KEY TERMS:**

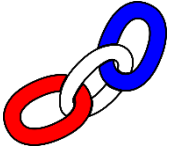
- Family unit
- Adulthood
- Self-assessment
- Goals
- Short-term goals
- Long-term goals
- Action plan
- Social networking

**MATERIALS NEEDED:**

- LCD Projector
- PowerPoint presentation
- blank paper cut into 4 even squares

Video Links-(The following links will be found within the PowerPoint presentation)

- “A Pep Talk from Kid President to You” motivational video. (3:27 min.)
<https://www.youtube.com/watch?v=l-gQLqv9f4o>



LINK (activate prior knowledge/lesson intro.)

Open the PowerPoint presentation- The lesson will be taught using the presentation with the lesson strategies, video directions and activities embedded within the PowerPoint.



1. **Bell Ringer:** Hand students precut quarter pieces of white paper and ask the student the following question. Have them write down their own answers.

Q: Why are families important to individuals and society?

A: Families provide:

- Basic family needs to provide - food, water, clothing and shelter, but also sanitation, education and healthcare.
- Important support system for guidance, reaching goals, etc.
- Provide society with a structure for passing along a culture's value from one generation to the next.

2. **Hook: Teacher-led discussion**

Option 1- Snowball Activity (toss) Option 2- Exchange Activity (shoulder partner)

- On teacher's command: Have the students crumble their papers up and toss across the room to another student. Each student will open up the paper and read, add another reason to notes and repeat. Teacher can do multiple "tosses" with students. As students open their papers, teacher may choose 1 or 2 each "round" to read aloud.
- After 2-3 tosses, lead class in discussion with possible answers (see above).
- Class/paper clean up.

3. **Lesson introduction: (Slide 1)** Open PowerPoint to **slide 1** and introduce the lesson and learning target.



ACTIVE LEARNING (collaborative learning/work):

1. **Inside-Outside Circles** (Slide 2 as an intro. and Slide 3 as a conclusion for this activity):
Have students consider the following questions and provide time to brainstorm ideas related to

each question:

- How do family interactions change from childhood to adulthood? Think about how you interact with your parents now compared to when you were in elementary school. Think about how you may interact with your parents when you are in your 20's or 30's.
- How may one's family structure influence the decision to get married/start a family or stay single?
- How does the concept of family influence society?
- How does society influence the concept of family?

NOTE: A description of the Inside-Outside Circles strategy is attached. While the teacher will facilitate the discussion and make sure it remains on topic and appropriate, this should be a student-generated discussion.

- After the activity is complete, have students return to their seats and ask them to reflect on their discussions using the following questions:
 - a. From your multiple conversations, what ideas were common between you and your partners?
 - b. Where may you have differed in ideas?
 - c. Was there anything that you heard that was particularly interesting or challenged your thinking about one of the questions?
- Once students have time to reflect, debrief in a whole class discussion.



ENGAGE AND EXPLAIN (direct instruction):

1. **Slide 3-** Lead into the topic of goals and planning by stating the following to students:
Now that we have discussed the role that family plays in not just society, but in how it helps shape who we are, we are going to move into the topic of goal setting, setting priorities and making plans for the future. As we discuss this, I want you to think about how your family unit may support you in achieving your goals and helping you establish priorities.
2. **Slide 4-** Show video of *Kid President* (only to 2:33) to begin discussion.
<https://www.youtube.com/watch?v=l-gQLqv9f4o>
3. Read **slide 5** to students so they understand that goal setting happens in a number of facets of their lives, including personal, professional and academic.



REFLECTION (individual work):

Goal Setting:

1. **Slide 6**-Have students brainstorm goals, prioritize and rank.
2. **Slide 7**- Read slide and take student responses.
3. **Slides 8/9**- Introduce the concept of SMART goals to students. Develop a simplistic sample of a SMART goal to show students. Have students individually work to develop 2 of their goals that they brainstormed into SMART goals.



ENGAGE AND EXPLAIN (direct instruction):

1. **Slide 10**: Use the script in the notes section of the PowerPoint.
2. **Slide 11**: Use the script in the notes section of the PowerPoint.



