

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSESchool Board Services**Beverly M. Anderson, Chair**  
At-Large**Daniel D. Edwards, Vice Chair**  
District 2 – Kempsville**Sharon R. Felton**  
District 6 – Beach**Dorothy M. Holtz**  
At-Large**Victoria C. Manning**  
At-Large**Joel A. McDonald**  
District 3 – Rose Hall**Ashley K. McLeod**  
At-Large**Kimberly A. Melnyk**  
District 7 – Princess Anne**Trenace B. Riggs**  
District 1 – Centerville**Carolyn T. Rye**  
District 5 - Lynnhaven**Carolyn D. Weems**  
District 4 - Bayside**Aaron C. Spence, Ed.D.**  
Superintendent**School Board Regular Meeting Agenda****Tuesday, September 19, 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
    1. Bylaw Regarding School Board Meeting Dates
  - B. Preliminary SAT 8/9 Results
  - C. Capital Improvement Program (CIP) Construction Project Update
  - D. Forecast of Agenda Items FY18 2<sup>nd</sup> Quarter – October, November, December
- 2. Closed Meeting (as needed)**
- 3. School Board Recess..... 5:30 p.m.**

**FORMAL MEETING**

- 4. Call to Order and Roll Call (School Board Chambers)..... 6:00 p.m.**
- 5. Moment of Silence followed by the Pledge of Allegiance**
- 6. Student, Employee and Public Awards and Recognition:** 2017 Virginia Index of Performance Awards
- 7. Superintendent's Report**
- 8. Hearing of Citizens and Delegations on Agenda Items**  
The Board will hear public comment on items germane to the School Board Agenda for the meeting from citizens who have signed up to speak with the Clerk of the School Board. Citizens are encouraged to sign up by noon the day of the meeting by contacting the Clerk at 263-1016 and shall be allocated 3 minutes each until 7:30 p.m., if time is available. If time does not permit all members of the public to speak before 7:30 p.m., an additional opportunity for public comment on Agenda items may be given after the Information section of the Agenda. All public comments shall meet the [Board Bylaw 1-48](#) requirements for Decorum and Order.
- 9. Approval of Minutes:** September 6, 2017 Regular Meeting
- 10. Adoption of the Agenda**
- 11. Consent Agenda:** Resolution Recognizing Dyslexia Awareness Month



# VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

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

**Tuesday, September 19, 2017**

School Administration Building #6, Municipal Center  
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### **12. Action**

- A. Personnel Report / Administrative Appointments **UPDATED 9/20/2017**
- B. Budget Transfers
  - 1. Budget Transfers Requiring Only School Board Approval
  - 2. Resolution Regarding Transfer of Funds from the Operating Budget to the Capital Improvement Program (CIP)
- C. School Counseling Program (K-12) Evaluation Recommendations
- D. Family Life Education Curriculum

### **13. Information**

- A. Entrepreneurship and Business Academy Evaluation
- B. Budget Calendar for FY2018-19
- C. Interim Financial Statements – June 2017 (unaudited), July and August 2017
- D. Policy Review Committee Recommendations
  - 1. Policy 4-4 Equal Employment Opportunity, Non-Discrimination, and Compliance Officers
  - 2. Policy 4-5 Criminal Charge Filed Against Employee: Notification of Superintendent and School Board
  - 3. Policy 4-6 Equal Employment Opportunity Plan
  - 4. Policy 4-36 Payroll Deductions/Tax Sheltered Annuities/Deferred Compensation Plan
  - 5. Policy 4-37 Insurance/Retirement Plan
  - 6. Policy 4-39 Employee Professional Development Reimbursement
  - 7. Policy 4-64 Licensed Personnel: Professional Growth
  - 8. Policy 4-65 School Meetings and Conferences
  - 9. Policy 4-70 Licensed Personnel: Salary Schedule
  - 10. Policy 4-84 Classified Personnel: Growth in Job Skills

### **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 (as needed)**

### **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, October 10, 2017**





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

**Section:** Student, Employee and Public Awards and Recognition **Date:** September 19, 2017

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

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

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

**Recommendation:**

That the School Board recognize Virginia Beach City Public Schools and 23 of its schools named 2017 Virginia Index of Performance (VIP) award winners.

**Background Summary:**

This year, Virginia Beach City Public Schools and 23 of its schools were recognized with Virginia Index of Performance (VIP) Awards, which are presented annually by Governor Terry McAuliffe and the state Board of Education (BOE) to schools and school divisions that exceed state and federal accountability standards and achieve excellence goals. The 24 awards that VBCPS received is nearly double the number of VIP awards the school division received in 2016.

**Source:**

VPCPS news release

**Budget Impact:**

None



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

**Section:** Approval of Minutes **Date:** September 19, 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 September 6, 2017 regular School Board meeting as attached.

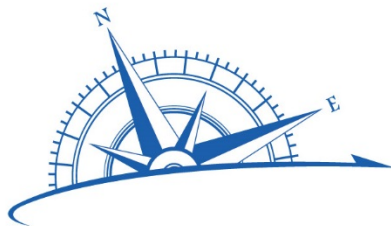
**Background Summary:**

**Source:**

Bylaw 1-40

**Budget Impact:**

N/A



# VIRGINIA BEACH CITY PUBLIC SCHOOLS

## CHARTING THE COURSE

### School Board Services

**Beverly M. Anderson, Chair**

At-Large

**Daniel D. Edwards, Vice Chair**

District 2 – Kempsville

**Sharon R. Felton**

District 6 – Beach

**Dorothy M. Holtz**

At-Large

**Victoria C. Manning**

At-Large

**Joel A. McDonald**

District 3 – Rose Hall

**Ashley K. McLeod**

At-Large

**Kimberly A. Melnyk**

District 7 – Princess Anne

**Trenace B. Riggs**

District 1 – Centerville

**Carolyn T. Rye**

District 5 – Lynnhaven

**Carolyn D. Weems**

District 4 – Bayside

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

Superintendent

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

**WEDNESDAY, September 6, 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 4:04 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Ms. Felton and Ms. Weems who were absent from the meeting.
  - A. **School Board Administrative Matters and Reports:** Chairwoman Anderson routed an RSVP request for the upcoming National Math and Science Initiative (NMSI) celebration taking place at Naval Air Station (NAS) Oceana; and distributed an amendment to Policy 6-57 to become the version to be approved as part of the Consent Agenda.
  - B. **Standards of Learning 2016-2017 Student Performance:** Tracy A. LaGatta, Director of Student Assessment in the Department of Planning, Innovation, and Accountability, presented an executive summary of student performance on the 2016-17 Standards of Learning (SOL) including an overview of division passing rates, group passing rates, and comparisons to state passing rates. Discussion concluded at 4:21 p.m.
  - C. **School Calendar SY2018-19 Discussion:** Eileen M. Cox, Chief Media and Communications Officer; and Lauren Nolasco, Director of Communications, co-chairs of the School Calendar SY2018-19 Planning Committee, presented a review of components of the SY2017-18 School Calendar in seeking the School Board's input for parameters that will provide guidance to the School Calendar Planning Committee relative to the number of instructional days; the inclusion of professional learning days; guidance on holidays and breaks; and thoughts about moving toward a biennial calendar planning process to take place every two years. Following an overview of the timeline for action to be taken at the second regular School Board meeting in November, there appeared to be consensus to start with the SY2016-17 school calendar as the template in scheduling professional

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learning days, allowing travel time during winter break; and support for the development of a biennial school calendar. The School Board discussed the potential for lengthening the school day to provide more flexibility in the School Calendar, but agreed not to consider a change at this time given the recent lengthening of the middle school day, but hold as an option for future consideration if needed. Superintendent Spence also advised it is anticipated the issue of calculating instructional minutes/hours will be formalized in state law in January 2018 which will provide the School Calendar Committee a better understanding of how instructional minutes are counted for planning purposes.

The workshop concluded at 4:36 p.m.

2. **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

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.

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.

The motion passed (ayes 9, nays 0; Felton and Weems absent from the meeting) and the School Board entered into a closed meeting at 4:44 p.m.

Individuals present for discussion: School Board members with the exception of Ms. Felton and Ms. Weems who were absent from the meeting; 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 5:23 p.m.

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

Vice Chair Edwards made a motion, seconded by Mr. McDonald, that the contract of



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Superintendent Spence be amended as follows:

- The addition of \$12,000 in deferred compensation for FY18;
- Moving deferred compensation up to \$15,000 in FY19;
- Moving deferred compensation up to \$18,000 in FY20;
- Moving deferred compensation up to \$20,000 in FY21; and, concurrently,
- Performance pay of Superintendent Spence be frozen at the level that was effective in the last fiscal year at five percent (5%); and
- That the School Board Chair and Vice Chair be authorized by the School Board to make any non-substantive adjustments that would not affect dollars or timeline of implementation to complete the contract.

The motion passed (ayes 8, nays 1 – Manning; Felton and Weems were absent from the meeting).

3. **School Board Recess:** The School Board recessed at 5:36 p.m. to reconvene in the School Board Room at 6:00 p.m. for the formal meeting. Ms. Manning departed the meeting at this time.

**FORMAL MEETING**

4. **Call to Order and Roll Call:** Chairwoman Anderson called the formal meeting to order at 6:00 p.m. In addition to Superintendent Spence, all School Board members were present with the exception of Ms. Felton, Ms. Manning, and Ms. Weems. Chairwoman Anderson announced Ms. Felton was absent due to an obligation on another community committee; Ms. Manning departed prior to the formal meeting due to a family obligation; and Ms. Weems was out of town due to a family situation.
5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognition:** None
7. **Superintendent's Report:** The Superintendent's Report provided a reflection of a successful first day of school with the return of more than 67,000 students. Additionally, he noted teachers were prepared and reported on the Teacher Orientation and Continuous Learning Institute (TOCLI) where more than 550 teachers new to the division and new to the profession spent three days being introduced to the division's vision, mission, core values and resources available to ensure their success.
8. **Hearing of Citizens and Delegations on Agenda Items:** None
9. **Approval of Minutes:** August 15, 2017 Regular Meeting: Ms. Melnyk made a motion, seconded by Ms. Holtz, that the School Board approve minutes from their August 15, 2017 regular meeting as presented. The motion passed (ayes 8, nays 0).





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- 10. Adoption of the Agenda:** There being no proposed changes to the published agenda, Ms. Rye made a motion, seconded by Vice Chair Edwards, that the School Board adopt the agenda as presented. The motion passed (ayes 8, nays 0).
- 11. Consent Agenda:** After Chairwoman Anderson's review of items presented as part of the Consent Agenda, Ms. Riggs made a motion, seconded by Ms. Melnyk, that the School Board approve the Consent Agenda as presented. The motion passed (ayes 8, nays 0), and the following items were approved as part of the Consent Agenda:
- A. Resolutions:
1. Suicide Prevention Week as follows:

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

**WHEREAS**, suicide is the 10<sup>th</sup> 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 2<sup>nd</sup> 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

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

2. National Hispanic Heritage Month as follows:

**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



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**Wednesday, September 6, 2017**  
**Regular Meeting**  
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**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.

- B. Religious Exemption Case Numbers RE-17-05, 06, 07, 08, 09, 10, 11, 12, and 13
- C. Schedule of program evaluations that will be completed by the Department of Planning, Innovation, and Accountability (PIA) during the 2017-18 school year as follows:

<b>2016-2017 Program Evaluation Schedule*</b>	
<b>Program</b>	<b>Proposed Reporting Schedule</b>
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

<b>2017-18 Program Evaluation Schedule</b> (submitted for School Board approval in accordance with School Board Policy 6-26)	
<b>Program</b>	<b>Proposed Reporting Schedule</b>
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	

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<b>2017-18 Program Evaluation Schedule</b>	
(submitted for School Board approval in accordance with School Board Policy 6-26)	
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.	

- D. New appointments to the Special Education Advisory Committee (SEAC) as follows:
- Sheri Hight, Parent
  - Brent Ibata, Parent and Advocate
  - Lori Shedlock, Parent and Community Representative
  - Denise Glatt, Parent
- E. Policy Review Committee Recommendations as follows 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:
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

**12. Action**

- A. Personnel Report/Administrative Appointments: Ms. Melnyk made a motion, seconded by Ms. Rye, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated September 6, 2017 inclusive of two administrative appointments as recommended by the Superintendent. The motion passed (ayes 8, nays 0), and Superintendent Spence introduced Katelyn N. Overmiller, current Assistant to the General Counsel in the Coatesville Area School District, PA, as the new Employee Relations Specialist in the Department of Human Resources effective September 7, 2017; and Shana N. Remian, current Administrative Assistant at Princess Anne High School, as the new Assistant Principal at Princess Anne High School effective September 7, 2017.

**13. Information:**

- A. School Counseling Program (K-12) Evaluation: Heidi L. Janicki, Ph.D., Director of Research and Evaluation in the Department of Planning, Innovation, and Accountability, presented the key findings and recommendations from the 2016-17 comprehensive evaluation of the School Counseling Program (K-12) – Academic Component conducted by the department with a focus 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. As a result of the comprehensive evaluation, four recommendations were made with the first being to continue the program with modifications noted in the recommendations; 2) to develop a plan for additional school counselor allocations for 2018-19 at the high school level to ensure students' needs can be met; 3) 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; and 4) to publicize the program to parents so that parents are aware of the services and opportunities offered. Robert B. Jamison, Ed.S., Coordinator of Guidance Services, reported Administration's concurrence and response to the evaluation recommendations.

- B. Family Life Education Curriculum: Amy E. Cashwell, Ed.D., Chief Academic Officer, presented the proposed curriculum for Family Life Education (FLE) including background on the extensive work over the past several months of the curriculum revision committee, community involvement committee, and period of public review to develop timely and relevant Family Life lessons in accordance with School Board Policy and Virginia Department of Education guidelines. She provided an overview of the program proposed to continue to be taught in grades 2, 5, 6, 7, 9 and 10 reflecting updated Virginia Standards of Learning with a focus on depth rather than breadth in covering sensitive topics, but also provide the choice for parents/guardians to opt their child out of some or all of the FLE lessons.

14. **Standing Committee Reports**: There being no standing committee reports, Chairwoman Anderson acknowledged a portrait of former Superintendent Sheila S. Magula, Ed.D. placed amongst the portrait collection in the School Board Chambers denoting her service as interim Superintendent and division Superintendent in the 2005-06 school year as well as the 2013-14 school year.
15. **Conclusion of Formal Meeting**: The formal meeting concluded at 6:54 p.m.
16. **Hearing of Citizens and Delegations on Non-Agenda Items**: The School Board heard comments from Kelly Walker, president of the Virginia Beach Education Association (VBEA), who presented VBEA's FY2018-19 budget priorities in the area of compensation, healthcare benefits, and reduction in class size.
17. **Recess into Workshop**: None
18. **Closed Meeting**: None at this time. See Item 2
19. **Vote on Remaining Action Items**: None



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20. **Adjournment:** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 6:59 p.m.

Respectfully submitted:

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

Approved:

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





**Subject:** Resolution: Dyslexia Awareness Month

**Item Number:** 11A

**Section:** Consent Agenda

**Date:** September 19, 2017

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

**Prepared by:** Dr. Veleka Gatling, Executive Director, Office of Programs for Exceptional Children

**Presenter(s):** Dr. Veleka Gatling, Executive Director, Office of Programs for Exceptional Children

**Recommendation:**

That the School Board approve a resolution recognizing October as Dyslexia Awareness Month.

**Background Summary:**

Virginia Beach City Public Schools values the importance addressing the needs of students with dyslexia, a language-based learning disability that causes difficulties with reading, writing, spelling and word pronunciation. In an effort to promote awareness that dyslexia is a learning disability, VBCPS has designated the month of October as Dyslexia Awareness Month.

Virginia's regulations define dyslexia as distinguished from other learning disabilities due to its weakness occurring at the phonological level. Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. 8VAC 20-81-10.

**Source:**

Virginia Department of Education

**Budget Impact:**

N/A

## **Resolution for Dyslexia Awareness Month October 2017**

WHEREAS, dyslexia is a language-based learning disability that causes difficulties with reading, writing, spelling, and word pronunciation; and

WHEREAS, the onset and severity of dyslexia varies for each individual; and

WHEREAS, it takes individuals with dyslexia longer to process phonemic information, thus affecting academic growth, achievement, and self-esteem; and

WHEREAS, it is important to provide effective teaching approaches and educational intervention strategies for individuals with dyslexia; and

WHEREAS, Dyslexia Awareness Month is an opportunity to acknowledge educators utilizing effective teaching strategies, and to celebrate the many achievements of adolescents, students and adults with dyslexia; and

WHEREAS, the School Board of the City of Virginia Beach is committed to a continued focus on educating students, parents, and school staff about effective teaching strategies to address the needs of students with learning disabilities.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the month of October to be Dyslexia Awareness Month, and be it

FURTHER RESOLVED: That strategies and interventions to address the needs of students with learning disabilities 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 19<sup>th</sup> day of September, 2017.

S E A L

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Beverly M. Anderson, School Board Chair

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Aaron C. Spence, Superintendent

Attest:

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Dianne P. Alexander, Clerk of the Board



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

**Section:** Action **Date:** September 19, 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 19, 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****BAYSIDE**

9/5/2017

Emily Yopez

Kindergarten Assistant

**BIRDNECK**

8/29/2017

Nancy J. Stephenson

Special Education Assistant

8/29/2017

Timika R. Jones

Special Education Assistant

**CENTERVILLE**

8/29/2017

Tayquina L. Williams

Physical Education Assistant, .5

**COLLEGE PARK**

8/30/2017

Lorena G. Aquino

Cafeteria Assistant, 5 hours

**COOKE**

8/29/2017

Deborah I. Hollen

Pre-Kindergarten Assistant, .5

8/30/2017

Carol P. Skarbek

Pre-Kindergarten Assistant, .5

**HERMITAGE**

8/31/2017

Andrew H. Reshefsky

Technology Support Technician

**INDIAN LAKES**

8/28/2017

Meigan Hood

School Administrative Associate I

**NEW CASTLE**

8/30/2017

Diane E. Funk

Cafeteria Assistant, 5 hours

**NEWTOWN**

8/29/2017

Bradley Dyson

Physical Education Assistant, .5

**PARKWAY**

8/30/2017

Lori B. Jensen

Title I Assistant

**PEMBROKE**

9/5/2017

Jennifer B. Rhoney

Special Education Assistant, .5

**PROVIDENCE**

8/29/2017

Tanya L. Riley

Physical Education Assistant, .5

**SALEM**

8/30/2017

Tamara Salgado

School Nurse

**SEATACK**

9/5/2017

Larry A. Butler

Physical Education Assistant

**STRAWBRIDGE**

8/31/2017

Charity Owusua

Custodian I, 10 month, night

**TALLWOOD**

9/1/2017

Cesar O. Batista-Hidalgo

Physical Education Assistant

**THOROUGHGOOD**

8/29/2017

Hannah B. Gilbert

General Assistant, .5

8/29/2017

Lane Mueller

Special Education

**WINDSOR WOODS**

8/31/2017

Miriam M. Norfolk

Special Education Assistant, .5

**WOODSTOCK**

8/30/2017

Jacqueline S. Rodriguez

Cafeteria Assistant, 5 hours

**SCHOOL/DEPARTMENT****POSITION****APPOINTMENTS - MIDDLE SCHOOL****BAYSIDE 6TH GRADE CAMPUS**

9/6/2017 Valeria A. Elliott School Administrative Associate I

**BRANDON**

9/6/2017 Cristal B. Pray Bookkeeper

**CORPORATE LANDING**

8/30/2017 Brian A. Starling Special Education Assistant

8/30/2017 Waleska E. Alicea Hernandez Special Education Assistant

**KEMPSVILLE**

8/30/2017 Janie L. Gray Cafeteria Assistant, 5.5 hours

**LANDSTOWN**

8/29/2017 Roberto R. Aquino Custodian I, 10 month, night

**LARKSPUR**

8/30/2017 Angela M. Bell Clinic Assistant, .5

9/11/2017 Jimmie L. Britt Security Assistant

**PLAZA**

9/7/2017 Jordan T. Singletary-Holman Custodian I, 10 month

**PRINCESS ANNE**

8/30/2017 Andrea R. Cherry Special Education Assistant

8/30/2017 Candice T. Hicks Cafeteria Assistant, 5 hours

**APPOINTMENTS - HIGH SCHOOL****ADULT LEARNING CENTER**

9/5/2017 Maura E. Tipping ALC General Assistant

**BAYSIDE**

8/29/2017 Donald M. Wilson Distance Learning Assistant

8/29/2017 Jaquan J. Glover Security Assistant

9/1/2017 Lakeshia D. Woodhouse Custodian I, 10 month, night

9/14/2017 Jacqueline M. Mayo Guidance Department Chair

**COX**

8/29/2017 Ross Cardwell Special Education Assistant

9/5/2017 Shavon D. Washington Custodian I, 12 month

**GREEN RUN**

8/29/2017 Patrick M. Scheno Special Education Assistant

9/5/2017 Lorrene L. Anderson Security Assistant

9/6/2017 Denita G. Hamlett Special Education Assistant

**GREEN RUN COLLEGIATE**

8/29/2017 Dena M. Pierson School Office Associate II, 10 month

**KEMPSVILLE**

8/29/2017 Michael A. Danley Security Assistant

8/30/2017 Nicholas D. DiMascio Special Education Assistant

9/11/2017 JoAnn Bennett-Worthy Special Education Assistant

**PRINCESS ANNE**

8/31/2017 Margaret C. Pope Special Education Assistant

**RENAISSANCE ACADEMY**

8/29/2017 Sarah H. Hodge Special Education Assistant

8/30/2017 Christine A. Murray Cafeteria Assistant, 5 hours

8/31/2017 Karidah G. Cotten Special Education Assistant

9/5/2017 Demetrious T. Nicholson Student Support Specialist



**SCHOOL/DEPARTMENT****POSITION****APPOINTMENTS - MISCELLANEOUS****OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN**

8/31/2017	Asia Riedinger	Special Education Assistant
9/1/2017	Marisol A. Moore	Instructional Specialist
10/2/2017	Lisa Meyers	Instructional Specialist

**OFFICE OF TRANSPORTATION SERVICES**

8/30/2017	Michael C. Eldreth	Bus Driver, 5.5 hours
8/30/2017	Stephanie-Ann T. Sutton	Bus Driver, 6.5 hours
8/31/2017	Aaron Biliouris	Bus Assistant, 5.5 hours
8/31/2017	Adela L. Avila	Bus Assistant, 8 hours
8/31/2017	Amber D. Johnson	Bus Assistant, 8 hours
8/31/2017	Christina M. Redmond	Bus Assistant, 5.5 hours
8/31/2017	Loise M. Wilson	Bus Assistant, 5.5 hours
8/31/2017	Rennie G. Barnett	Bus Assistant, 5.5 hours
8/31/2017	Tanika B. Carter	Bus Assistant, 5.5 hours
8/31/2017	Teresa L. Le	Bus Assistant, 5.5 hours
8/31/2017	Tevesa Owens	Bus Assistant, 5.5 hours
8/31/2017	Tishia M. Harrison	Bus Assistant, 5 hours
8/31/2017	Veronica Ellis	Bus Assistant, 5.5 hours
9/7/2017	Brittany C. Harrell	Bus Driver, 7 hours
9/7/2017	Debrah Jenkusky	Bus Driver, 5.5 hours
9/7/2017	Jeffrey S. Fopma	Bus Driver, 7 hours
9/7/2017	Keith Goliff	Bus Driver, 6 hours
9/7/2017	Kyla R. Fiedor	Bus Driver, 6 hours
9/11/2017	Danielle Ward	Office Associate II, 12 month

**RESIGNATIONS - ELEMENTARY SCHOOL****ALANTON**

8/17/2017	Timothy L. Jackson	Custodian I, 12 month (health)
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**BIRDNECK**

6/19/2017	Kiara S. Hoffman	Special Education Assistant (career enhancement opportunity)
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**JOHN B. DEY**

9/8/2017	Gary R. Peralta	Custodian I, 10 month, night (personal reasons)
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**NEWTOWN**

6/19/2017	Tammy J. Doucet	Security Assistant (personal reasons)
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**OCEAN LAKES**

6/16/2017	Jarray Lee	Cafeteria Assistant, 4 hours (personal reasons)
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**PARKWAY**

8/29/2017	Janice S. Words-Holliday	Title I Assistant (declined position after accepting)
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**ROSEMONT**

6/19/2017	Claudette T. Banks	Security Assistant (family)
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**ROSEMONT FOREST**

6/16/2017	Maria Vega	Cafeteria Assistant, 5 hours (personal reasons)
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**SEATACK**

6/16/2017	Samantha Manoley	Cafeteria Assistant, 5 hours (personal reasons)
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**STRAWBRIDGE**

9/6/2017	Hertel Gregory	Custodian II, Head Night (family)
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**THALIA**

6/19/2017	Ronald W. Smith, Jr.	Physical Education Assistant (career enhancement opportunity)
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**WHITE OAKS**

9/1/2017	Dwayne R. Arthur	Custodian I, 12 month (personal reasons)
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**SCHOOL/DEPARTMENT****POSITION****RESIGNATIONS - MIDDLE SCHOOL****BAYSIDE 6TH GRADE CAMPUS**

8/25/2017 Shawna M. Payton School Nurse (family reasons)

**BAYSIDE**

9/5/2017 Ferdinand K. Attiogbe Custodian I, 12 month, night (death)

**GREAT NECK**

8/31/2017 Brian Gisbrecht Custodian I, 10 month, night (relocation)

**INDEPENDENCE**

6/30/2017 Quentin Thompson Security Assistant (career enhancement opportunity)

**LANDSTOWN**

8/30/2017 Alvin L. Ashburn Custodian I, 10 month (personal reasons)

**LYNNHAVEN**

8/29/2017 Jermaine Langley Custodian I, 10 month (personal reasons)

8/31/2017 Benjamin K. Franklin Security Assistant (personal reasons)

**RESIGNATIONS - HIGH SCHOOL****BAYSIDE**

6/19/2017 Yolanda C. Schaffer Security Assistant (personal reasons)

**OCEAN LAKES**

6/19/2017 Kenneth P. Clarke Special Education Assistant (personal reasons)

6/19/2017 Mereland L. Cook Security Assistant (personal reasons)

**TALLWOOD**

8/29/2017 Elizabeth D. Pablo Custodian I, 10 month, night (personal reasons)

**RESIGNATIONS - MISCELLANEOUS****OFFICE OF STUDENT SUPPORT SERVICES**

9/15/2017 Tracey A. Atkins Administrative Office Associate I (career enhancement opportunity)

**OFFICE OF TRANSPORTATION SERVICES**

6/16/2017 Arlow Baldwin Bus Assistant, 5 hours (family)

6/16/2017 Jennifer L. Johnston Bus Driver, 6 hours (relocation)

6/16/2017 Patrick D. Morgan Bus Driver, 5.5 hours (relocation)

6/16/2017 Stacy Adams Bus Driver, 6.5 hours (relocation)

6/16/2017 Tiffany J. Eller Bus Driver, 5 hours (relocation)

9/5/2017 Kimberly Thompson Bus Driver, 7.5 hours (job abandonment)

9/13/2017 Carolyn Mays Bus Assistant, 7 hours (relocation)

9/15/2017 Donald S. Ertel Fleet Foreman (relocation)

**RETIREMENTS - ELEMENTARY SCHOOL**

NONE

**RETIREMENTS - MIDDLE SCHOOL****KEMPSVILLE**

11/22/2017 Patricia T. Wilson Cafeteria Assistant, 5 hours

**RETIREMENTS - HIGH SCHOOL**

NONE

**RETIREMENTS - MISCELLANEOUS**

NONE

**OFFICE OF TRANSPORTATION SERVICES**

6/16/2017 Pete Liosatos Bus Assistant, 5 hours

12/29/2017 Phyllis M. Lakey Bus Driver, 6 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 DISTRICT</u>
<b><u>APPOINTMENTS - ELEMENTARY SCHOOL</u></b>			
<b><u>CREEDS</u></b>			
8/28/2017	Brittany N. Whitley	Grade 2	Old Dominion University
<b><u>LINKHORN PARK</u></b>			
9/7/2017	Marguerite C. Alley	Music-Instrumental, .4	The College of William and Mary VBCPS
<b><u>PEMBROKE MEADOWS</u></b>			
10/2/2017	Michael L. Durig	Music-Instrumental, .4	Norfolk State University Hampton City Schools
<b><u>ROSEMONT</u></b>			
8/30/2017	James Barnard	Music-Instrumental, .8	State University of New York at Purchase, NY Hampton City Schools
<b><u>SEATACK</u></b>			
9/11/2017	Dasa R. Mann	Special Education	Troy University, AL
<b><u>APPOINTMENTS - MIDDLE SCHOOL</u></b>			
<b><u>PRINCESS ANNE</u></b>			
8/28/2017	Claudia W. Liebig	Grade 6 English	Old Dominion University VBCPS
<b><u>SALEM</u></b>			
9/18/2017	Ryan J. Hayden	Special Education	Seton Hall University, NJ
<b><u>APPOINTMENTS - HIGH SCHOOL</u></b>			
<b><u>ADULT LEARNING CENTER</u></b>			
9/5/2017	Kathleen J. Borders	English Second Language	Christopher Newport University Newport News Public Schools
9/5/2017	Lisa A. Markovic	English Second Language	Clarion University of Pennsylvania, PA Southeastern Cooperative Educational Programs (SECEP)
<b><u>FIRST COLONIAL</u></b>			
8/29/2017	Constance J. Johnson	German, .2	University of Pittsburgh, PA VBCPS
8/30/2017	Janine R. Rush	Social Studies, .4	Western Governors University, UT
9/1/2017	Kati Fuduli	French	Ovidius University, Romania

<u>SCHOOL</u>		<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<b><u>GREEN RUN</u></b>				
8/31/2017	Tanya T. Baughman	Art, .4	State University of New York at Buffalo, NY	VBCPS
9/1/2017	Sarah A. Doughtie	Social Studies	Old Dominion University	
<b><u>GREEN RUN COLLEGIATE</u></b>				
9/11/2017	Mark D. Cross	Science	University of California, Berkeley, CA	
<b><u>KEMPSVILLE</u></b>				
8/24/2017	Richard Sabino	Science	Adelphi University, NY	Hampton City Schools
<b><u>LANDSTOWN</u></b>				
8/30/2017	Rae Ann W. Firoved	Science	Old Dominion University	
9/1/2017	Gioconda Reyes	Spanish, .2	Old Dominion University	
<b><u>RENAISSANCE ACADEMY</u></b>				
8/30/2017	Dana M. Burrows-Huckfeldt	Special Education	Cambridge College, MA	
<b><u>TALLWOOD</u></b>				
8/30/2017	Tena D. Cannon	Social Studies, .6	Old Dominion University	VBCPS

**APPOINTMENTS - MISCELLANEOUS**  
**NONE**

**RESIGNATIONS - ELEMENTARY SCHOOL**  
**NONE**

**RESIGNATIONS - MIDDLE SCHOOL**

<b><u>KEMPSVILLE</u></b>				
8/31/2017	Emily M. Lock	Special Education (personal reasons)		

**RESIGNATIONS - HIGH SCHOOL**

<b><u>GREEN RUN</u></b>				
6/19/2017	Christine A. Martino	Art (personal reasons)		
<b><u>LANDSTOWN</u></b>				
9/29/2017	Timothy A. Wright	Marketing Education (career enhancement opportunity)		
<b><u>RENAISSANCE ACADEMY</u></b>				
6/19/2017	Demetria S. Fitzgerald	Grade 8 (relocation)		
9/1/2017	Kaitlyn J. Stevens	Science (personal reasons)		

**RESIGNATIONS - MISCELLANEOUS**  
**NONE**

**RETIREMENTS - ELEMENTARY SCHOOL**

<b><u>INDIAN LAKES</u></b>				
8/31/2017	Annmarie Stark	Grade 4 (disability)		

<u>SCHOOL</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
	<u>RETIREMENTS - MIDDLE SCHOOL</u>		
	NONE		
	<u>RETIREMENTS - HIGH SCHOOL</u>		
<u>PRINCESS ANNE</u>			
6/19/2017	Sandra B. Crowder	English	
	<u>RETIREMENTS - MISCELLANEOUS</u>		
	NONE		
	<u>OTHER EMPLOYMENT ACTIONS</u>		
	NONE		



September 19, 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**

**NONE**

**APPOINTMENTS - MISCELLANEOUS**

**DEPARTMENT OF HUMAN RESOURCES**

9/20/2017

John R. Ogden III Human Resources Specialist



**Subject:** Budget Transfers **Item Number:** 12B1

**Section:** Action **Date:** September 19, 2017

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

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

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

**Recommendation:**

The administration recommends approval of the budget transfers within the FY 2017/18 Operating Budget.

**Background Summary:**

The FY 2017/18 budget was appropriated by the City Council to the School Board in Lump Sum Appropriations; therefore, prior approval of these budget transfers by the City Council is not required. Budget transfers that exceed the dollar threshold of the Superintendent of \$250,000 must be approved by the School Board.

On July 18, 2017, the School Board was presented with an overview of the non-dedicated portion of funds in year one from the full-day kindergarten and pre-kindergarten expansion. The School Board supported the priority needs spending plan as proposed by the Administration.

The attached budget transfers are:

- For replacement school buses - \$1,980,000
- For white fleet replacement vehicles - \$400,000
- For interactive white board replacement - \$350,000
- For the technology initiative to provide access for all students - \$670,000
- For copier/multifunction device replacement - \$350,000

**Source:**

Virginia Code Sections 22.1-115 and 22.1-89, Board Policy 3-10, and Board Regulations 3-10.1.

**Budget Impact:**

A total of \$3,750,000 transfers FROM and \$3,750,000 transfers TO. Net = Zero

**VIRGINIA BEACH PUBLIC SCHOOLS  
TRANSFER OF APPROPRIATIONS**

TO: Dr. Aaron Spence, Superintendent  
FROM: Farrell E. Hanzaker, Chief Financial Officer  
DATE: September 19, 2017  
FUND: School Board Operating Fund - FY 2017/18

This is to request the following transfer of appropriations:

Unit Code Name	Account Number	Account Description	Transfer	
			From	To
1 Elementary Classroom	115 50100 606011 500104	Instructional Supplies	400,000.00	
Vehicle Services	115 58200 607105 500104	Vehicles - Replacement		400,000.00
2 Elementary Classroom	115 50100 606011 500104	Instructional Supplies	1,980,000.00	
Vehicle Operations	115 56200 607115 500104	Buses - Replacement		1,980,000.00
3 Elementary Classroom	115 50100 606011 500104	Instructional Supplies	350,000.00	
Technology Maintenance	115 68400 606151 500104	Controlled Assets -- Computer Equipment		350,000.00
4 Elementary Classroom	115 50100 606011 500104	Instructional Supplies	340,753.00	
Elementary Classroom	115 60100 606151 500104	Controlled Assets -- Computer Equipment		340,753.00
5 Elementary Classroom	115 50100 606011 500104	Instructional Supplies	29,247.00	
Elementary Classroom	115 60100 606415 500104	Computer Supplies		29,247.00
6 Elementary Classroom	115 50100 606011 500104	Instructional Supplies	269,114.00	
Senior High Classroom	115 60200 606151 500104	Controlled Assets -- Computer Equipment		269,114.00
7 Elementary Classroom	115 50100 606011 500104	Instructional Supplies	30,886.00	
Senior High Classroom	115 60200 606415 500104	Computer Supplies		30,886.00
8 Elementary Classroom	115 50100 606011 500104	Instructional Supplies	127,752.00	
Senior High Classroom	115 60200 606151 500104	Controlled Assets -- Computer Equipment		127,752.00
9 Elementary Classroom	115 50100 606011 500104	Instructional Supplies	222,248.00	
Elementary Classroom	115 60100 606151 500104	Controlled Assets -- Computer Equipment		222,248.00

Subtotal:

3,750,000.00 3,750,000.00

Superintendent

Date

Chief Financial Officer

Date

**Comments:** To cover the cost of Chromebooks in support of the 1:1 Technology Initiative and costs of the school bus, white fleet vehicle, interactive white board, and multifunction device replacement cycle plans.

FOR USE BY OFFICE OF BUDGET DEVELOPMENT:



**Budget Resolution – FY 2017/18 Operating Budget Funds**

**Subject:** Transfer to Capital Improvement Program (CIP) **Item Number:** 12B2

**Section:** Action **Date:** September 19, 2017

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

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

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

**Recommendation:**

It is recommended that the School Board approve the Budget Resolution – FY 2017/18 Operating Budget Funds Transfer to Capital Improvement Program (CIP).

**Background Summary:**

- During the first year of the expansion of full-day kindergarten and pre-kindergarten programs, there are non-dedicated funds available for non-recurring priority needs.
- On July 18, 2017, the Administration presented to the School Board a spending plan for these non-dedicated funds.
- As part of the spending plan, \$900,000 was earmarked to be transferred to the Schools' PAYGO for the CIP.

**Source:**

**Budget Impact:**

The FY 2017/18 Operating Budget is reduced by \$900,000 and the Schools' CIP is increased by \$900,000.



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

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

**MISSION STATEMENT**

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

***School Board of the City of Virginia Beach***

Beverly M. Anderson, At-Large, Chair  
Daniel D. Edwards, District 2 – Kempsville, Vice Chair  
Sharon R. Felton, District 6 – Beach  
Dorothy M. Holtz, At-Large  
Victoria C. Manning, At-Large  
Joel A. McDonald, District 3 – Rose Hall  
Ashley K. McLeod, At-Large  
Kimberly A. Melnyk, District 7 – Princess Anne  
Trenace B. Riggs, District 1 – Centerville  
Carolyn T. Rye, District 5 – Lynnhaven  
Carolyn D. Weems, District 4 – Bayside  
Aaron C. Spence, Ed.D., Superintendent

**Budget Resolution – FY 2017/18 Operating Budget Funds Transfer to  
Capital Improvement Program (CIP)**

**WHEREAS**, On July 18, 2017, the School Board was presented with an overview of the non-dedicated portion of funds in year one from the full-day kindergarten and pre-kindergarten expansion; and

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

**WHEREAS**, as a part of the spending plan, the estimated FY 2017/18 Operating Budget funds available for transfer to the Schools' PAYGO for the CIP is \$900,000; and

**WHEREAS**, the Administration recommends the following for the available funds in the amount of \$900,000:

- \$750,000 transferred for Project 1-099, Renovations and Replacements – Grounds Phase II, and
- \$150,000 transferred for Project 1-105, Renovations and Replacements – Various Phase II

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach approves the transfer of funds from the FY 2017/18 Operating Budget to the Schools' PAYGO for CIP projects as shown above in the amount of \$900,000; and be it

**FURTHER RESOLVED:** That the School Board requests that the City Council approve the transfer of funds from the FY 2017/18 Operating Budget to the Schools' PAYGO for CIP projects as shown above; and be it

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

Adopted by the School Board of the City of Virginia Beach this 19<sup>th</sup> day of September 2017

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2512 George Mason Drive | P.O. Box 6038 | Virginia Beach, Virginia 23456-0038

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Victoria C. Manning, At-Large  
Joel A. McDonald, District 3 – Rose Hall  
Ashley K. McLeod, At-Large  
Kimberly A. Melnyk, District 7 – Princess Anne  
Trenace B. Riggs, District 1 – Centerville  
Carolyn T. Rye, District 5 – Lynnhaven  
Carolyn D. Weems, District 4 – Bayside  
Aaron C. Spence, Ed.D., Superintendent

S E A L

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

\_\_\_\_\_  
Aaron C. Spence, Superintendent

Attest:

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

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2512 George Mason Drive | P.O. Box 6038 | Virginia Beach, Virginia 23456-0038

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**School Counseling Program (K-12):**

**Subject:** Comprehensive Evaluation - Academic Component **Item Number:** 12C

**Section:** Action **Date:** September 19, 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 approve the administration's recommendations that were proposed in response to the School Counseling Program (K-12): Comprehensive Evaluation – Academic Component.