LESSON CLOSURE:

Thank you letter (Slide 12): On a sheet of paper, the student will write a thank you letter to a family member. Student will address the family member who has helped them establish goals for personal improvement. The student should consider the following when writing the note of thanks:

- How has your family member influenced your short/long term goals?
- How has your family member made you a good citizen?
- How have they influenced your career choice?
- What priorities will you set for your own family unit?
- How will you carry on the legacy of your family?

INSTRUCTIONAL STRATEGIES:

Inside-Outside Circles:

Students should be divided into two even groups. The inside circle is formed by one group and the outside circle by the other group. Students in the inside circle should face the students in the outside circle. The teacher then poses a question and gives students some time to think about it. Each student in the inside circle is given time to share their answer/thoughts with their partner in the outside circle, who responds back. Then the partner in the outside circle is given the chance to share their answer/thoughts, to which the inside partner responds. Once this has been completed, the students in the outside circle shift one place to their left. Students are then given a new question, and the cycle repeats.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

Department of Teaching and Learning

Family Life Education

GRADE: 10

Lesson 2

TIME:

One class period



LESSON FOCUS:

Parenting Attitudes, Decisions and Adjustments

STATE STANDARD:

11.5 The student will express his or her own attitude toward parenting.

DESCRIPTIVE STATEMENT:

This centers on the student's own opinions about parenthood - possible reasons for becoming a parent, realistic role expectations for parenthood and parental responsibilities.

It also includes discussion of the responsibilities of parents who have children with characteristics that may be displeasing to the parent(s). Students will demonstrate the skills needed to utilize positive mental health practices in parenthood.

STATE STANDARD:

11.8 The student will identify parenthood options in terms of questions to be answered and decisions to be made.

DESCRIPTIVE STATEMENT:

Discussion includes readiness to be a parent; family planning issues and spacing of children choices resulting from infertility, genetic factors, and birth defects; and expenses associated with parenthood. Discussion also includes the positive aspects of parenting for the individual and for society.

STATE STANDARD:

11.13 The student will calculate the personal considerations and financial costs of childbearing.

DESCRIPTIVE STATEMENT:

This includes the following considerations: the economic costs of raising a child, including the expenses of medical care before and after pregnancy; the costs of educating a child; the social considerations, including the investment of time and energy needed for quality child care; and the opportunity considerations, such as staying home to care for a child rather than pursuing an education or a career. This is balanced with discussion regarding the rewards of having children.

STATE STANDARD:

11.11 The student will describe the adjustments family members face in the postnatal period.

DESCRIPTIVE STATEMENT:

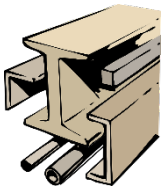
Adjustments to be considered include how the baby's needs affect other family members and their schedules. Consideration is given to the expectations of relatives and to adult needs for privacy, recreation, and time with other children. The issue of sibling rivalry is also discussed.

**LEARNING TARGET:**

I can identify and describe responsible attitudes and approaches to parenting decisions.

**KEY TERMS:**

- Parenthood/parenting
- Positive mental health
- Baby blues
- Mood disorders
- Bipolar
- Anxiety
- Postpartum psychosis
- Family Planning
- Infertility
- Ovulation disorder
- Pregnancy-induced hypertension
- Prenatal care
- Low birth weight
- Postnatal period
- Psychological adjustments

**MATERIALS NEEDED:**

- LCD Projector
- PowerPoint
- Placemat Consensus worksheet
- 4A's Protocol handout
- Concentration game cards

Videos and Links:

- TLC Video (to 4:43): <https://www.youtube.com/watch?v=xu4x2s4ulpl>
- *Kahoot* sign in and project on LCD projector so kids can get code.
 - If not already registered, teacher must sign up for a FREE *Kahoot* account before the lesson.
 - Go to getkahoot.com and go to *Get My Free* account. Go to "find kahoots" and search for this lesson *Kahoots* (the *Kahoot* link will be found within the PowerPoint presentation). Click on the link and it will take you to the *Kahoot* sign it page.
 - *Kahoot* quiz (if unable to access the online version)



LINK (activate prior knowledge/lesson intro.)