**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:**



# **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	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:** 12D

**Section:** Action

**Date:** September 19, 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. Amy Cashwell, Chief Academic Officer, Department of Teaching and Learning

**Recommendation:**

That the School Board approves 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

<b><u>GRADE</u></b> <b><u>2</u></b>	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"> <li>• Post-it notes (one per student)</li> <li>• Paper square for kindness quilt</li> <li>• Exit ticket</li> <li>• <a href="https://www.youtube.com/watch?v=PCSLhFIRcHE">https://www.youtube.com/watch?v=PCSLhFIRcHE</a> <ul style="list-style-type: none"> <li>○ YouTube video: <b><i>Respecting Differences</i></b></li> </ul> </li> <li>• <a href="https://www.youtube.com/watch?v=L5HEKWib33g">https://www.youtube.com/watch?v=L5HEKWib33g</a> <ul style="list-style-type: none"> <li>○ YouTube video: <b><i>What Does It Mean to be Kind?</i></b></li> </ul> </li> <li>• <a href="https://www.youtube.com/watch?v=rweIE8yyY0U">https://www.youtube.com/watch?v=rweIE8yyY0U</a> <ul style="list-style-type: none"> <li>○ YouTube video: <b><i>Color Your World with Kindness</i></b></li> </ul> </li> </ul>
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"> <li>• PowerPoint</li> <li>• Appropriate Actions/Inappropriate Actions cards</li> <li>• <a href="https://www.youtube.com/watch?v=a-5mdt9YN6I">https://www.youtube.com/watch?v=a-5mdt9YN6I</a> <ul style="list-style-type: none"> <li>○ YouTube video: <b><i>My Body Belongs To Me</i></b></li> </ul> </li> <li>• Crayons/Markers</li> </ul>

Revised May 10, 2017

## FAMILY LIFE LESSONS

<b><u>GRADE 2</u></b> <b>LESSON 3</b>	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"><li>• Large Post-it notes</li><li>• PowerPoint</li><li>• Blank sheet of paper</li><li>• 3-2-1 Handout</li><li>• <a href="https://www.youtube.com/watch?v=KTkfZMsCyHY">https://www.youtube.com/watch?v=KTkfZMsCyHY</a><ul style="list-style-type: none"><li>○ YouTube video: <b>Cereal Commercial</b></li></ul></li><li>• <a href="https://www.youtube.com/watch?v=70h_UP5UjDE">https://www.youtube.com/watch?v=70h_UP5UjDE</a><ul style="list-style-type: none"><li>○ YouTube video: <b>Media – Smart Youth: What are Media?</b></li></ul></li></ul>
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## FAMILY LIFE LESSONS

<b><u>GRADE</u></b> <b><u>5</u></b>	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"> <li>• PowerPoint</li> <li>• Sheet of notebook paper</li> <li>• DVD: <b><i>My Changing Life: Physical Changes for Boys/Girls</i></b></li> </ul>
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"> <li>• PowerPoint</li> <li>• Sheet of notebook paper</li> <li>• First Step in Saying "No" handout</li> <li>• 3-2-1 reflection sheet</li> </ul>
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"> <li>• 1 sheet of notebook paper</li> <li>• <a href="http://www.youtube.com/watch?v=-CU040Hqbas">www.youtube.com/watch?v=-CU040Hqbas</a></li> <li>• <a href="http://www.herofactory.lego.com">www.herofactory.lego.com</a></li> <li>• <a href="http://www.friends.lego.com">www.friends.lego.com</a></li> </ul>

## FAMILY LIFE EDUCATION LESSONS

<b><u>GRADE 6</u></b>	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"> <li>• PowerPoint</li> <li>• GIST handout</li> <li>• Sheet of notebook paper</li> <li>• Give One; Get One index cards</li> <li>• DVD: <b>Basic Hygiene</b></li> <li>• <a href="https://www.youtube.com/watch?v=y-4y7p58Xa0">https://www.youtube.com/watch?v=y-4y7p58Xa0</a> <ul style="list-style-type: none"> <li>○ YouTube video: <b>How to Brush and Floss Teeth</b></li> </ul> </li> </ul>
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"> <li>• PowerPoint</li> <li>• Cornell Notes</li> <li>• <a href="https://www.youtube.com/watch?v=OR1XJZ0xRSo&amp;list=PLRyQfUYbMgkcDFrBl_HVmTuLS_ut-MykU&amp;index=2">https://www.youtube.com/watch?v=OR1XJZ0xRSo&amp;list=PLRyQfUYbMgkcDFrBl_HVmTuLS_ut-MykU&amp;index=2</a><a href="http://www.pgsschoolprograms.com/programs.php?pid=1">http://www.pgsschoolprograms.com/programs.php?pid=1</a> <ul style="list-style-type: none"> <li>○ YouTube video: <b>Always Changing (girls)</b></li> </ul> </li> <li>• <a href="https://www.youtube.com/watch?v=G57Suq7JpQE&amp;list=PLRyQfUYbMgkcDFrBl_HVmTuLS_ut-MykU&amp;index=3">https://www.youtube.com/watch?v=G57Suq7JpQE&amp;list=PLRyQfUYbMgkcDFrBl_HVmTuLS_ut-MykU&amp;index=3</a> <ul style="list-style-type: none"> <li>○ YouTube video: <b>Always Changing (boys)</b></li> </ul> </li> </ul>
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"> <li>• PowerPoint</li> <li>• Cornell Notes</li> <li>• <a href="https://www.youtube.com/watch?v=KtNYA4pAGjI">https://www.youtube.com/watch?v=KtNYA4pAGjI</a> <ul style="list-style-type: none"> <li>○ YouTube video: <b>Martina McBride Concrete Angel</b></li> </ul> </li> <li>• <a href="https://kidshealth.org/en/kids/handle-abuse.html?ref=search">https://kidshealth.org/en/kids/handle-abuse.html?ref=search</a> <ul style="list-style-type: none"> <li>○ Kids Health article</li> </ul> </li> </ul>

Revised May 10, 2017

## FAMILY LIFE EDUCATION LESSONS

*Revised May 10, 2017*

## FAMILY LIFE EDUCATION LESSONS

<b><u>GRADE 7</u></b>	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"> <li>• PowerPoint</li> <li>• Fact or Fiction Handout</li> <li>• Risky Business Handout</li> <li>• 3-2-1 Handout</li> <li>• We're Just Around the Corner Handout</li> <li>• DVD: <b><i>We're Just Around the Corner</i></b></li> </ul>

## 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"> <li>• Safety Tips for Children</li> <li>• Text Rendering Protocol</li> <li>• Human Trafficking Infographic</li> <li>• <a href="https://www.youtube.com/watch?v=XoyyvBoDoaA">https://www.youtube.com/watch?v=XoyyvBoDoaA</a> <ul style="list-style-type: none"> <li>○ YouTube video: <b>Smart Choices</b></li> </ul> </li> <li>• <a href="https://www.fosi.org/good-digital-parenting/harmful-digital-footprint-impacts-teens/">https://www.fosi.org/good-digital-parenting/harmful-digital-footprint-impacts-teens/</a> <ul style="list-style-type: none"> <li>○ Harmful Digital Footprint Impacts that Parents Should Know About</li> </ul> </li> <li>• <a href="https://www.cdc.gov/violenceprevention/sexualviolence/trafficking.html">https://www.cdc.gov/violenceprevention/sexualviolence/trafficking.html</a> <ul style="list-style-type: none"> <li>○ CDC Human Trafficking</li> </ul> </li> <li>• <a href="https://ovc.ncjrs.gov/humantrafficking/Public_Awareness_Folder/Fact_Sheet/HT_Special_Issues_Facing_Juvenile_fact_sheet-508.pdf">https://ovc.ncjrs.gov/humantrafficking/Public_Awareness_Folder/Fact_Sheet/HT_Special_Issues_Facing_Juvenile_fact_sheet-508.pdf</a></li> <li>• <a href="http://www.vbschools.com/BeSocial/">http://www.vbschools.com/BeSocial/</a> <ul style="list-style-type: none"> <li>○ VBCPs Be Social. Be Smart. Be Safe. Campaign</li> </ul> </li> </ul>
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## FAMILY LIFE EDUCATION LESSONS

<b><u>GRADE</u></b> <b><u>9</u></b>	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"> <li>• PowerPoint</li> <li>• <i>I Am</i> handout</li> <li>• Large Post-it paper</li> <li>• Blank white paper</li> </ul>

## FAMILY LIFE EDUCATION LESSONS

<p><b>GRADE 9 LESSON 2</b></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"> <li>• PowerPoint</li> <li>• Large Post-it paper</li> <li>• Chromebook/Notebook paper</li> <li>• <a href="https://www.youtube.com/watch?v=g7PxvpFeXDY">https://www.youtube.com/watch?v=g7PxvpFeXDY</a> <ul style="list-style-type: none"> <li>○ YouTube video: <b><i>Real Girls, Real Stories: Sarah's Story</i></b></li> </ul> </li> <li>• <a href="https://www.domesticshelters.org/domestic-violence-articles-information/male-victims-of-abuse-face-stigmas.WOZe5EUrLb0">https://www.domesticshelters.org/domestic-violence-articles-information/male-victims-of-abuse-face-stigmas.WOZe5EUrLb0</a> <ul style="list-style-type: none"> <li>○ <i>Male Victims of Abuse Face Stigmas</i></li> </ul> </li> <li>• <a href="https://sso.nbclearn.com/secure/playcuecard.do?si=VBSchools.com&amp;cuecard=110100">https://sso.nbclearn.com/secure/playcuecard.do?si=VBSchools.com&amp;cuecard=110100</a> <ul style="list-style-type: none"> <li>○ NBCLearn video: <b><i>Heroic Flight Attendant Rescues Teenage Human Trafficking Victim</i></b></li> </ul> </li> </ul>
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## FAMILY LIFE EDUCATION LESSONS

<b>GRADE 9 LESSON 3</b>	<p>9.11 The student will demonstrate knowledge of pregnancy prevention and disease control.</p> <p>9.12 The student will explain the transmission and prevention of HIV.</p>	<p>One class period</p>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• What Are Your Goals handout</li> <li>• / AM handout</li> <li>• <a href="https://thenationalcampaign.org/resource/tooyoung#https://thenationalcampaign.org/resource/too-young#">https://thenationalcampaign.org/resource/tooyoung#https://thenationalcampaign.org/resource/too-young#</a> <ul style="list-style-type: none"> <li>○ Too Young</li> </ul> </li> </ul>
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## FAMILY LIFE EDUCATION LESSONS

<b><u>GRADE</u></b> <b><u>10</u></b>	<b>LESSON OBJECTIVES</b>	<b>TIME</b>	<b>MATERIALS</b>
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"> <li>• PowerPoint</li> <li>• Blank paper cut into 4 even squares</li> <li>• <a href="https://www.youtube.com/watch?v=l-gQLqv9f4o">https://www.youtube.com/watch?v=l-gQLqv9f4o</a> <ul style="list-style-type: none"> <li>○ YouTube video: <b><i>A Pep Talk from Kid President to You</i></b></li> </ul> </li> </ul>

Revised May 10, 2017

## FAMILY LIFE EDUCATION LESSONS

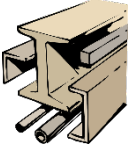
<p>GRADE 10 LESSON 2</p>	<p>11.5 The student will express his or her own attitude toward parenting.</p> <p>11.8 The student will identify parenthood options in terms of questions to be answered and decisions to be made.</p> <p>11.11 The student will describe the adjustments family members face in the 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"> <li>• PowerPoint</li> <li>• Placemat consensus worksheet</li> <li>• 4A's Protocol handout</li> <li>• Concentration game cards</li> <li>• <a href="https://www.youtube.com/watch?v=xu4x2s4ulpl">https://www.youtube.com/watch?v=xu4x2s4ulpl</a> <ul style="list-style-type: none"> <li>○ YouTube video: <b><i>TLC Life Essentials- Costs of Having a Baby</i></b></li> </ul> </li> <li>• Kahoot quiz</li> </ul>
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*Revised May 10, 2017*

## FAMILY LIFE EDUCATION LESSONS

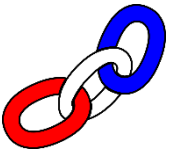
GRADE 10 LESSON 3	10.16 The student will compile a list of community agencies and resources available to assist individuals.	Two class periods	<ul style="list-style-type: none"><li>• ChromeBook or digital device</li><li>• Community Resource Web Search handout</li></ul>
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## 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**



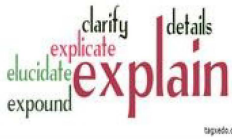
## LINK (activate prior knowledge/lesson intro)

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=rweIE8yyYOU>



## 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



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

*Department of Teaching and Learning*

**Family Life Education**

**GRADE: 2**  
Lesson 2

**TIME:**  
45 minutes



**LESSON FOCUS:** Saying “NO” and telling a trusted adult.

**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.



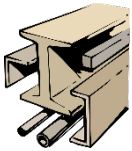
**LEARNING TARGET:**

I can say “NO” to unhealthy touches and tell a trusted adult.



**KEY TERMS:**

- 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:**

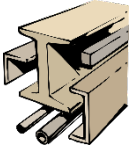
#### **3 - 2 - 1 (strategy):**

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.



## Family Life Education

One class period



### MATERIALS NEEDED:

- PowerPoint 5<sup>th</sup> 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.



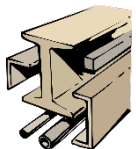
**LEARNING TARGET:**

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

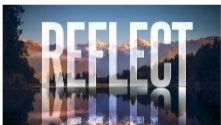
1. Media – Smart Youth: *What are Media?*  
[https://www.youtube.com/watch?v=70h\\_UP5UjDE](https://www.youtube.com/watch?v=70h_UP5UjDE)



## 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.



# VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

## Department of Teaching and Learning Family Life Education

**GRADE: 5**

Lesson 1

**(Sex-separated- GIRLS 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.



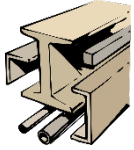
### LEARNING TARGET:

I can recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.



### KEY TERMS:

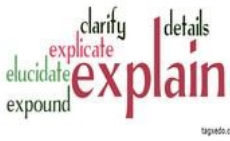
Oil  
Sweat glands  
Odor  
Pituitary glands  
Brain  
Sperm  
Menstruation



### MATERIALS NEEDED:

- 5.12 PowerPoint 5<sup>th</sup> 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.



***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.



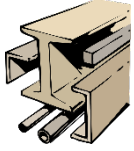
**LEARNING TARGET:**

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.



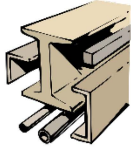
**LEARNING TARGET:**

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](http://www.youtube.com/watch?v=-CU040Hqbas)  
*Riley on Marketing* (1:11 minutes)
- [www.herofactory.lego.com](http://www.herofactory.lego.com)
- [www.friends.lego.com](http://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:

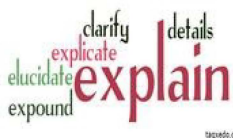
1. Teacher will have a line down the room and ask students the following question: Do you believe media, (such as TV shows, video games, movies, websites, and ads/commercials) affects the way you view the roles/characteristics of boys and girls? Students should stand on the right side of the line if 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](http://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](http://www.herofactory.lego.com)). Direct the other half to the LEGO® Friends website ([www.friends.lego.com](http://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
--------------	------------	-----------	------------	-----------	-----------

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:**

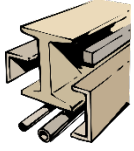
I can describe proper personal hygiene practices.



**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.



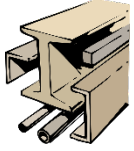
**LEARNING TARGET:**

I can describe proper personal hygiene practices.



**KEY TERMS:**

- Personal hygiene
- Body odor (B.O.)
- Antiperspirant
- Sanitary napkin
- Tampon

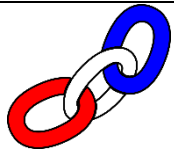


### MATERIALS NEEDED:

- PowerPoint (for girls)
- GIST handout (see attachment)
- Sheet of notebook paper
- Give One; Get One index cards (see attachment)
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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.



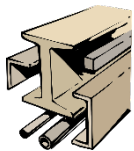
**LEARNING TARGET:**

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)



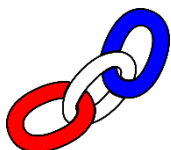
### MATERIALS NEEDED:

- 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](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.



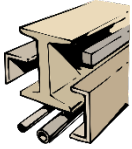
## LEARNING TARGET:

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)



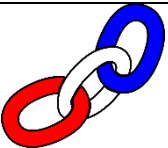
### MATERIALS NEEDED:

- 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](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.



# VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

## Department of Teaching and Learning

### Family Life Education

**GRADE: 6**

Lesson 3

**TIME:**

One class period



**LESSON FOCUS:** Child abuse and child neglect

**It is recommended that this lesson be sex-separated, but it may be a combined class if necessary.**

#### STATE STANDARD:

6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.

#### DESCRIPTIVE STATEMENT:

This is accomplished by defining the types of abuse, explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse, sexual and family violence.



#### LEARNING TARGET:

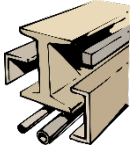
I can identify the signs of child abuse and child neglect.  
I will be able to report to a trusted adult if I see signs of child abuse or neglect.



#### KEY TERMS:

- Abuse
- Child Abuse
- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Abandonment
- Child Neglect





### 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.



### LEARNING TARGET:

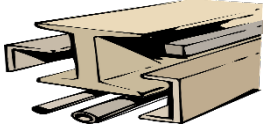
I can explain the process of human reproduction and the benefits of postponing premarital sexual activity.

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:

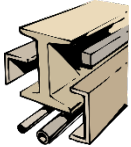
I can explain how sexual predators use information found on the internet about teens to lure them into dangerous situations.

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](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:

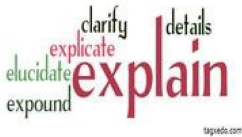
*Today we are going to talk about a topic that is very relevant to something you do every day, socialize. When you were young and in elementary school, you probably often heard the term “stranger danger.” Your parents and teachers told you not to talk to strangers and not to ever go with a stranger. 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](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.



## Family Life Education

**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:**

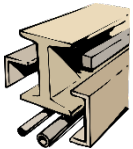
The teacher helps students identify forms of discrimination and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families. The effects of discrimination on a person's mental health will also be discussed.

**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):

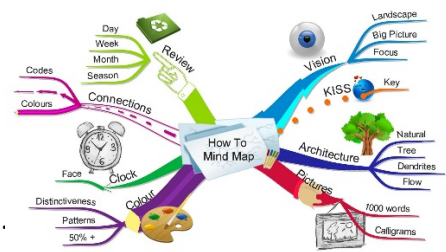
- a. **Step 1:** Think individually think about the following (1-3 minutes):
  - What information do you need to solve the problem?
  - What information do you already know?
  - What tools and strategies could you use?
  - What questions do you need to ask your group/partner?
- b. **Step 2:** Pair with 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).



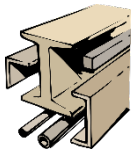
### LEARNING TARGET:

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>

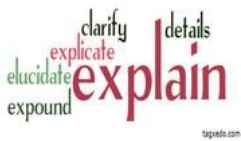


## LINK (activate prior knowledge/lesson intro.)

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):

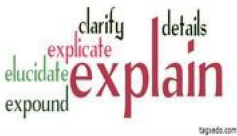
1. **Slide 6:** Present signs of an unhealthy relationship and discuss with the class.
2. Present key terms in **slide 7:** Teacher will guide students through the vocabulary by using the script in the notes section of the PowerPoint.



## 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:

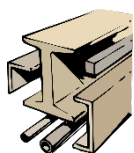
I can list and describe 3 benefits of abstaining from sexual activity.

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

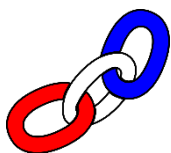


### MATERIALS NEEDED:

- 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#>



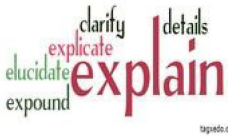
### LINK (activate prior knowledge/lesson intro.)

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.



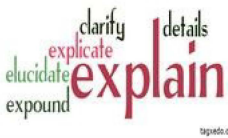
### ENGAGE AND EXPLAIN (direct instruction/guided practice)

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.

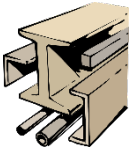
**DESCRIPTIVE STATEMENT:** Students explore the relationship between personal and family development and planning for parenthood. They analyze the factors to be considered in family planning, such as education, career development, finances, marriage preparation and maturity.

**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:**

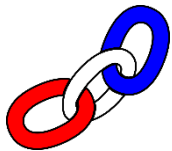
- Family unit
- Adulthood
- Self-assessment
- Goals
- Short-term goals
- Long-term goals
- Action plan
- Social networking

**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:**

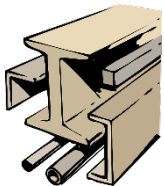
Adjustments to be considered include how the baby's needs affect other family members and their schedules. Consideration is given to the expectations of relatives and to adult needs for privacy, recreation, and time with other children. The issue of sibling rivalry is also discussed.

**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](https://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)



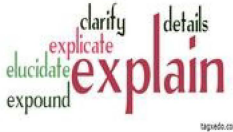


### LINK (activate prior knowledge/lesson intro.)

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):

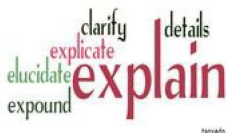
- Take students through **slides 4-10**. Use the script in the notes section of the PowerPoint.



### 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](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.



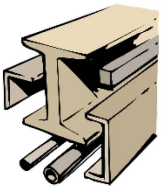
**LEARNING TARGET:**

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:**

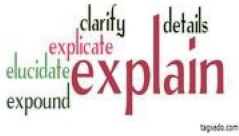
- ChromeBook or digital device
- Community Resource Web Search handout (see attached)

**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](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.



**Kempsville High School Entrepreneurship and Business Academy:**

**Subject:** Year-One Implementation Evaluation **Item Number:** 13A

**Section:** Information **Date:** September 19, 2017

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

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

**Presenter(s):** Dr. Donald E. Robertson, Jr. and Mr. Stephen C. Court

**Recommendation:**

That the School Board receive the Kempsville High School Entrepreneurship and Business Academy: Year-One Implementation Evaluation and the administration's recommendation.

**Background Summary:**

On October 6, 2015, the School Board approved the proposal for an Entrepreneurship and Business Academy to be implemented at Kempsville High School beginning in September 2016. As stipulated by School Board Policy 6-26 and Regulation 6-24.2, a year-one evaluation will be presented to the School Board, which examines the implementation of the academy and progress made toward meeting the academy goals and objectives. In addition, the recommendation for the program is provided as stipulated by School Board Regulation 6-24.2.

**Source:**

School Board Minutes October 6, 2015  
School Board Policy 6-26  
School Board Regulation 6-24.2

**Budget Impact:**





# Kempsville High School Entrepreneurship and Business Academy *Year-One Implementation Evaluation*

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

Implementation  
Evaluation Report  
September 2017



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

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## Executive Summary

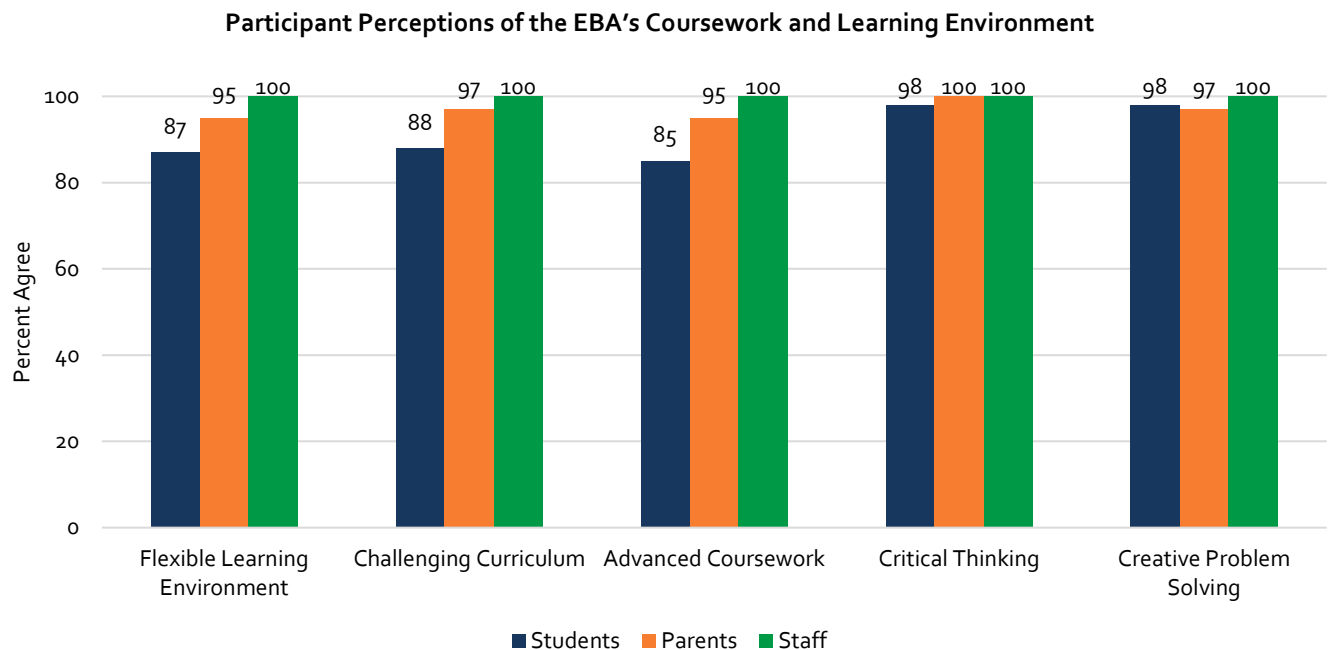
On October 6, 2015, the School Board approved an Entrepreneurship and Business Academy (EBA) to be opened the following September as a school within a school at Kempsville High School (KHS). During the 2016-2017 school year, the academy underwent a year-one evaluation in accordance with School Board Policy 6-26. The evaluation focused on the operational components of the EBA, characteristics of academy participants, progress made toward meeting the goals and measurable objectives of the EBA, participants' perceptions, and the additional cost of the academy to the school division. The evaluation was based on both quantitative and qualitative 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

- The implementation of the EBA followed the timeline approved by the School Board, except that renovations that had initially been scheduled to occur in two phases during the summers of 2017 and 2018 were rescheduled to be conducted at one time during the summer of 2018.
- The marketing and application process resulted in completed applications from 265 students. Of these 265 students, 226 students (85%) received letters offering admission. Of these, 118 students accepted the offer that they received, which was 94 percent of the 125 student capacity in the EBA proposal.
- Of the 118 students who accepted the offer, 108 students (92%) were enrolled in the academy at the beginning of the school year. Of the 108 enrolled students, 101 students (94%) remained enrolled at the end of the school year.
- Despite the delayed renovation and the shortfall of students, the academy opened on schedule in September 2016 with one coordinator, one school counselor, and seven teachers to serve the 108 students.
- The ninth-grade course of study followed the plan set forth in the approved proposal. It included advanced placement courses and EBA-specific classes designed especially for the academy as well as classes open to other KHS students. It also included courses that will result in certification as a Microsoft Office Specialist (MOS), as well as dual-enrollment courses at Tidewater Community College (TCC) toward an associate's degree or postsecondary credit transferrable to other colleges and universities.
- Perceptions of the implementation by the student, parent, and staff participants in the academy were all very favorable. Agreement rates on most survey items ranged from 85 to 100 percent, with most agreement rates exceeding 95 percent.
- The community partners affiliated with the EBA were of two general varieties – academic institutions and businesses.
- The academic institutions most notably included TCC, Babson College, and Old Dominion University (ODU). They provided dual enrollment opportunities for students and professional learning opportunities for EBA staff members. They also provided curricular support and resources.
- The business partnerships are intended to develop meaningful links for students between classroom instruction and real-world experience, creating opportunities for mentoring, networking, and employment. Some local business people served as guest speakers or Master Class instructors. Some will serve as members of the EBA Advisory Committee.

- Approximately 40 business partnerships had been established by the end of the 2016-2017 school year. They included but were not limited to restaurants, law firms, insurance agencies, civic groups and organizations, banks, and retailers.



- The EBA staff members unanimously agreed that the professional learning they had received was useful, sufficient, and effective.

## Characteristics of Participants

- The demographics of the EBA students were similar to those of the other ninth graders at KHS and in the division overall with respect to race/ethnicity and gender with differences in economic, special education, limited English proficiency (LEP), and gifted status.
- One-quarter of the EBA students (25%) resided within the KHS attendance zone. The remainder were drawn from all other high school attendance zones except for Kellam.
- Because of the effectiveness of the academy selection process, the EBA student group had higher averages than the non-EBA ninth graders at KHS on all indicators of academic achievement, including class grades and test results. The EBA students also tended to have fewer discipline referrals and suspensions than the non-EBA ninth graders at KHS.
- The EBA staff tended to be female and Caucasian. All the teachers were certified. Four of the EBA teachers had two to five years of instructional experience. Two of the EBA teachers had more than five years of experience.

## Progress Toward Meeting Goals and Objectives

- The academy had one overall goal: “To provide students the business skills and knowledge necessary to succeed in any career related fields of study in postsecondary education and in the workforce.” Although attainment of this goal could not yet be evaluated during the EBA’s first year, the progress made toward meeting the goal was found, overall, to be encouraging.

- The proposal included five objectives for students and one objective for the academy to achieve.

### Objective #1: Program of Study

- A review of course offerings and academic requirements confirmed that the academy adhered to the curriculum set forth in the proposal.
- The required, elective, EBA-specific, and certification prep courses for the ninth-grade students were rigorous in nature. In combination, they provided a sequential program of multiple pathways infused with critical thinking, creative problem-solving, and technology skills.
- Of the EBA students, 99 percent earned a grade average equivalent to at least a C in all the classes they took during 2016-2017.
- Toward the end of their year-one experience, 101 students selected the academic strand that the remainder of their EBA studies would follow. A total of 58 students (57%) chose the Entrepreneurship and Innovation strand; 23 students (23%) chose the Business Information Technology strand, and 20 students (20%) chose the Corporate Finance strand.

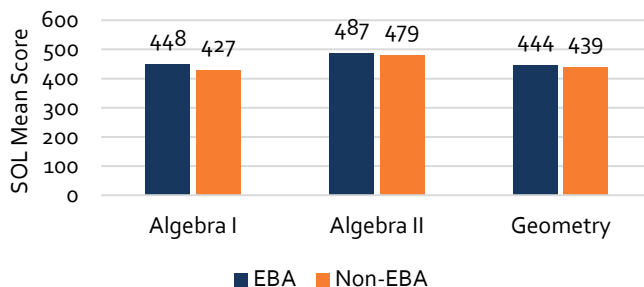
### Objective #2: Associate's Degree/Postsecondary Credit

- In accordance with the proposal, the EBA offered two ways to earn postsecondary credit – through Advanced Placement (AP) and/or dual-enrollment courses.
- During the 2016-2017 school year, 55 of the EBA's 101 students (54%) took AP Human Geography, the only Advanced Placement course available to ninth-grade students. By comparison, only 4 percent of the non-EBA freshmen (16 of 363 students) took AP Human Geography.
- The dual-enrollment courses with TCC are intended for sophomores, juniors, and seniors. In preparation, 80 EBA students took the Virginia Placement Test (VPT) in February 2017. Their first dual-enrollment class was scheduled for either the summer of 2017 at TCC or the fall or spring of 2017-2018.

### Objective #3: Class Grades and Test Results

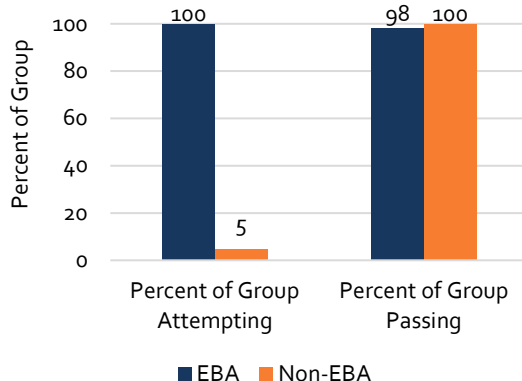
- The third objective called for EBA students to exceed the objectives of the VBCPS curricula and the Commonwealth of Virginia Standards of Learning (SOL) tests.
- The grade averages of the EBA freshmen were found to be significantly higher than the grade averages of their non-EBA counterparts. The finding held true for both sets of grade averages examined: a partial grade average of core classes only and a full grade average of all classes taken during 2016-2017.
- Of the EBA students 99 percent had both grade averages above a 2.0. By comparison, only 67 percent of the non-EBA students had both grade averages above a 2.0.
- A review of 2016-2017 SOL results revealed that the average SOL math scale scores of the EBA students were consistently higher than the average SOL math scale scores of the non-EBA students.

Comparison of EBA and Non-EBA SOL Math Scale Scores for 2016-2017



- Similar patterns of results were found for the SOL science and social studies scores.
- A comparison of Reading Inventory (RI) results also revealed a similar pattern, in which the average Lexile score of the EBA students and the percentage of students reading on grade level was higher than that of the non-EBA students in the spring.
- Many more EBA students (100% of 101) than non-EBA students (5% of 363) took tests to earn an industry-related certification, usually toward becoming a Microsoft Office Specialist (MOS). Of the 225 tests taken by the 101 EBA students, 221 tests (98%) were passed. By comparison, the 17 non-EBA students passed all 21 of the tests they took.

Comparison of EBA and Non-EBA Certification Tests Percent of Group Attempting and Passing



#### Objective #4: Enrichment Activities

- In addition to taking classes, the EBA experience involves a variety of enrichment activities, including job shadowing, guest speakers, field trips, and community service.
- Job shadowing was designed to begin in tenth grade. Progress was made during 2016-2017 toward identifying business owners and others to be shadowed.
- During 2016-2017, more than 50 guest speakers and Master Class instructors made presentations to the EBA students. Such activities provided students with useful information as well as with opportunities to make useful connections that could lead to mentoring, interning, obtaining financing for entrepreneurial projects, or securing future employment.
- The EBA students were taken on several field trips during the 2016-2017 school year. Some of the field trips involved all academy students while others involved the students from just one or two classes. While some of the field trips were to venues such as the Norfolk Forum, where the students attended a talk by Barbara Corcoran of *Shark Tank* fame, others went to places beyond the Hampton Roads vicinity to attend regional and national conferences and competitions.

- Working to fulfill the 100-hour community service requirement also served as an enrichment activity for the EBA students. The community service can be rendered in a variety of ways – for example, by volunteering to tutor peers or younger students or by serving as a volunteer at a non-profit organization. Its purpose is to encourage EBA students to be civic-minded and service-oriented as well as to provide students with additional opportunities to acquire valuable experiences, accomplishments, and connections.

### Objective #5: Long-Term Project/Internship

- According to the proposal, all EBA students will complete a long-term project or internship during their senior year. It is envisioned as on-the-job training that will provide each student an opportunity to identify real-world application of what they learned in school. The experience will culminate with each student developing a presentation for an audience of peers, school staff, and business people from the community.
- Although the project or internship will not formally begin until their senior year, students have already begun to prepare via their classwork, enrichment activities, and choice of strand. Further progress toward meeting this fifth objective will be reviewed as part of the EBA's year-two evaluation.

### Objective #6: Collaborative Agreements With Institutions of Higher Education:

- The sixth objective called for the academy to establish collaborative agreements with institutions of higher education that would result in ongoing program development and assessment.
- Discussions regarding dual-enrollment course offerings and credit began among the leaders of the EBA, VBCPS, and TCC. In February 2017, 80 EBA students took the Virginia Placement Test (VPT) and began taking dual enrollment classes on TCC's campus in the summer of 2017.
- During the 2016-2017 school year, all EBA staff members attended a week-long professional learning seminar regarding entrepreneurship and business instruction at Babson College in Wellesley, Massachusetts, which also provided the EBA with a variety of resources.
- Collaboration between the EBA and ODU, especially with the Strome Entrepreneurial Center, has resulted in several opportunities during 2016-2017 for students and staff to attend and participate in lectures, presentations, and other academy-relevant activities.

## Stakeholder Perceptions

- Overall satisfaction with the EBA was very high among all stakeholder groups, ranging from 92 percent among students to 97 percent among parents to 100 percent among staff and community partners.
- Nearly all EBA students (97%) indicated their intention to continue in the academy, and all EBA staff members (100%) also indicated their intention to remain with the academy.
- Similarly, all parents (100%) and most students (92%) agreed that they would recommend the academy to others.
- In response to an open-ended survey item asking what is gained from being enrolled in the EBA, the most common response was "Knowledge and skills for work or self-employment." It was provided by 57 percent of the students and 36 percent of the community partners who responded to the survey item. Among parents, the most common response (22%) involved emotional attributes such as greater self-confidence. The most common response among staff involved "soft skills" such as leadership, organization, and critical thinking skills (71%).



- With respect to how the academy might be improved, more than half of the students' suggestions referred to the design and/or the implementation of the academy program (52%). The suggestions often were contradictory, however, with some students saying that classes should be "harder" and "more challenging" while other students suggested that classes should be "easier" and "less stressful."

## Additional Cost

- The actual start-up costs for the academy (\$702,515) exceeded the start-up budget included in the proposal approved by the School Board (\$576,498) by \$126,017. While facility renovations did not occur as planned and were rescheduled for the academy until the summer of 2018, seven new buses and drivers were needed to accommodate the out-of-zone transportation needs of the academy.
- The actual year-one operating costs (\$604,235) exceeded the budgeted year-one operating costs (\$464,024) by \$140,211. Much of the excess was attributed to the academy coordinator's salary and benefits during the planning year of 2015-2016.

**Comparison of Budgeted and Actual Start-Up and Year-One Operating Costs for the EBA  
(2015-2016 and 2016-2017)**

	One Time Start Up	Recurring Operating	Total
Planning Budget	\$576,498	\$464,024	\$1,040,522
Actual Cost	\$702,515	\$604,235	\$1,306,750

## Recommendation and Rationale

### **Recommendation #1: Continue the Entrepreneurship and Business Academy within Kempsville High School without modifications.** *(Responsible Groups: Department of Teaching and Learning, Kempsville High School)*

**Rationale:** Continuing the EBA without modifications is recommended because the operation of the EBA was found to largely correspond with what had been set forth in the proposal approved by the School Board. The academy opened on schedule in September 2016. During its first year of implementation, the academy made progress toward meeting its goal and objectives. It successfully instituted a rigorous and comprehensive program of study for students interested in entrepreneurship and innovation, business information technology, and corporate finance. The program included a combination of required and elective courses, as well as enrichment and community service activities. Its students' academic performance was encouraging, as exemplified by passing grades, successful test scores, and a high number of successful attempts to earn industry-related certifications. In addition, its stakeholders perceived the academy favorably.

## Introduction

### Background

The Entrepreneurship and Business Academy (EBA) opened as a school-within-a-school at Kempsville High School in September 2016 after the academy was approved by the School Board on October 6, 2015. The academy offers rigorous academic curricula with business-themed concepts integrated into a combination of core courses and specialized electives. Students pursue one of three strands within the program of study: Entrepreneurship and Innovation, Business Information Technology, or Corporate Finance. Through studies within their selected strand, students will be exposed to multiple dual enrollment opportunities along pathways that could enable students to earn their associate's degree in business administration before graduating from high school. All students will complete an intensive internship experience, which will contribute significantly to their being college and career ready when they graduate from Virginia Beach City Public Schools (VBCPS).

The implementation of the academy, which is designed to proceed in phases, began in 2016-2017 with the first class of ninth-grade students. One grade level will be added each year. Complete implementation across grades 9 through 12 will be achieved in 2019-2020 when the EBA expects to serve approximately 500 students.

### Purpose

This evaluation provides the School Board, the Superintendent, and academy leadership with information on the year-one implementation of the EBA. School Board Policy 6-26 requires the Department of Planning, Innovation, and Accountability to evaluate new programs for a minimum of two years. In addition, because the EBA will take more than two years to implement fully, the academy will again be evaluated during the year it reaches full implementation (i.e., 2019-2020). The School Board approved the first-year evaluation of the EBA as part of the 2016-2017 program evaluation schedule on September 7, 2016.

In accordance with School Board Regulation 6-24.2, section B2a, the first year evaluation of the EBA focused primarily on how the academy operated during its first year of implementation, especially in relation to the approved proposal, as well as on how participants

perceived its first year of operation. In addition, the evaluation report provides information about student and staff characteristics, progress toward meeting goals and objectives, and the additional cost to the division compared with the proposed academy budget.

### Academy Overview

According to the academy proposal approved by the School Board, the EBA was established to offer a comprehensive program to students who are interested in entrepreneurship, business information technology, or corporate finance. The academy was designed to “provide students with opportunities to study, understand, and explore the ever-changing landscape of business fields and the rise in entrepreneurial ventures that exist in today’s workforce.”<sup>1</sup> Some of the EBA’s key features include opportunities for students to do the following:

- Earn Microsoft Office Specialist certification.
- Take specialized courses within their respective strand.
- Earn an associate degree or postsecondary or Advanced Placement credit.
- Participate in job shadowing and mentoring programs that extend, enrich, and refine student learning and that create linkages with the academic and business communities.
- Complete a long-term project and/or senior internship, spending instructional time within a business-related field of their choice.

According to the proposal, the EBA will focus on providing a personalized, globally-competitive curriculum that equips students with the intellectual skills needed to make connections among various disciplines, the technology students need to communicate with a worldwide audience, the problem solving and critical thinking skills necessary to meet the challenges of the future, and the service learning expertise needed in industry today.

One hallmark of the academy noted in the proposal is the three academy strands:

- **Entrepreneurship and Innovation Strand:** Students enrolled in the Entrepreneurship and Innovation strand will take courses focused on design thinking and the Babson College approach to Entrepreneurial Thought and Action®. This strand relies heavily on the use of the Makerspace within the academy.
- **Business Information and Technology Strand:** Students enrolled in the Business Information and

Technology strand will have opportunities to take courses at the Advanced Technology Center. This established partnership increases the number of course offerings for academy students without replicating courses already offered within VBCPS.

- **Corporate Finance Strand:** Students enrolled in the Corporate Finance strand will have multiple opportunities to study within the banking- and finance-related career fields. All students in this strand will take dual enrollment accounting courses, which will assist them in earning their Associate of Science degree from TCC.

Another hallmark of the EBA is the development of a Makerspace to which all students will have access and exposure during their studies within the academy. Through the Makerspace, as well as the associated courses and enrichments surrounding it, students will develop an “entrepreneurial spirit” and discover the importance of creating, producing, and marketing in all industries.

## Academy Goals and Objectives

The overall goal of the Entrepreneurship and Business Academy at Kempsville High School as stated in the approved proposal is to “provide students the business skills and knowledge necessary to succeed in any career-related fields of study in postsecondary education and in the workforce.” (p. 8)

Specific academy objectives include the following:

### Students will:

1. Successfully complete a sequential program of study that focuses on specific skills, knowledge, and technology in the fields of entrepreneurship and innovation, business information and technology, and corporate finance.
2. Have opportunities to earn an Associate’s degree/postsecondary credit.
3. Exceed the objectives of the VBCPS curricula and Commonwealth of Virginia Standards of Learning tests.
4. Participate in job shadowing, mentoring, and/or internship programs that extend, enrich, and refine student learning and that create linkages between the academic and business communities.
5. Complete a long-term project through an internship/mentorship experience with a culminating presentation in the senior year featuring an in-depth study of an issue of concern to their related industry and present ideas/solutions as

viable options to address the issue to a panel of business and community leaders.

### The Academy will:

6. Establish collaborative agreements with institutions of higher education that result in ongoing program development and assessment.