Open the PowerPoint presentation- The lesson will be taught using the presentation with the lesson strategies, video directions and activities embedded within the PowerPoint.



1. **Lesson introduction: Slide 1** – Introduce the lesson and learning target.
2. **Bell Ringer:** The questions on **slide 2** can be used as a quick **Think/Pair /Share** activity to get them thinking about the topic of what it takes to have a child. Use the script in the notes of the PowerPoint.
3. **Lesson introduction: Slide 2** – Introduce the lesson and learning target.
4. Introduce the concept of what the costs are to having a child with this video (**Slide 3**):
<https://www.youtube.com/watch?v=xu4x2s4ulpl>
Click on the link on the slide to begin the video. As students view the video, have them complete a **4 A's Protocol** (see attached sheet). Once completed, have students share in a whole-class discussion.



ENGAGE AND EXPLAIN (direct instruction/guided practice):

- Take students through **slides 4-10**. Use the script in the notes section of the PowerPoint.



ACTIVE LEARNING (collaborative learning/work):

Slide 11- KAHOOT GAME-this will serve as a review of the previous slides.

The students will log in to the *Kahoot* website and enter the code to play (a new code will show up each time you play the game.) The name of the Kahoot is FAMILY LIFE 10TH GRADE LESSON 2. The directions for pulling up the Kahoot are on **slide 11**. *Kahoot* in quiz format has 10 questions, two on each printout. Following Kahoot game, read script in notes section of PowerPoint for **slide 12**.



ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. Have students participate in a **Think-Pair-Share** to brainstorm the following prior to showing

slide 13: What are the risk factors which increase stress during pregnancy and in early parenthood?

2. Review **slide 13** using the script in the notes section of the PowerPoint. Particular emphasis should be placed on HOW to maintain positive mental health in the face of some of the challenges listed on the slide. Have students provide some suggestions for how to do so throughout the discussion.
3. Use the notes in the script of the PowerPoint to review **slides 14-17**.



ACTIVE LEARNING (collaborative learning/work)/REFLECTION (individual work)

Slide 18- Group work- **Placemat consensus:**

Put the students into groups of 3 or 4. Give each group a Placemat Consensus handout and have them write their understanding of the topic in the square directly in front of them for 20 seconds. Have them rotate the paper so a new square is in front of them. Repeat until each person in the group has written in each square. You can go around 2 times if necessary. Have them discuss the answers they came up with as a group. Have them assign one person to share out 1 of the areas to the class.



LESSON CLOSURE:

Concentration game as a review using **slide 19**, students will work in teams of 3-4 to play as teacher facilitates the game.

INSTRUCTIONAL STRATEGIES

Think/Pair/Share

- a. **Step 1: Think** individually think about the following (1-3 minutes):
 - What information do you need to solve the problem?
 - What information do you already know?
 - What tools and strategies could you use?
 - What questions do you need to ask your group?
- b. **Step 2: Pair** with a partner, jot down ideas to help you get started with the problem (1-3Minutes). You may use any of the tools provided in the classroom.
- c. **Step 3: Share**, take turns sharing ideas in a larger group (1-3 minutes.)

4 A's Protocol- from the School Reform Initiative, http://schoolreforminitiative.org/doc/4_a_text.pdf

As students watch the video, they should record on their 4 A's Protocol sheet the following:

- What **assumptions** do you hear from the narrator?
- What do you **agree** with?
- With which ideas would you **argue**?
- What **actions** are necessary in parenting?



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching and Learning

Family Life Education

GRADE: 10

Lesson 3

TIME:

Two class periods



LESSON FOCUS: Community Agencies, Resources and Parenting Options

STATE STANDARD:

10.16 The student will compile a list of community agencies and resources available to assist individuals.

DESCRIPTIVE STATEMENT: Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines such as violence prevention, child abuse, sexual violence and suicide, day-care centers and the department of health.