## Evaluation Design and Methodology

### Evaluation Design

This year-one evaluation focuses on the implementation of the EBA during the 2016-2017 school year, as well as addressing progress toward meeting program goals and objectives. It also addressed the characteristics of the academy stakeholders (students, parents, and staff, as well as community partners), stakeholder perceptions, and the additional cost of the academy to the division. The year-two evaluation and the final evaluation after full implementation will examine continued implementation and the attainment of program goals and objectives. Evaluation questions for this report were derived from a review of School Board policy related to year-one evaluations, the EBA proposal, various academy documents, and discussions with EBA leadership.

### Evaluation Questions

The year-one evaluation questions are set forth below.

#### 1. Did implementation of the EBA mirror what was proposed?

- A. To what degree was the proposed timeline followed?
  1. Did building renovation and technology upgrades occur on schedule?
  2. Were students recruited and staff hired on schedule?
- B. What was the student application process?
  1. How was the academy marketed?
  2. What was the student application process and perceptions of the process?
- C. How were students selected?
  1. Who served on the selection committee?
  2. What criteria were used in selecting students?
  3. Why did students apply and enroll?
- D. Did the selection and training of the academy staff mirror the School Board approved process?

1. What was the process and criteria for selecting staff?
2. What professional learning did the staff need and receive?
3. How did staff perceive the professional learning?
- E. Did the program of study mirror the proposal?
  1. What was the academy curriculum and what courses were offered?
  2. What additional enrichment opportunities were provided – e.g., guest speakers, field trips, community service, etc.?
  3. How was the program of study perceived?
- F. What was the academy's transportation plan?
- G. What academic and business partnerships did the EBA establish?

**2. What were the characteristics of the EBA participants?**

- A. What were the characteristics of the EBA students?
  1. What were students' gender, ethnicity, and other characteristics?
  2. From what middle schools and what high school attendance zones were students drawn?
  3. What was the academic achievement of the EBA students when they were in the eighth grade?
- B. What were the characteristics of the EBA staff?
  1. What were the staff's qualifications?
  2. What were the staff's level of experience?

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

- A. What progress was made toward completing the program of study?
- B. What progress was made toward earning an Associate's degree/postsecondary credit?
- C. What progress was made toward exceeding the objectives of the VBCPS curriculum and Virginia Standards of Learning?
- D. What progress was made toward developing and providing job shadowing, mentoring, and other enrichment opportunities?
- E. What progress was made toward designing and developing a long-term project for students in their senior year?
- F. What progress was made toward establishing collaborative agreements with institutions of higher education?

4. **How was the academy's design and implementation perceived by students, parents, staff, and partners?**
5. **How did the actual costs of the academy compare with the projected costs specified in the budget section of the proposal?**

## Instruments and Data Sources

Multiple methods of data collection were used to gather evaluation information from multiple data sources for this year-one evaluation.

### EBA Documentation and Program Data

The Department of Planning, Innovation, and Accountability evaluators employed the following data collection methods:

- Examined the EBA Proposal (October 2015) and academy documentation.
- Conducted informational meetings with the academy coordinator and the principal when needed.
- Maintained ongoing communication and periodic correspondence with the academy coordinator.
- Collected implementation-related data from the academy coordinator.
- Collected staff data from the Department of Human Resources.
- Collected student quantitative data from the VBCPS data warehouse for analyzing academy operations, participant characteristics, and progress toward goals and objectives.
- Collected data on students' academic performance in courses and on the Standards of Learning tests.
- Administered perception surveys to academy students, parents, staff, and community partners.

### VBCPS Warehouse Data

Some of the student-related quantitative data needed for the year-one evaluation were extracted from the VBCPS data warehouse. These 2015-2016 and 2016-2017 data mainly concerned demographic characteristics, attendance, discipline, and academic outcomes. The data for participating academy students were compared with corresponding data for other Kempsville High School students in grade 9 for the purpose of providing interpretive context.

The remainder of the quantitative data and much of the qualitative data needed for the evaluation were collected through surveys.

## Surveys

Several EBA participant groups were invited to complete an anonymous survey regarding their perceptions of, experiences with, and feelings toward the EBA. In total, four different survey forms were developed – one for each participant group:

- Academy staff (teachers and the school counselor)
- EBA students
- The parents/guardians of EBA students
- Community partners

The participant surveys consisted mainly of Likert-type items that focused on perceptions of program operations and year-one program outcomes. In almost all cases, these selected-response items were constructed on a four-point scale: (1) Strongly Disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree. Whenever possible, comparable versions of survey items were included on all or nearly all survey versions. This enabled variations in the perceptions of different participant groups to be analyzed. Further, all surveys also included open-ended questions regarding what students gained and possible improvements to the academy. Responses to the open-ended questions served as a major source of the qualitative data used in this evaluation.

The surveys for all participants were conducted online between May 1 and May 12, 2017 when 102 students were enrolled in the academy. Table 1 provides the response rates for each survey.

**Table 1: EBA Survey Response Rates**

Participant Group	Surveys Issued	Surveys Returned	Response Rate (%)
Students	102	102	100%
Staff	7	7	100%
Parents/Guardians	147	37	25%
Community Partners	51	11	22%

## Data Analysis

Demographic, behavioral, and academic data for both EBA students and the rest of the KHS grade 9 students were extracted from the VBCPS data warehouse. These data included key demographics such as gender and race.

The demographic data were based on EBA and non-EBA enrollment on September 30, 2016. Outcome data such as course grades, grade averages, and assessment results, as well as attendance and discipline data, were based on end-of-year enrollments in June 2017. As a consequence of attrition, the numbers of students (n) changed over the course of the year, as set forth in Table 2 below.

**Table 2: Numbers of Students (n) Eligible for Inclusion in Different Data Analyses**

Student Group	Demographics (9/30/2016)	Outcomes (6/16/2017)
EBA	108	101
Non-EBA	348	363
Total	456	464

The enrollment figures in Table 2 served as denominators when computing the percentages reported for a particular comparison or analysis of demographic or outcome data between the EBA and non-EBA students.

## Quantitative

The academic achievement (grades and test scores) as well as the behaviors (attendance and discipline referrals) of the EBA students and their non-EBA grade 9 counterparts who attended Kempsville High School were compared. These direct comparisons of academy and non-academy student data were not based on matched comparisons. Instead, analysis of covariance was used when possible to adjust current 2016-2017 SOL group-level results by prior 2015-2016 SOL group-level results to ensure that comparisons reflected the same starting point. That is, controlling for prior test scores enabled differences in the more recent test performance to be measured more accurately. Nonetheless, without student-level matched comparisons, between-group differences should still be interpreted with caution. Differences, whether positive or negative, should not automatically be viewed as effects that the academy caused.

To facilitate interpretation of survey results from the Likert-type survey items, agreement rates were computed by combining the percentage of respondents who selected either Agree or Strongly Agree. 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).

## Qualitative

Where practicable, open-ended survey responses were coded into thematic categories for qualitative analysis, as well as considered for possible verbatim inclusion in this



report. When this occurred, all efforts were made to excerpt typical statements that represented all important perspectives and ideas.

It should be noted that when an open-ended response expressed more than one relevant thought or idea, the idea was counted in each of the categories to which it related. Consequently, the number of responses sometimes exceeded the number of respondents. That is, when writing a reply to a single open-ended survey item, 100 student respondents might have expressed, for instance, 140 separate ideas.

## Evaluation Results and Discussion

This section of the year-one evaluation describes the implementation of the EBA. More specifically, it addresses the year-one evaluation question associated with the academy's operational components, the participants' characteristics, progress toward meeting goals and objectives, the participants' general perceptions of the academy during its first year of operation, and the additional cost.

### Operational Components

The first evaluation question was "Did implementation of the EBA mirror what was proposed?"

#### Implementation

The implementation of the EBA encompasses several components of the academy's operation. Each will be addressed in turn.

**Timeline:** A timeline of the EBA's implementation was included in the School Board approved proposal. The timeline spanned a period that extended from the development of the academy proposal in the summer of 2015 to the full implementation of the academy in the fall of 2019. It included milestone dates. Those activities and milestone dates are reproduced in Table 3. An additional column has been added to indicate the status of each activity.

**Table 3: Timeline of EBA Implementation With Status**

Activity	Date	Status
Appoint Academy Coordinator	Summer 2015	✓
Present proposal to the School Board	September 15, 2015	✓
Introduce and collect feedback at Academy Night	October 22, 2015	✓
Request budget approval	November 2015	✓
Applications for freshmen due	January 2016	✓
Open with 125 students from the class of 2020	Fall 2016	X
Incubator/Makerspace opens	Fall 2016	X
Sophomores and freshmen (enrollment of 250 total)	Fall 2017	n/a
Juniors, sophomores, and freshmen (enrollment of 375 total)	Fall 2018	n/a
Fully enrolled at 500 students	Fall 2019	n/a

To attain the milestones displayed in Table 3, several interim tasks were accomplished. The academy proposal was prepared and submitted to appropriate VBCPS division personnel, including the School Board. After the proposal's approval, staff were hired and provided professional learning. A marketing plan was designed and implemented. Curriculum and instructional resources were designed and developed. Students were selected from a pool of applicants to enroll in the academy. Staff members were selected to teach at the academy. A transportation plan was developed. A schedule of classes for incoming academy students was finalized, including dual enrollment and Advanced Placement courses for postsecondary credit. Plans and arrangements for a variety of enrichment activities were undertaken. All of these tasks were completed with sufficient speed and success to enable the academy to open on time. Nonetheless, additional progress on many of these tasks continued to be made throughout the 2016-2017 school year.

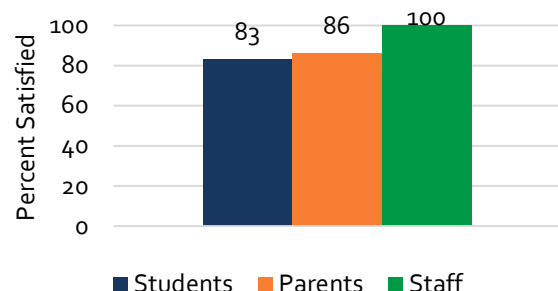
Two milestones set forth in the proposal were not met precisely. First, rather than opening with 125 freshmen, the EBA opened in September 2016 with 108 students. Of 265 applications, 118 students (45%) were accepted for admission. Of these 118 accepted students, 108 students (92%) actually were enrolled in the EBA at the start of the school year. By the end of the school year, academy enrollment stood at 101 students, a withdrawal rate of about 6 percent.

Second, the EBA proposal approved by the School Board had called for construction of the Makerspace and renovation of other learning and work spaces to occur during the summers of 2017 and 2018. Such a two-phase plan, however, would have left several

classrooms unusable in the interim. Therefore, so that classrooms, hallways, and other work spaces could continue to be utilized during the 2017-2018 school year, it was decided to perform the major renovations at one time during the summer of 2018. During 2016-2017, the academy space consisted of two classrooms and a temporary Makerspace lab with a laser-cutter, 3D-printer, and other equipment.

Despite the delayed renovations, the vast majority of academy stakeholders expressed satisfaction with the EBA facilities, as indicated by Figure 1.

**Figure 1: Stakeholders' Satisfaction With EBA Facilities**



**Infrastructure:** The EBA proposal approved by the School Board stated that academy courses would be offered primarily on the north side of the 300 wing of Kempsville High School and that some Business classes would remain in the 800 wing. In addition, to provide a learning environment that would be conducive to EBA studies and activities, the following improvements to the school facility were recommended and approved:<sup>2</sup>

- **Makerspace:** One hallmark of the academy will be a Makerspace, which will be constructed in the current 300 hall space. A Makerspace refers to a collaborative learning place where members of a community gather to share materials, tools, ideas, and expertise for purposes of pursuing personalized, creative entrepreneurial and prototyping endeavors. When completed in the summer of 2018, the EBA's Makerspace will be student-run and open for the Virginia Beach community to utilize the resources outside of school hours. During 2016-2017, a makeshift Makerspace with laser cutters and a 3-D printer was temporarily established and utilized.
- **Instructional Classrooms:** The academy will have six to eight classroom spaces that feature flexible furniture that allow for collaboration to occur naturally and regularly within the instructional setting. Two to three classrooms will be designed specifically for the academy. They will be outfitted

with projectors, whiteboards, and the ability to interconnect laptops through the design of the furnishings. Additional classrooms and computer labs already existing within Kempsville High School will also be utilized.

- **Presentation/Seminar Space:** Presentation skills are a critical component to successfully opening and operating a business. This large, open meeting space is designed to enhance presentation opportunities for students. This space will have projector capability, as well as moveable chairs, podium, and furniture. It has been designed for acoustical excellence.
- **Hallway as a Learning Space:** The hallway along the 300 wing of the building will be reconstructed to replace the existing lockers with benches and charging stations for laptops and other digital devices. In addition, whiteboards will line the hallway, creating additional learning spaces outside of the classroom with rolling chairs to accommodate student collaborative meetings. The hallway will also have a large set of bookshelves to provide a business library filled with textbooks and periodicals that students will share and utilize for projects and research.
- **Conference Room:** The academy will house its own conference space designed for students to hold their own business or team meetings and presentations. This space also provides the academy staff a professional venue to meet with business and organization partners.
- **Office and Storage Space:** The academy facilities will house two offices for the academy coordinator and guidance counselor in addition to storage space for academy-related materials and resources.

As stated previously, much of the renovation approved for the EBA was originally scheduled to proceed in two phases during the summer of 2017 and the summer of 2018. However, all the work has been postponed until the summer of 2018. As a consequence, the EBA operated during its first year of operation with two EBA classrooms and an improvised Makerspace.

It also is important to note that the EBA benefited from Kempsville High School being one of the Digital Learning Anchor Schools. First, all EBA staff and students received a Dell laptop, enabling the academy to spend money on things other than 1:1 technology, such as the Makerspace. Second, it aligned with the EBA's "cutting edge" culture and self-concept. Third, it helped EBA staff to "buy into" various facets of transformational learning, such as student independence, personalization, and agency.



**Transportation:** The EBA did not have its own student transportation or staff travel budget during 2016-2017. Instead, transportation and travel for the academy were part of KHS's budget. Transportation did not pose any serious issues last year. When the attendance rates for EBA from students outside and within the KHS attendance zone were compared, no statistically significant differences were found. In fact, they differed by less than 1 and two-tenths percent (96.2% to 97.4%). Students were able to commute to and from KHS with no serious difficulty or inconvenience, except that some students had to walk a bit farther to reach an appropriate bus stop than they otherwise would. Based on concerns expressed to the academy coordinator, this was more an issue of parents than of the students themselves. However, in response to a survey statement that "Bus transportation allows full participation in the EBA program," the parental agreement rate of 95 percent was higher than the student agreement rate of 81 percent.

Field trips were not a problem, either. The principal of KHS assigned buses for academy-wide trips. But since many of the field trips during 2016-2017 were class-specific, two white vans were adequate for transporting approximately 20 students to and from a field trip destination.

## Program of Studies

The EBA comprises three major strands: Entrepreneurship and Innovation (Strand 1), Business Information Technology (Strand 2), and Corporate Finance (Strand 3). All three strands enable students within the academy to explore multiple pathways to being college and career ready. That is, the program of study was intended to enable EBA graduates to be ready for postsecondary education or to enter the workforce or the military. Students who successfully complete the prescribed load of required and elective courses will graduate with an Advanced Diploma.

The EBA was designed with personalized learning in mind. Through partnerships with postsecondary institutions, the Advanced Technology Center, and both local and national business organizations, EBA students are exposed to a variety of learning opportunities. Students are encouraged to make full use of the academy's offerings and resources to meet their individual learning needs and interests. This includes availing themselves of online learning opportunities to truly maximize the personalized learning approach.

The EBA students take not only core curriculum courses regardless of their strand but also courses specific to the strand they select. The courses within the strands are immersive, experiential opportunities that serve as a foundation for a multitude of elective options. This enables the students to map out a course of study based on their own personal interests and career goals. The suggested course loads for each strand are set forth in Tables 1, 2, and 3 in Appendix A.

During their senior year, all students will complete an internship in their selected field of study with a community leader/business partner. During this period of time, students will be required to keep a log of their internship hours and a blog/journal of their experiences in the field. The internship experience will be shared through a multimedia presentation with their classmates, parents, and community leaders/business partners through an in-depth research-based senior project involving a challenge or issue and a proposed solution to this challenge.

**Strand Selection:** Each strand within the academy offers required and elective course options for students. However, EBA students selected their strand only toward the end of their freshmen year. This allowed them time to take a course entitled Introduction to Entrepreneurship and Business Information Technology, which introduced all three strands to students so that they could make an informed decision when they selected a strand for grades 10, 11, and 12. Table 4 displays the number of students who chose each strand.

**Table 4: Results of Strand Selection**

Strand	Number Selected	Percent
Entrepreneurship & Innovation	58	57%
Business Information Technology	23	23%
Corporate Finance	20	20%
<b>Total</b>	<b>101</b>	<b>100%</b>

Also during ninth grade, EBA students took two semester-long academy classes: Critical Issues in Business Seminar and Idea Generation and Creative Problem Solving. Of course, students took other classes, as well. Some courses, such as Academy Honors English 9, were attended only by EBA students. Other courses, such as AP Human Geography, were also open to non-EBA students.

**Dual Enrollment and Advanced Placement Credit:**

Students enrolled in the academy will be provided opportunities to take Advanced Placement (AP) courses, college-level examination program courses, American Council on Education (ACE) credit courses, dual enrollment courses, and industry certification tests that articulate credit toward an Associate of Science Degree with TCC and other postsecondary education partners. The vast majority of the dual enrollment and AP classes are intended for sophomores, juniors, and seniors.

In 2016-2017, no dual enrollment classes were available to EBA students, and only one AP course, AP Human Geography, was available. Of the 108 EBA students in September, 56 students (52%) took the course. By comparison, 17 of the 363 (5%) non-EBA freshmen took the course. While some EBA students began taking dual enrollment courses at TCC this past summer, the others will begin taking their first dual enrollment course this fall at KHS.

Examples of the dual enrollment that will be offered to EBA students during their enrollment in the academy include Dual Enrollment Introduction to Project Management, Dual Enrollment Business Analytics, and Dual Enrollment Business Management and Leadership. A full list of dual enrollment and AP options and a list of additional courses required for an Associate of Science Degree are provided in Table 1 and Table 2 of Appendix B.

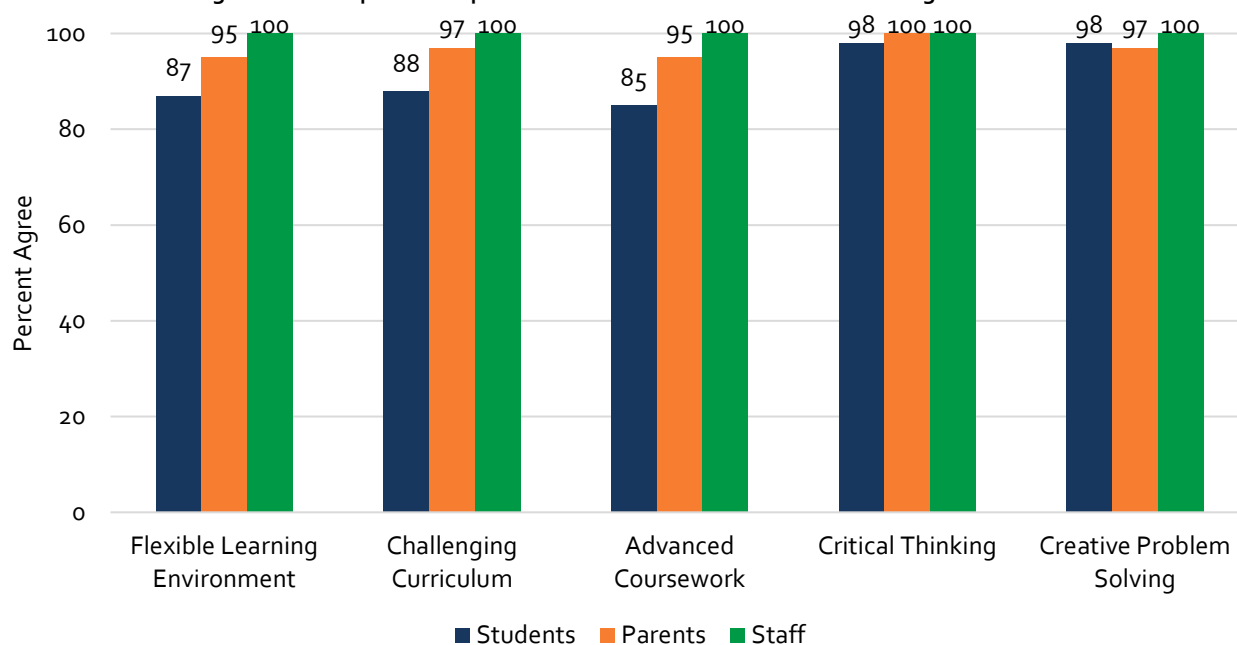
**Industry Certifications:** Students within the academy will be expected to complete the VBCPS Technical and Career Education stackable credential model in which students complete the Workplace Readiness Skills for the Commonwealth assessment, the Microsoft IT Academy Specialist certification, and strand-specific certifications that lead students to become both career and college ready when they graduate from high school. Examples of additional industry certifications that students can receive through their enrollment in the academy are listed in Appendix C.

During 2016-2017, all 101 EBA students had attempted by the end of the year to earn 225 certifications after taking corresponding EBA classes or EBA-approved online courses. In terms of students rather than attempts, all EBA students (100%) took at least two different Microsoft Office Specialist (MOS) certification tests. Twelve students took three tests and two students took four tests. By comparison, 17 of the 363 non-EBA freshmen at KHS (5%) attempted to pass at least one certification test.

**EBA Coursework and Learning Environment:** A set of survey questions focused on the EBA's coursework and learning environment. The same five questions were included on the student, parent, and staff versions of the survey. The results are displayed in Figure 2.

Generally, all three groups exhibited high rates of favorability (85% agreement or above) regarding the EBA's coursework and learning environment. The greatest consensus among the three groups involved their almost unanimous agreement that the EBA coursework requires students to think critically and to solve problems in a creative manner.

Figure 2: Participant Perceptions of the EBA's Coursework and Learning Environment



In summary, a review of academic requirements and course descriptions, overall and by EBA strand, confirmed that the academy's program of study adhered to the curriculum set forth in the proposal approved by the School Board.

**Community Partners:** Academy partners fell into two broad categories: academic institutions and businesses. Each will be discussed in turn.

**Academic Institutions:** The leadership of the EBA entered into collaborative partnerships and agreements with a variety of postsecondary institutions, including Babson College in Wellesley, Massachusetts, as well as locally with TCC and ODU.

More specifically, EBA leadership has entered into agreements with Babson College and with ODU to provide professional learning to EBA staff and to provide curricula for the Entrepreneurship and Innovation strand. In addition, VBCPS leadership entered into an agreement with TCC for EBA students to earn dual-enrollment credit toward an Associate of Science degree in business, technology, or finance.

These arrangements indicate that the EBA leaders are developing collaborative partnerships and agreements in accordance with academy objectives approved by the School Board: Objective 2, which states that students will have opportunities to earn an associate's degree and postsecondary credit; Objective 3, which states that students will exceed the objectives of the VBCPS curricula; and Objective 6, which states that the

academy will establish collaborative agreements with institutions of higher education.

**Business Partners:** The EBA leadership has also successfully solicited support and partnership from nearly 40 local and national businesses, a current list of which is provided in Appendix D. Such partnerships were intended to provide students with opportunities for increased career awareness, exploration, and experience. As enrichment, they have helped to establish meaningful connections between the book learning that students acquire in school and its application beyond the classroom. In addition, they serve as a pool from which members of the Academy Advisory Council will be identified during the 2017-2018 school year.

**Academy Advisory Council:** According to the EBA proposal, the Academy Advisory Council will provide academy leadership with input regarding the development and progress of the EBA, starting in the fall of 2017. The council will be populated by business, postsecondary, and municipal leaders, as well as by students, parents, teachers, administrators, and academic and business partners. Some members will volunteer, and others will be invited. One of the council's first tasks will involve reviewing and advising academy leaders on the design of the internship and the long-term project.

**Enrichment Activities:** The EBA experience involves more than taking required and elective courses. It also includes a variety of academy-related enrichment activities. One of most important is job shadowing. It was deliberately set to commence after the EBA students had selected their strand and completed their year-one coursework. During the 2016-2017 school year, EBA leadership developed relationships with a wide variety of businesses and professionals who might be willing to host job shadowing experiences for EBA students. Many of these relationships emerged from encounters during 2016-2017 enrichment activities, such as guest speakers, field trips, and community service opportunities.

**Guest Speakers:** During year-one, at least one guest spoke at the EBA each week. Often, there were two or even three guest speakers during the same week. Many of these guest speakers taught a Master Class during which they made a presentation about their work and met with students to answer questions about their work and their experiences during their career.

The guest speakers and Master Class instructors were not only numerous but also varied in style, with the more popular ones tending to be those whose presentations were more interactive. They also were varied in their focus and content. Some guest speakers were academic, in nature – for example, an admissions officer from ODU who discussed college enrollment and the application process. Some had a municipal background, such as the librarian who provided information regarding business and entrepreneurship-related services and resources that EBA students could use for free merely for being a Virginia Beach resident. Another notable municipal speaker was the representative from the Virginia Beach Department of Economic Development who provided EBA students with an overview of the kinds of businesses the city is seeking. Other speakers were technology-based – for instance, the engineer who had developed the app for obtaining Amtrak travel information. Still others provided insights into entrepreneurial endeavors, such as procuring government contracts. On another occasion, a Chick-Fil-A manager spoke about the job application and interview process.

Such guest speakers provided not only useful information but also opportunities for students to make useful connections that could lead to mentoring, interning, obtaining financing for entrepreneurial projects, or securing future employment.

**Field Trips:** Another type of enrichment activity that the EBA provided during 2016-2017 involved several field trips. One of the most notable was a trip to the Norfolk Forum to attend a Barbara Corcoran (Shark Tank) lecture and meet-n-greet. There also were field trips to see small-business owners at ODU's Strome Entrepreneurship Center. Two in particular were especially popular. One involved a quartet of entrepreneurs who combine toy manufacturing and social responsibility. The other involved an event at which EBA students listened and met with Adam Braun, founder of Pencils for Progress, which is a nonprofit organization that starts schools in underdeveloped areas all around the world.

But the field trips were not limited to attending lectures. Other field trips included attending Makerspace and similar competitions in which EBA students competed.

**Community Service:** A third type of EBA enrichment involves community service in acknowledgment of the EBA leadership's recognition that being socially responsible, civic minded, and service-oriented is important. Thus, to graduate from the academy, EBA students are required to accrue at least 100 hours of community service during the course of their enrollment. Depending on individual circumstances, a student might accomplish this, for instance, in just one summer, in increments of 25 hours per year for four years or in any other acceptable way that met their individual circumstances and needs.

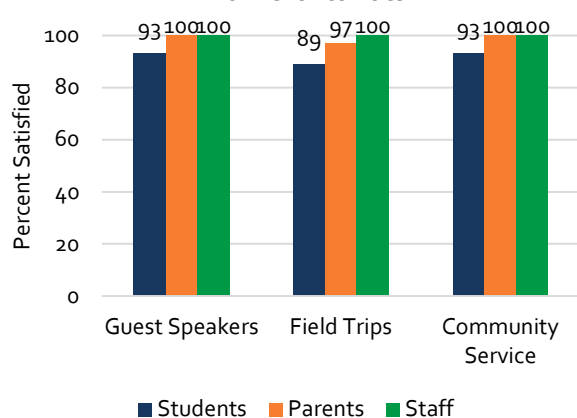
The community service can be rendered in many different ways. For example, a student may engage in peer tutoring or in tutoring younger students in elementary or middle school. A student may serve on the mayor's Youth Task Force. A student may volunteer with a nonprofit organization, provide free babysitting for nonrelatives, or volunteer at the Virginia Aquarium.

Ultimately, fulfilling the community service requirement is intended to encourage students to be civic-minded and service-oriented while acquiring valuable experiences, accomplishments, and connections.

**Perceptions:** Figure 3 displays the percent of stakeholder groups – students, parents, and staff - that were satisfied with three of the more prominent enrichment activities that the EBA provided. As can be seen, the percentages of satisfied stakeholders were high. Nearly all of the parents and EBA staff who responded to the survey items indicated that they were either satisfied or very satisfied with the guest speakers, field trips, and community service. At least 89 percent of

the students also indicated that they were satisfied with the three enrichment activities.

**Figure 3: Percent of Stakeholders Satisfied With EBA Enrichment Activities**



## Participant Selection

An important component of implementing the EBA involved selecting staff and students as well as community partners from both the academic and business sectors.

**Academy Marketing:** In collaboration with the Department of Media and Communications and the Department of Teaching and Learning, the KHS and EBA leadership developed the marketing plan described in the academy proposal. In accordance with the approved plan, various methods were used to market the academy to prospective EBA students who were in grade 8 at the time. A brochure that highlighted the academy's purpose, program of study, and the mission statement was designed and printed. This brochure was used as a marketing tool to disseminate information about the EBA at middle schools and information nights. Additionally, multiple articles ran throughout the year in *The Virginian Pilot*. The EBA website contains documents such as frequently asked questions, enrollment forms, contact information, and press releases. Academy leadership also promoted the EBA on Twitter, Facebook, and other social media. Also, a public information session was held at KHS for parents and students on December 21, 2015.

**Student Application and Selection:** While still in eighth grade, students applied for admission to the EBA using the standard VBCPS academy program application process and timeline. Specific essay questions formulated around the academy's theme of entrepreneurship, business information technology, and corporate finance were included. The essay responses

helped to identify candidates with a passion for and interest in the fields of study. Additional evaluative criteria included the following:

- Academic achievement, including grades and SOL test scores
- Positive teacher recommendations
- Parent recommendations
- Good attendance and school record

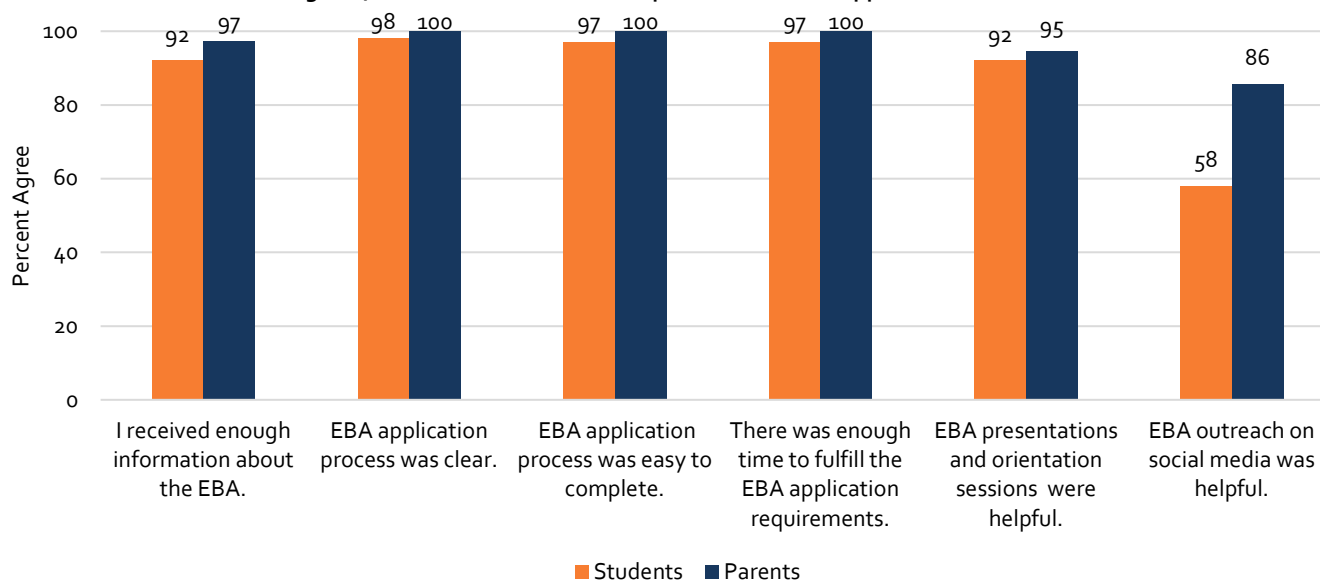
A selection committee of school administrators, teachers, and other professionals independently reviewed each of the 265 applications received, rating each one on the same 1-5 numerical scale used by all other VBCPS academies. The accuracy and inter-rater concurrence were monitored carefully. If a discrepancy among reviewers was noted, the application was held for additional review and discussion. Ultimately, 226 students (85%) received letters offering admission. Another 76 applicants were placed on a waiting list. Of the students offered admission, 118 students accepted the offer that they received, which was 94 percent of the 125 student capacity in the EBA proposal. Of the accepted students, 108 students (92%) were enrolled when the EBA opened in September, 2016. Of the 108 September enrollees, 101 students (94%) remained in the academy at the end of the 2016-2017 school year.

According to the academy proposal, 125 students were to attend the EBA as freshmen. To address the under-enrollment, an additional 18 students recently joined the first cohort as sophomores at the start of the 2017-2018 school year. In addition, a second cohort of 120 students was accepted into the EBA as freshmen for the academy's second year.

Students and parents from the EBA's first cohort of students were asked about their perceptions of the application and selection process on the end-of-year surveys. Figure 4 displays the agreement percentages (those who either agreed or strongly agreed) of students and parents with several statements regarding the enrollment process.



**Figure 4: Parent and Student Perceptions of the EBA Application Process**



High percentages of both parents and students agreed that they had received enough information about the academy to make a fully informed decision about enrolling in the EBA, as well as that the application process was clear and also easy to complete. Similarly, high percentages of parents and students agreed that they had been given enough time to fulfill the application requirements. Slightly lower percentages of parents and students felt that the EBA presentations and orientation sessions had helped them to understand the EBA program. A lower percentage of parents (86%) and especially of students (57%) agreed that the EBA outreach on social media had helped them to understand the EBA program. The reasons for the low student agreement are unclear.

Furthermore, 100 percent of the EBA staff members agreed on the EBA staff survey that the admissions process succeeded in enrolling promising EBA students and that the EBA students and parents demonstrated an awareness of the program's expectations.

**Reasons for Enrolling:** An open-ended survey item asked students and parents to provide their reasons for enrolling in the EBA. Among the 100 students who responded to the item, the most common reason for enrolling in the academy involved a professional aspiration – mainly, to improve career options, to be one's own boss, or to become wealthy. More than three of every four students (76%) cited such a reason. The second most common reason involved an academic aspiration – mainly, to improve college opportunities or to earn an Associate's degree before leaving high school. This was cited by 14 percent of the student respondents.

To a lesser extent, 2 percent of the students indicated a desire to attend KHS, and 2 students stated that they enrolled in response to parental advice or pressure.

Of the 33 parent responses to a similarly worded open-ended survey item, 15 parents (45%) explained that they had enrolled their children in the EBA because of their child's interest in business. Another 14 parents (42%) cited academic reasons, such as the academy's challenging curriculum, the academy's ability to prepare the student for college and possibly for business school, and the opportunity for their child to earn an associate's degree while still in high school. Eight parents (24%) cited a variety of other reasons: the staff had done an excellent job of presenting the academy during the divisionwide Information Night at the Convention Center; the EBA was the academy that most interested their child; and the child had been the one who decided to attend.

In addition, 97 percent of the student respondents, as well as 97 percent of the parent respondents, agreed that their responsibilities of being a part of the EBA were clear. Relatedly, all EBA staff members (100%) agreed that academy student and parents demonstrated an awareness of the program's expectations.

**Staff Recruitment and Selection:** The academy coordinator's position was a 12-month position. Hired in August 2015, the coordinator, who most recently had served as an assistant principal at a VBCPS middle school, was responsible for writing grants, visiting Virginia colleges and universities to plan seminars, securing guaranteed admissions to undergraduate and

graduate programs, and meeting with parents and students at all Virginia Beach middle schools to publicize the program. In addition, the coordinator oversaw the process of writing curricula and reviewing and selecting textbooks for the proposed courses, as well as the purchasing of state-of-the-art technology equipment. The coordinator also determined the academy's staffing needs and interviewed teachers for available positions. In addition, the coordinator solicited community members to create an endowment fund for deserving Entrepreneurship and Business Academy at Kempsville High School EBA graduates. During the second half of the 2015-2016 school year, the coordinator oversaw the selection of students, created a waiting list, planned staff development activities, collaborated with Transportation Services, and completed curriculum development.

Starting in 2016-2017, staffing for the EBA would involve the addition of one teacher per year to offer specialized courses. A total of four academy teachers will be added over the four-year period between initial staffing for 2016-2017 and full implementation for 2019-2020.

Teacher candidates applied for an academy position using the division's standard application process, followed by a full interview process with the coordinator, school principal, and two staff members in the Office of Technical and Career Education (TCE). The staff selection for the EBA was based on the following qualifications:

- Candidates with a Master's Degree preferred
- Excellence in teaching and the delivery of instruction.
- Endorsements in the fields of study.
- Interest in professional learning for the integration of business, entrepreneurship, information technology, and core subjects.
- Varied professional work experiences in the field.
- Strong technology skills.
- The ability to work flexibly with institutions of higher learning and community business leaders.

The staff were selected by the KHS principal, the academy coordinator, and the two TCE staff members based on the criteria and qualifications set forth above, as well as their enthusiasm. Subsequent evaluation of the hired EBA faculty was conducted collaboratively by the KHS principal and the academy coordinator.

All EBA staff (100%) agreed with a statement on the survey that the responsibilities of being an EBA teacher were clear.

**Professional Learning:** According to the approved proposal, professional learning would be based on the needs of the selected staff. Teachers who teach the business, entrepreneurship, and information technology courses would attend professional learning opportunities either on-site or at arranged sites for their particular course area. Teachers would also have an opportunity to gain professional learning by attending national conferences and training with national consultants. Professional learning would include a special emphasis on AVID strategies and globally competitive skills, such as critical thinking. Additionally, all academy teachers after appropriate professional learning would be expected to integrate technology throughout the curriculum. Professional learning classes were designed to meet the specific needs of the academy. The professional learning process would continue to be an ongoing effort as the EBA develops over the next four years. The principal, the coordinator, the Department of Teaching and Learning, and the EBA staff collaborated to construct each year's professional learning calendar.

As an integral part of planning professional learning for the staff during 2016-2017, the coordinator and academy teachers established desired outcomes for all professional learning activities. Implementation of the professional learning was evaluated through follow-up surveys and observation by the EBA coordinator and the KHS principal.

During 2016-2017, professional learning activities for EBA staff included a week-long, intensive seminar at Babson College in Wellesley, Massachusetts that focused on teaching entrepreneurial leadership skills to high school students. The EBA teachers also attended training in California on Makerspaces over the summer of 2016, and the entire staff attended the annual conference of the Virginia Association of Supervision of Curriculum Development (VAASCD) in December 2016. The entire staff also meets monthly as a professional learning community. When needed, specific professional learning sessions are arranged – for example, to learn Apple's Swift coding language for designing smart-phone applications.

At the end of each of these sessions, attendees were asked to complete a course evaluation by utilizing a course evaluation form. In general, the feedback from these forms indicated that the staff appreciated the

instruction. They felt that the professional learning would help them improve student achievement and that they would be able to use what they had learned in their instructional practice.

On their end-of-year survey, staff were asked to rate their perceptions on several questions pertaining to their professional learning. As can be seen in Table 5, every respondent indicated that they had received sufficient professional learning. All seven respondents (100%) also indicated that the professional learning enhanced their ability to integrate academy content into the curriculum and helped them to meet their students' needs. Further, all seven respondents indicated that the professional learning they received helped prepare them to teach academy courses.

**Table 5: EBA Staff Perceptions of Professional Learning**

Survey Statement	Percent Agreement (n=7)
Professional learning helped prepare me to teach academy courses.	100%
Professional learning enhanced my ability to integrate EBA-related units/ideas in the curriculum.	100%
Professional learning enabled me to better meet the academy students' needs.	100%
I received sufficient academy-related professional learning.	100%
The academy-related professional learning was sufficient in breadth.	100%
The academy-related professional learning was sufficient in depth.	100%
I received academy-related professional learning in a timely manner.	100%

## Characteristics of Participants

The second evaluation question asked, "What were the characteristics of the EBA participants?"

This section of the evaluation report answers that question by providing information regarding the characteristics of EBA students, staff, and academy partners.

### Student Characteristics

On September 30, 2016, a total of 456 students were enrolled in the ninth grade at KHS. Of these students, 108 were students in the EBA when it began its first year of operation.

**Student Demographics:** Table 6 shows the demographic characteristics of both the 108 EBA students and the 348 other KHS students in the ninth grade. The table also provides the demographics of the entire ninth grade in VBCPS, including KHS. The data indicate similar percentages with respect to gender. The racial/ethnic composition of the academy approximates that of the rest of KHS ninth grade, as well as the division overall. The exceptions are that the academy has a somewhat higher percentage of Caucasian students and a somewhat lower percentage of Hispanic students than KHS and the division as a whole.