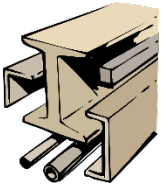
LEARNING TARGET:

I will create a list of community agencies and resources that are available to assist individuals in a variety of health needs.



KEY TERMS:

- Family Community Agencies
- Mental Health Services
- Social Services
- Violence Prevention Hotline
- Child Abuse Hotlines
- Sexual Violence Hotlines
- The Department of Health

**MATERIALS NEEDED:**

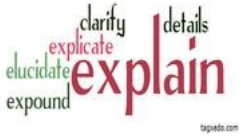
- ChromeBook or digital device
- Community Resource Web Search handout (see attached)

**LINK (activate prior knowledge/lesson intro):**

Remind students that over the past two years in Family Life Education, they have discussed topics that have ranged from sexual abuse, dating violence and human trafficking to pregnancy and childcare. Explain that this lesson will be a culminating activity that will allow them to synthesize what they have learned and understand the community resources available to those in need in any of those areas.

NOTE TO TEACHER: This lesson is completely student-directed and will require the use of technology for the web search. The teacher's role is to monitor group progress and guide students who are struggling to find information or who are struggling to put the information together. Encourage groups to divide up the search so that not everyone in the group is searching the same site.

Introduce the learning target: I will create a list of community agencies and resources that are available to assist individuals in a variety of health needs through the creation of a community brochure or Public Service Announcement (PSA).

**ENGAGE AND EXPLAIN (direct instruction/guided practice):**

The teacher will introduce the Community Resource web search and take students to one site to show them where on a site, information may be found. Direct students to look for statistics, hotlines, locations, services offered, etc. The teacher will show an example of a brochure created as a resource for parents. Teachers will guide students through the brochure and ask them to consider how it's laid out (its structure), what is important for parents to know who need information, and where can they go for more information. This brochure is a model for what the groups will create with the topic of their choice.

Sample brochure:

http://www.dss.virginia.gov/files/division/cc/guidance_parents/choosing_gcc/childcare-brochure2016_trifold.pdf



ACTIVE LEARNING (collaborative learning/work):

Students will use the handout and work in groups to conduct their web search, synthesize information, and create a brochure or PSA for their topic. Students should be prepared to share their products.

NOTE TO TEACHER: This may take the entire class and then some. Be sure to plan an additional day for student presentations.



REFLECTION (individual work):

Student Presentations:

Groups will display their brochures or PSAs around the room. Each student will use a reflection sheet and visit up to 5 displays. For each display they should consider the following and record:

1. What did I learn about the topic?
2. What is one resource I may use if I needed help in this area?
3. What about the way the brochure or PSA was structured did I find appealing or particularly helpful?



LESSON CLOSURE:

Have the students take reflection sheets home and encourage them to share with their parents.



Subject: Closed Session Item Number: 18

Section: Closed Meeting Date: September 6, 2017

Senior Staff: N/A

Prepared by: Ms. Kamala Hallgren Lannetti, Deputy City Attorney

Presenter(s): Mr. Daniel D. Edwards, School Board Vice Chair

Recommendation:

MOTION: That the Board adopt a motion to recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1 and 7 of the *Code of Virginia*, 1950, as amended, for

- A. **Personnel Matters:** Discussion of or consideration of interviews of prospective candidates for employment, assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees, pursuant to Section 2.2-3711, (A) (1); namely to discuss contract amendment for a specific administrator
- 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 contract amendment for a specific administrator.

RECONVENE IN OPEN SESSION:

CERTIFICATION:

WHEREAS, the School Board of the City of Virginia Beach has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

WHEREAS, Section 2.2-3712 (D) of the *Code of Virginia* requires a certification by this School Board that such closed meeting was conducted in conformity with Virginia law.

NOW, THEREFORE, BE IT RESOLVED that the School Board of the City of Virginia Beach hereby certifies that, to the best of each member's knowledge, (i) 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 (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered.

ACTION AS NEEDED:

Background Summary:

Appropriate requests have been made for a closed meeting.

Source:

Bylaw 1-37 and *Code of Virginia*, Section 2.2-3711

Budget Impact:

N/A