**Table 6: Demographic Characteristics of EBA and Non-EBA Students Enrolled at KHS on September 30, 2016**

Characteristic	EBA (N=108)		Non EBA (N=348)		Division (N 5,447)	
	N	%	N	%	N	%
<b>Gender</b>						
Female	56	52%	173	50%	2,623	48%
Male	52	48%	175	50%	2,824	52%
<b>Ethnicity</b>						
African American	26	24%	88	25%	1,383	25%
American Indian	0	0%	0	0%	8	0%
Asian/Native Hawaiian/Pacific Islander	3	3%	11	3%	373	7%
Caucasian	61	56%	171	49%	2,725	50%
Hispanic	6	6%	46	13%	532	10%
Multiracial	12	11%	32	9%	426	8%
<b>Economically Disadvantaged</b>						
Yes (Free/Reduced Lunch)	33	31%	148	43%	2037	37%
<b>Identified Special Education</b>						
Yes	1	1%	36	10%	578	11%
<b>Identified Limited English Proficiency</b>						
Yes	0	0%	6	2%	73	1%
<b>Identified Gifted*</b>						
Yes	28	26%	31	9%	855	16%
<b>Military Connected</b>						
Yes	16	15%	47	13%	662	12%

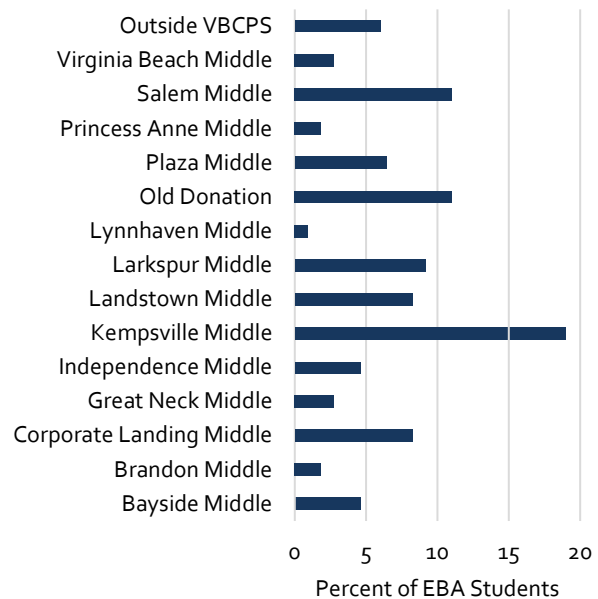
Note. Percentages may not add up to 100 percent due to rounding.

\*Includes artistically and intellectually gifted students.

With respect to the other demographic characteristics provided in Table 6, the academy had significantly smaller percentages of economically disadvantaged students (-12%), special education (-9%), and limited English proficient students (-2%) than did the rest of the KHS ninth grade. In contrast, the EBA also had a significantly greater percentage of gifted students (+17%) than did the rest of the ninth grade at KHS.

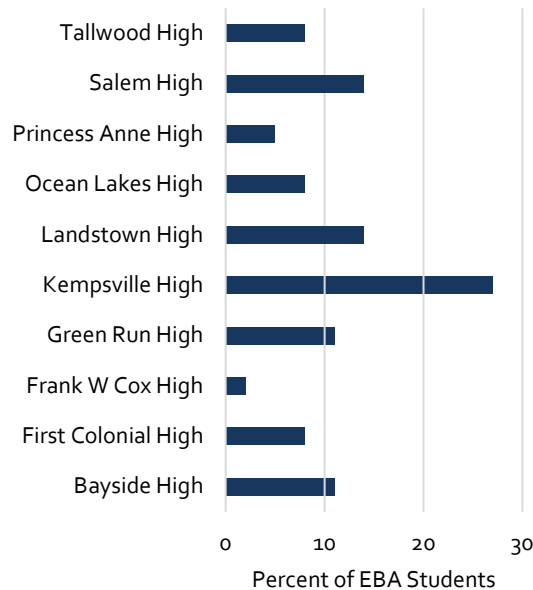
**Student Geographics:** Similar to findings from previous VBCPS academy evaluations, the greatest number of students at the academy came from the home high school's attendance zone. Figure 5 shows that a total of 31 EBA students (29%) had attended either Kempsville or Larkspur middle schools, which are the two middle schools in the KHS attendance zone. Kempsville Middle School had 21 of the students (19%) and Larkspur had 10 students (9%). The figure also shows that 12 students had attended Salem Middle School while another 12 students had attended Old Donation School. The remaining 53 students had attended another VBCPS middle school or came from outside the division. In total, the EBA enrollment process drew from every middle school in VBCPS.

**Figure 5: Home Middle Schools for EBA Ninth-Grade Students**



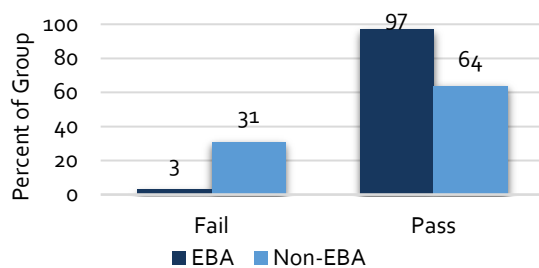
In turn, Figure 6 displays the 2016-2017 high school attendance zones from which the EBA students were drawn. One-quarter of the EBA students (25%) resided within the KHS attendance zone. Just four other high school attendance zones accounted for another 46 percent of the EBA enrollees - Bayside (10%), Green Run (10%), Landstown (13%), and Salem (13%). Ultimately, the EBA drew students from every VBCPS high school attendance zone, except Kellam's.

**Figure 6: Zoned High Schools for EBA Ninth-Grade Students**



**Student Prior Academic Achievement:** A comparison of 2015-2016 SOL performance levels in reading when the EBA and non-EBA were eighth grade students revealed that the greatest portion of each group was in the mid-range Proficient category, as shown in Figure 7. The two groups differed, however, at the lower and higher levels. A larger proportion of the EBA group scored at the Advanced level while, conversely, a larger percentage of the non-EBA group scored at the Basic level. In other words, the academy selection process led to the enrollment of higher scoring students into the EBA.

**Figure 7: SOL Reading Performance Levels for EBA and Non-EBA Students in Grade 8 in 2015-2016**



Similar results were found for the grade 8 writing, math, science, and social studies SOL tests. Such differences at the lower and higher ends of the eighth grade achievement range would inevitably lead to differences in the 2016-2017 SOL scale scores. Yet, such differences also reflected the effectiveness of the EBA student selection process.

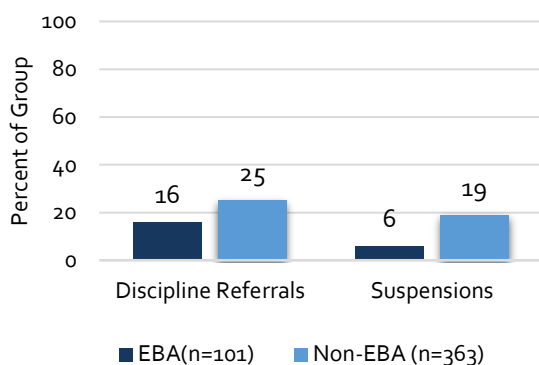
**Student Attendance and Discipline:** The attendance rate for the EBA students in 2016-2017 was 96.5 percent compared to 92.5 percent for the non-EBA KHS freshman group. Although such a 4 percent difference may appear small, it was found to be statistically and practically significant, yielding an effect size of .43. In terms of days present and absent, the EBA students attended school an average of nearly 19 more days than the non-EBA students – more than 174 days compared with fewer than 155 days. Conversely, the EBA students were absent an average of 6 days fewer than the non-EBA students – 6 days compared with 12 days.

A similar pattern emerged with respect to unexcused absences only. The unexcused absence rate for the EBA students was 1.4 percent compared with 4.5 percent for the non-EBA students. The 3.1 percent difference was statistically significant, yielding an effect size of .39. This translates to the EBA students having an average of about 4.2 fewer unexcused absences than the non-EBA students – 2.45 days compared with 6.60 days, on average.

In addition, comparisons within the EBA group were conducted to determine if proximity to KHS made a difference in attendance and unexcused absence rates. Comparing the 25 EBA students within the KHS attendance zone with the 76 EBA students outside of the KHS attendance zone yielded no statistically or practically significant differences. There was a 1.2 percent difference in attendance rate between the KHS-zoned students (97.4%) and the other EBA students (96.2%). The difference in unexcused absences was an even smaller two-tenths of one percent (0.2%) between the KHS-zoned students (1.2%) and other EBA students (1.4%).

A similar pattern of results was found with respect to discipline referrals and suspensions. Among the 101 EBA students, 16 students (16%) were referred for discipline at least once during 2016-2017. By comparison, 92 of the 363 non-EBA students (25%) received at least one referral. In turn, the percentage of EBA students that was suspended (6%) was only one-third as great as the percentage of non-EBA who were suspended (19%) during 2016-2017. These differences are depicted in Figure 8.

**Figure 8: Comparison of EBA and Non-EBA Discipline Referrals and Suspensions**



### Staff Characteristics

In addition to the academy coordinator, the EBA opened in September 2016 with six teachers and one school counselor as its staff.

Table 7 indicates that the average amount of experience among EBA staff (i.e., teachers and school counselor) was six years. None of the seven EBA staff were in either their first or second year of experience. Five of the seven EBA staff had between two and five years of experience. A sixth staff member had six years of experience, and the seventh staff member had 18 years of experience – all in VBCPS.

Three of the seven EBA staff (43%) held advanced degrees, while all the EBA staff held at least one endorsement in a core subject, technology, business information, marketing, or school counseling.

As noted in Table 7, the gender breakdown indicates that six of the seven EBA staff (86%) were female. This was higher than the 67 percent for the rest of KHS. Divisionwide, 68 percent of all VBCPS high school staff were female. The percentage of Caucasian EBA staff was higher than the percentage at both the rest of Kempsville and all VBCPS high school faculty. Conversely, the percentage of other ethnicities among the EBA staff was lower than those among both the rest of KHS and all VBCPS high school faculty.

It is important to note that the relatively small number of staff in the EBA makes it difficult to draw meaningful comparisons. For example, the 14 percent of male teachers in the academy represents only one teacher.

Academy staff were asked on the EBA staff survey whether they would return for the second year of academy operations. All seven staff indicated their intent to return.

**Table 7: Staff Characteristics and Qualifications**

Staff Characteristics and Qualifications	EBA* (n=7)	KHS (n=108)	Division** (n=1,479)
Male	14%	33%	32%
Female	86%	67%	68%
Caucasian	100%	84%	80%
African American	0%	6%	10%
Asian	0%	6%	4%
Other Ethnicity	0%	4%	6%
Percentage With Advanced Degrees	43%	54%	54%
Percentage New to the Division	0%	15%	9%
Average Years Experience	6 yrs.	14 yrs.	15 yrs.

\*Of the 115 KHS staff, 7 were considered EBA staff while 108 were considered non-EBA staff.

\*\*High school level data only, including KHS.

## Progress Toward Meeting Goals and Objectives

The third evaluation question asked, “What progress was made toward meeting the academy’s goals and objectives?”

### Goal 1: Academic Preparation

The EBA proposal, approved by the School Board, included one overall goal, referred to as “Academic Preparation”:

**Goal #1: “To provide students the business skill and knowledge necessary to succeed in any career-related fields of study in postsecondary education and in the workforce.”**

The proposal then listed five objectives for students and a sixth objective for the academy to achieve. This section of the report will examine progress that has been made to meet these six objectives.

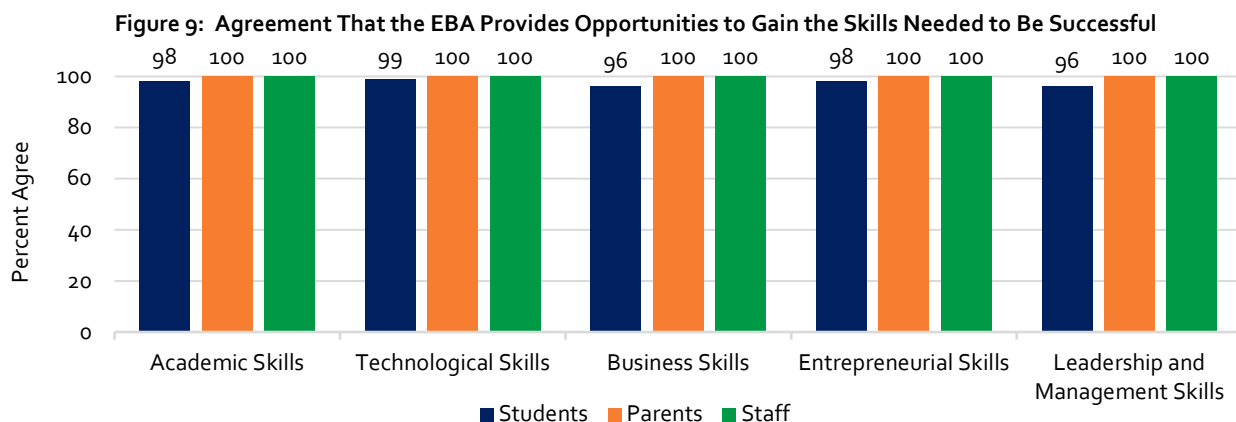
### Objective #1: Academy Coursework

**Objective #1: Students will successfully complete a sequential program of study that focuses on critical skills, knowledge, and technology in the fields of entrepreneurship, business information technology, and corporate finance.**

As this is the first year of academy operation, it is not yet possible to determine how many students will successfully complete the EBA program of study from grades 9 through 12. That determination will be made when the academy is evaluated after full implementation in 2019-2020.

It is possible, however, to assess how well the program focuses on critical skills, knowledge and technology in the fields of entrepreneurship, business information technology, and corporate finance. It is also possible to determine if students are progressing toward meeting this objective based on data from several measures such as course enrollments and grades.

**Perceptions:** As noted previously in the report, several survey items on the student, parent, and staff end-of-year surveys asked about skills and technology. As Figure 9 shows, all three respondent groups – students, parents, and staff – either unanimously or almost unanimously agreed with each statement that the EBA had provided opportunities to gain the skills needed to be successful.



**Course Enrollment and Grades:** As shown in Table 8, nearly all academy students received a grade of “C” or better in courses they took during ninth grade. All 101 students (100%) took EBA Honors English, and all but two earned a grade of “C” or better. All academy students also took math, and all (100%) earned a grade of “C” or better. The two most commonly taken math

classes were Algebra II/Trigonometry (35 students) and Honors Geometry (29 students). For science, a total of 72 EBA students took Biology, 27 students took Earth Science, and 2 students took Chemistry. For social studies, 55 students took AP Human Geography, and 45 students took the EBA World Studies for Business course.

**Table 8: EBA Courses, Enrollment, and Pass Rates**

Courses	N	Percent Earning C or Better
<b>Core Courses</b>		
EBA Honors English 9	101	98%
Algebra 1 Honors	18	100%
Algebra 2	1	100%
Algebra 2/Trigonometry	34	100%
Geometry Honors	29	100%
Geometry Series – Parts 1 and 2	18	100%
Biology	72	100%
Chemistry	2	100%
Earth Science	27	100%
AP Human Geography	55	93%
EBA World Studies for Business	45	100%
<b>Academy Courses</b>		
EBA Critical Issues in Business Seminar	101	100%
EBA Idea Generation and Creative Problem Solving	101	100%
EBA Introduction to Entrepreneurship, Business, and Information Technology	101	100%
<b>Elective Courses</b>		
French	11	100%
German	3	100%
Japanese	4	100%
Latin	5	100%
Russian	1	100%
Spanish	76	100%
AVID	12	100%
Music (Band, Orchestra, Guitar, or Piano)	6	100%
Other (Art, Theater, Technology, Photography and Printing)	6	100%

Further, the EBA course load for ninth-grade students during the 2016-2017 school year also included three classes designed especially for the academy. As mentioned previously, EBA Introduction to Entrepreneurship, Business, and Information Technology was a year-long course. The other two academy courses for the ninth-grade students were each one semester in duration: EBA Critical Issues in Business Seminar and EBA Idea Generation and Creative Problem Solving Seminar. All EBA students took these academy-specific courses and earned grades of C or higher.

In addition to the core and academy courses, EBA students chose their remaining classes from a large and varied menu of courses. In response to academy encouragement, all EBA students took a foreign language. The two most common languages studied

were Spanish and French. More than 75 percent of the 101 students took Spanish 1, Spanish 2, Spanish 3, or Spanish 4. An additional 11 students (11%) took French 1, French 2, French 3, or French 4. The remaining EBA students studied German, Japanese, Latin, or Russian.

Also, 12 students took an AVID study skills elective based on best practices in writing, inquiry, collaboration, organization, and reading (WICOR). Six students took a music class, and six students took an elective related to art, theater, technology, or photography and printing.

## **Objective #2: Associate's Degree/Postsecondary Credit**

### **Objective #2: Students will have opportunities to earn an Associate's degree/postsecondary credit.**

According to the academy proposal, opportunities to earn postsecondary credit would take two forms. The first mechanism is through advanced placement (AP) courses. The only AP course available to the ninth-grade EBA students was AP Human Geography. Of the 101 EBA students who remained in the academy for the entire school year, 55 students (54%) completed AP Human Geography. By comparison, only 16 of the 363 non-EBA students (4%) completed AP Human Geography.

Of the 55 EBA students who took AP Human Geography, 54 students (98%) passed the course - 51 students (93%) with a grade of C- or better, 40 students with a B- or better, and 18 students (33%) with a grade of A- or better. In addition, 73 percent of the EBA students who took the AP test (N=44) earned a score of 3 or above. By comparison, of the 16 non-EBA students who took the course, 13 students (81%) passed with a C- or better, 9 students (56%) with a B or better; and 1 student (6%) with an A-.

The second mechanism for earning postsecondary credit involved dual enrollment courses. In February 2017, 80 students took the Virginia Placement Test (VPT) and began taking dual enrollment classes on TCC's campus this summer or this fall/spring at KHS. The current menu of dual-enrollment courses is provided in Appendix B.

## **Objective #3: Academic Performance**

### **Objective #3: Students will exceed the objectives of VBCPS curricula and Commonwealth of Virginia Standards of Learning tests.**



Class grades and passing rates were reported previously in conjunction with the course enrollment discussion associated with the first objective. Progress toward attaining the academy's third objective is based on overall grade averages and test scores, including the results of the Standards of Learning (SOL) tests, the Reading Inventory (RI) test, and the certification tests.

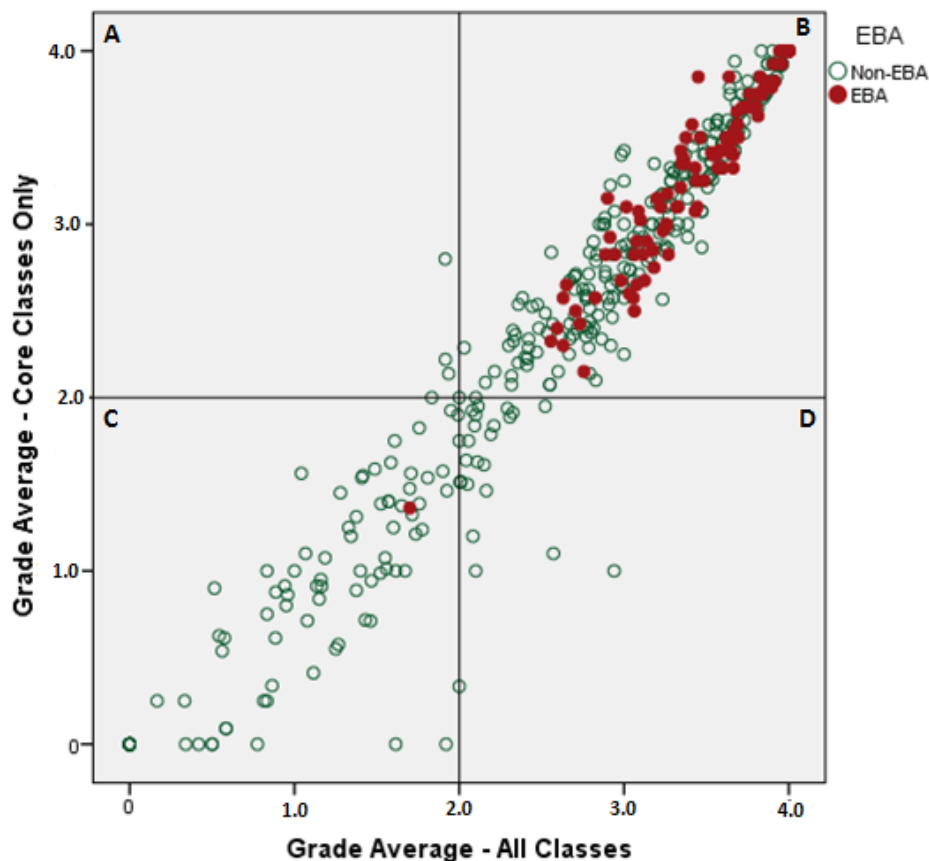
**Grade Averages:** Two sets of grade averages for academy students and non-academy ninth-grade students at Kempsville High School were reviewed. One grade average involved core classes only. The other grade average involved all classes taken during 2016-2017. For both sets, the grade averages of the academy students in ninth grade were higher than those of the non-EBA ninth-grade students. Analyses confirmed that the differences between the EBA and non-EBA grade averages were statistically significant, with associated effect sizes of .72 for the core classes only and .70 for the full set of grade averages. Both effects sizes, which are stated in the standard deviation metric, are at the end of the moderate range, according to commonly used guidelines – i.e., small = .20,

moderate = .50, and large = .80.<sup>3</sup> The difference in grade averages between the EBA and non-EBA students is perhaps better illustrated by Figure 10.

In the scatterplot, the solid red circles represent the EBA students while the green circles represent the non-EBA ninth graders at KHS during the 2016-2017 school year. Red and green circles above the horizontal reference line represent a grade average for core classes of “C” or higher. Red and green circles to the right of the vertical reference line represent an overall grade average of “C” or higher with respect to all the classes taken during 2016-2017. Being closer to the upper right corner of quadrant B is most desirable, as it indicates being closer to having a 4.0 on both sets of grade averages.

The scatterplot shows that all but one of the EBA students (99%) were in quadrant B. In contrast, of the 345 non-EBA students with end-of-year core and overall grade averages, 260 (75%) had earned overall and core class grade averages representing a “C” or better.

Figure 10: Scatterplot of EBA and Non-EBA Grade Averages

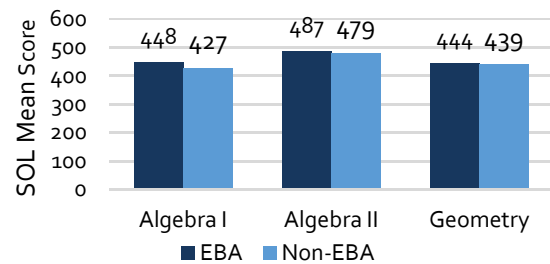


## SOL and Other Test Results

As freshmen, EBA and non-EBA students participated in a variety of SOL tests. To safeguard both student privacy and the cogency of the results, this report excludes results when either the EBA or the non-EBA group had fewer than 10 students. In addition, as explained previously, SOL scores from 2015-2016 are used here as covariates for certain comparative analyses to ensure that the comparison of EBA and non-EBA students is as valid and accurate as possible. When such analyses were conducted, students lacking comparable scores from both years were omitted from the analysis. This ensured that the comparisons were statistically unbiased.

**SOL Math Results:** Academy students took one of three SOL mathematics tests: Algebra I, Algebra II, or Geometry. The SOL math results of the EBA students are compared in Figure 11 with those scores of non-EBA ninth-grade students at KHS who took the same test. The results showed that the EBA students earned higher scale scores than their non-EBA counterparts, regardless of which math test they took.

Figure 11: Comparison of EBA and Non-EBA SOL Math Scale Scores for 2016-2017



A somewhat different picture emerged, however, when the scale scores were ultimately dichotomized into pass rates, as displayed in Table 9. The 21-point difference in SOL math scale scores between the EBA and non-EBA students on the Algebra I test did yield a 12-point pass rate difference. However, with respect to the Algebra II test, the scale scores of both groups were high enough for all of the EBA students (100%) and all of the non-EBA students (100%) to be classified as passing. Similarly, on the Geometry test, the five-point difference in scale scores yielded less than a 1 percent difference in pass rates.

Table 9: Comparison of EBA and Non-EBA SOL Pass Rates in Math for 2016-2017

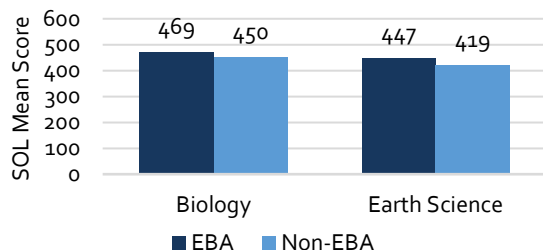
Test	EBA		Non EBA		
	n	% Pass	N	% Pass	
Algebra I	15	100%	147	88%	12%
Algebra II	36	100%	36	100%	0%
Geometry	46	96%	74	95%	1%

To ensure valid interpretation of the math, as well as the following science and social studies comparisons, the difference in the scale scores and pass rates between the EBA and non-EBA groups were adjusted by each student's performance on whichever SOL math test they took when they were in eighth grade during 2015-2016. This analytic technique, known as analysis of covariance, serves to equalize the proverbial starting line so that the 2016-2017 scores of the EBA and non-EBA groups can be compared more accurately and equitably. After controlling for the differences in their prior scores and pass rates, the current year SOL scores and pass rates were found to be much more similar. For example, with respect to the SOL scale scores, the Algebra I difference shrunk from 20 to 8 points; the Algebra II difference shrunk from 5 points to just 1 point; and the Geometry difference remained at 0. The shrinkage due to the adjustments strongly suggested but does not definitively prove that the unadjusted results more likely reflect the EBA students' prior academic achievement

and homogeneity rather than differences in the quality of the EBA and non-EBA instruction.

**SOL Science Results:** Academy students took one of three SOL science tests: Biology, Chemistry, or Earth Science. Because only two EBA students and no non-EBA students took the Chemistry test, the results are not reported in this section of the report. As depicted in Figure 12, the EBA students outscored the non-EBA students by 19 scale-score points in Biology and by 28 scale-score points in Earth Science.

**Figure 12: Comparison of EBA and Non-EBA SOL Science Scale Scores for 2016-2017**



But unlike math, the differences between the EBA and non-EBA groups remained nontrivial when their SOL scale scores were collapsed into pass rates, as shown in Table 10. The 19-point difference in SOL Biology scale scores yielded an 8-point difference in pass rates between the EBA and non-EBA students. On the Earth Science test, the 28-point difference in scale scores yielded a 26-point difference in pass rates.

**Table 10: Comparison of EBA and Non-EBA SOL Pass Rates in Science for 2016-2017**

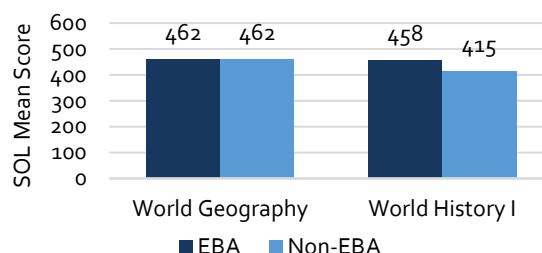
Test	n	% Pass	N	% Pass	
Biology	72	99%	92	91%	8%
Earth Science	27	100%	209	74%	26%

However, as with the math results, conducting analysis of covariance on the scores and pass rates of the Biology and Earth Science tests yielded results that suggested the following: none of the differences in the 2016-2017 SOL scale scores or pass rates were found to be statistically significant. That is, using their eighth grade SOL science scores to adjust for pre-existing differences between the EBA and non-EBA groups led this year's differences in scores and pass rates to shrink to almost nothing. Thus, as was the case with math, this finding suggests but does not conclusively prove that the initial, unadjusted results reflect differences between the EBA and non-EBA students in the level and spread of their 2015-2016 SOL scores rather than being attributable to differences in the quality of the instruction they received during 2016-2017.

**SOL History Results:** Kempsville High School freshmen took one of four SOL social studies tests: Virginia and U.S. History, World Geography, World History I, or World History II. However, only the World Geography and World History I tests were taken by a sufficient number of EBA and non-EBA students to be reported in this evaluation. As displayed in Figure

13, the 55 EBA students and the 15 non-EBA students earned the same mean scale score of 462 on the World Geography SOL test. Also as displayed in Figure 13, the outcome differed on the World History I test. The mean scale score for the 45 EBA students who took the test was 43 points higher than the mean scale score earned by the 285 non-EBA students who took the same test.

**Figure 13: Comparison of EBA and Non-EBA SOL Social Studies Scale Scores for 2016-2017**



As exhibited in Table 11, the EBA and non-EBA students earned similar pass rates on the World Geography test – 98 percent and 100 percent, respectively. In contrast, the 43-point difference in scale scores on the World History I test yielded a 27 percent difference in pass rates.

**Table 11: Comparison of EBA and Non-EBA SOL Pass Rates in Social Studies for 2016-2017**

Test	EBA		Non EBA		Difference
	n	% Pass	N	% Pass	
World Geography	55	98%	15	100%	-2%
World History I	45	100%	285	73%	27%

The analyses of covariance conducted on the scores and pass rates yielded different results between the World Geography and the World History I tests. As with the math and science tests, no statistically significant differences were found between the EBA and non-EBA students after the scores and pass rates for the two

groups were adjusted by each student's SOL social studies performance on the eighth grade tests in 2015-2016. However, on the World History I test, statistically significant differences between the two groups remained, even after the adjustments were made to control for 2015-2016 differences.



**Reading Inventory Results:** In addition to taking applicable SOL tests, most KHS freshmen also took the *Reading Inventory* (RI) test. Because the SOL reading test for high school is intended for eleventh grade students, the RI results provided the best available indication of reading proficiency among the EBA and non-EBA students.

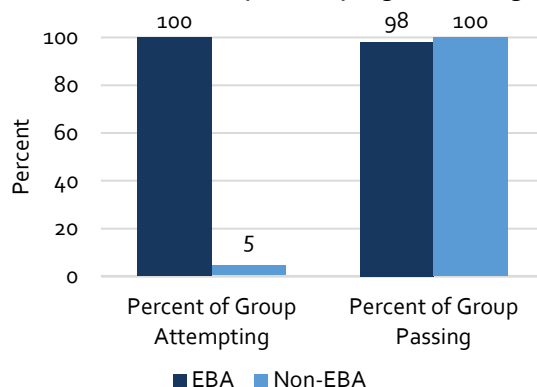
The *Reading Inventory* is a multiple-choice, computer-adaptive reading comprehension assessment that reports student reading levels using the Lexile measurement scale. Students receive a Lexile score that is linked in turn to a rating of whether or not the student is reading on grade level.

Analyses of the 2016-2017 RI results revealed that the average Lexile score was notably higher in the spring for the EBA students (Lexile = 1281) than for the non-EBA group (Lexile = 1089) – a difference of 192 Lexile points. Accordingly, the percentage of EBA students classified as reading on or above grade level also was higher in the spring for the EBA students (92%) than for the non-EBA students (65%).

**Certification Test Results:** As previously reported, all 101 EBA students (100%) took at least one test to earn an industry-related certification, with 98 of the 101 (97%) taking at least two certification tests. Of the 225 attempts by EBA students to pass a certification test, 221 were successful, yielding a pass rate of 98 percent. Of the 221 successful attempts, 218 – or 99 percent – were in pursuit of a certification as a Microsoft Office Specialist (MOS). Of the successful certification attempts, 15 involved MOS certification in Excel, 101 involved MOS certification in PowerPoint, and 102 involved certification in Microsoft Word.

By comparison, as displayed in Figure 14, while all (100%) of the 21 non-EBA attempts to earn a certification were successful, they involved only 17 of the 363 non-EBA freshmen (5%).

**Figure 14: Comparison of EBA and Non-EBA Certification Tests – Percent of Groups Attempting and Passing**



**Summary of Academic Performance:** Overall, progress was made during the EBA's first year of implementation toward meeting the academy objective that students will meet or exceed the division's academic goals. With respect to course selection and earned grades, the EBA students tended on average to outperform the other KHS freshmen, choosing more challenging courses and earning better grades.

Both the unadjusted and adjusted SOL results showed that academy students performed as well as or better than the non-academy Kempsville High School students on applicable SOL tests and the Reading Inventory. The resulting passing rates on the SOL tests for academy students ranged from 96 to 100 percent, depending on the test, while ranging from 73 to 100 percent for non-EBA students.

On the *Reading Inventory*, EBA Lexile scores were substantially higher in the spring than their non-EBA counterparts.

Finally, with respect to attempting and earning industry certifications, many more EBA students than non-EBA students (100% of 101 compared with 5% of 363) took a certification test while the pass rates were nearly identical – 98 percent for the EBA group compared with 100 percent for the non-EBA group.

#### **Objective #4: Enrichment Activities**

**Objective #4: Students will participate in job shadowing, mentoring, and/or internship programs that extend, enrich, and refine student learning and that create linkages between the academic and business communities.**

The EBA's job shadowing program was deliberately set to commence when students are in their sophomore

year, after they had completed their year-one coursework. Each job shadowing experience – albeit, brief – introduces the student to what a job is like. It also provides students with opportunities to initiate possible mentoring relationships with members of the business community.

With respect to making progress toward the objective, EBA leadership began during the 2016-2017 school year to develop relationships with a wide variety of local businesses and professionals who may be willing to host job shadowing experiences for EBA students and possibly serve as mentors.

The year-two evaluation will address this objective more thoroughly after the program has actually started to operate during 2017-2018.

### Objective #5: Long-Term Project/Internship

**Objective #5: Students will complete a long-term project through an internship/mentorship experience with a culminating presentation in the senior year featuring an in-depth study of an issue of concern to their related industry and present ideas/solutions as viable options to address the issue to a panel of business and community leaders.**

All students within the academy will complete a long-term project or internship during their senior year. It is envisioned as an on-the-job training experience that will provide the student an opportunity to identify real-world application of curriculum content and experiences. Throughout the project or internship, students will maintain an online blog about their experiences, reflections, and connections to related coursework.

The experience will culminate toward the end of the school year in a student presentation regarding an issue or concern addressed within the business they are working and the student's ability to provide solutions or ideas to assist the business in addressing that concern. This presentation will be delivered by the student, and members of the community, business, and school will be present to provide feedback and show support for the student's work through the project. Academy staff will be extensively involved in the required internship program.

Although the long-term project will not formally begin until they are in twelfth grade, students have already begun preparing for their long-term project by

participating in the EBA's course of study and enrichment activities during their freshmen year.

Further progress toward meeting this fifth objective will be reviewed as part of the year-two evaluation of the academy.

### Objective #6 Collaborative Agreements With Institutions of Higher Education

**Objective 6: The academy will establish collaborative agreements with institutions of higher education that result in ongoing program development and assessment.**

Discussions regarding dual-enrollment course offerings and credit among the leaders of the EBA, VBCPS, and TCC led to 80 EBA students taking the Virginia Placement Test (VPI) in February 2017. Some students began taking dual enrollment classes on TCC's campus during the summer of 2017. Others were scheduled to begin in the fall or spring of 2017-2018 at KHS. In addition, discussions regarding the development of courses toward an associate's degree have continued to take place between the academy leadership and officials at TCC, who have demonstrated interest in further expanding the dual enrollment course options. This opportunity will be predominantly for juniors and seniors.

Tidewater Community College was not the only college or university collaborating with the EBA. During the 2016-2017 school year, all EBA staff members attended a week-long professional learning seminar regarding entrepreneurship and business instruction at Babson College in Wellesley, Massachusetts, which also provided the EBA with a variety of curricular and formative assessment resources.

Meanwhile, collaboration between the EBA and ODU, especially with the Strome Entrepreneurial Center, has resulted in several opportunities during 2016-2017 for students and staff to attend and participate in lectures, presentations, and other academy-relevant activities.

### Stakeholder Perceptions

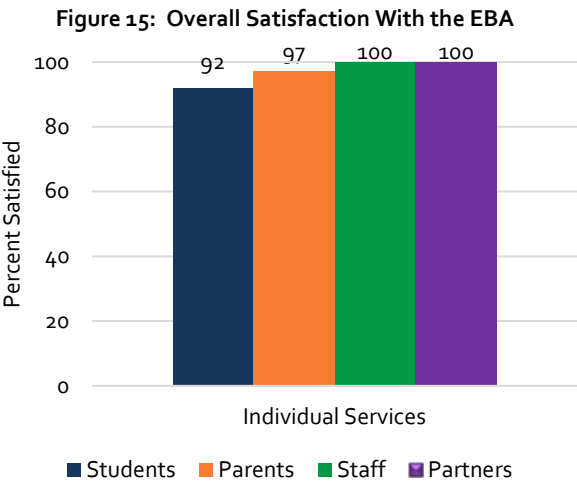
The fourth evaluation question asked, "How was the academy's implementation perceived by students, parents, staff, and partners?"

This section of the report provides a summary of the general close-ended survey items that were asked of multiple participant groups. It also summarizes the most

common themes from the open-ended survey items. Other survey results regarding the operational components of the EBA were presented previously in the applicable sections of the report.

Overall Perceptions

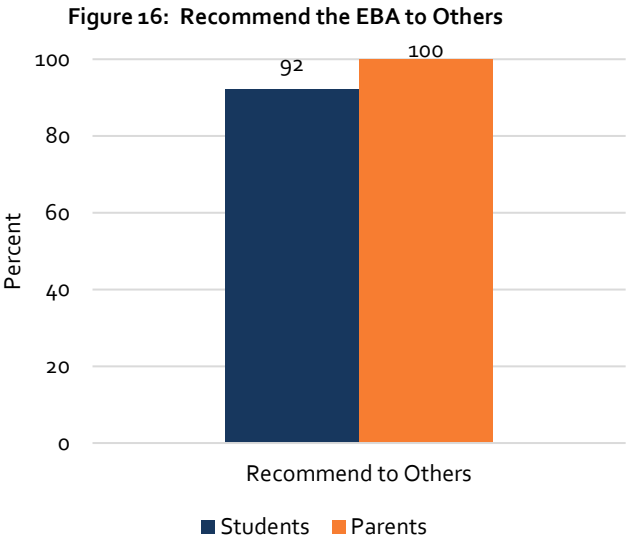
Figure 15 displays the results for survey items assessing overall satisfaction. Strong positive results were found for all groups of respondents with agreement levels at 92 percent or higher, with little variation in results among the respondent groups.



**Continued Participation:** Students, parents, and staff were asked if they intended to continue their enrollment or employment in the EBA during the 2017-2018 school year. Among the EBA students, 99 of the 102 respondents (97%) indicated “Yes.” Two of the three “No” students commented that they were undecided while the third student had decided to pursue a career path other than business.

Of the 37 parents who responded to the survey, 100 percent indicated that their child intended to return to the academy. Meanwhile, all seven respondents to the staff survey indicated their intention to continue teaching at the EBA during 2017-2018.

**Affirmation:** One of the most compelling indications of satisfaction with something rests in whether someone would recommend it to others. Accordingly, students were asked if they would recommend the EBA to other students. Similarly, parents were asked if they would recommend the EBA to the parents of other students. As displayed in Figure 16, the vast majority of both the students and the parents indicated that they would recommend the EBA to others.



Participant Comments

Each of the four surveys (student, parent, staff, and partner) contained open-ended questions about what was gained from being enrolled in the EBA during 2016-2017 and what improvements to the EBA, if any, would the survey respondent suggest.

As mentioned previously, open-ended survey responses were coded into thematic categories for qualitative analysis, as well as considered for possible verbatim inclusion in this report. Note that some individual responses included more than one theme, and the responses could contribute to two or more category percentages. As a consequence, percentages often sum to more than 100 percent.

**What is Gained From Being Enrolled:** One open-ended survey question asked, “What do you think students gain from enrollment in the EBA?” This question was included on all versions of the survey, not only for students and for parents but also for EBA staff and community partners. Table 15 displays a cross-tabulation of the themes by respondent group.

**Table 12: Perceptions of What is Gained From EBA Enrollment**

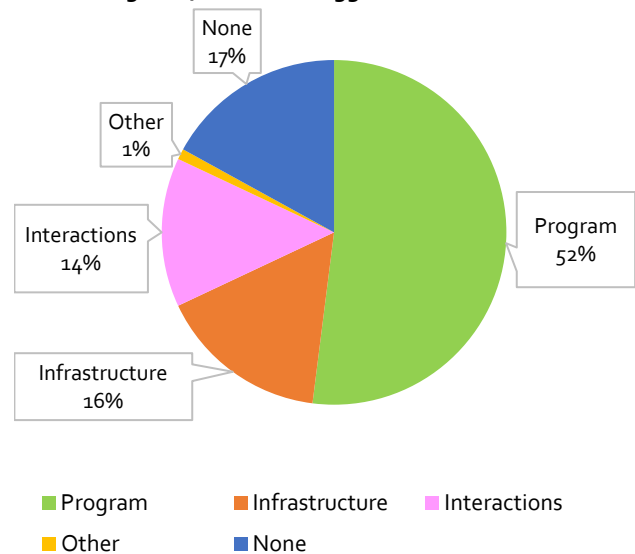
	Students (N=102)	Parents (N=37)	Staff (N=7)	Partners (N=11)
Knowledge and skills for school	8%	8%	0%	0%
Knowledge and skills for work or self-employment	57%	16%	57%	36%
College credit and industry certifications	19%	11%	0%	0%
Work experience and business connections	16%	14%	29%	18%
A sense of confidence, responsibility, accomplishment, etc.	13%	22%	14%	9%
Soft skills involving leadership, organization, critical thinking, work ethic, etc.	8%	16%	71%	9%
A supportive learning community environment	1%	13%	14%	9%
Unclear, ambiguous, impossible to categorize	9%	88%	0%	0%
Other	0%	0%	0%	18%

The most common student response focused on knowledge and skills for work or self-employment. In contrast, the most common response from parents involved emotional attributes such as greater self-confidence or a stronger sense of responsibility. Staff responses, on the other hand, focused mainly on “soft skills,” with 71 percent citing skills such as organization, critical thinking, and creative problem solving. Further, 4 of the 11 respondents to the partner survey (36%) mentioned skills for work or employment while 2 of the 11 (18%) focused on gaining business experience and making business connections.

**Suggested Improvements:** All four respondent groups also were asked to suggest ways that the EBA could be improved. No common themes emerged across the participant groups. Only one staff member responded to this open-ended question, expressing a hope that academy students would continue to be a part of whole-school activities.

Figure 17 displays a summary of the student responses.

**Figure 17: Student Suggestions for the EBA**

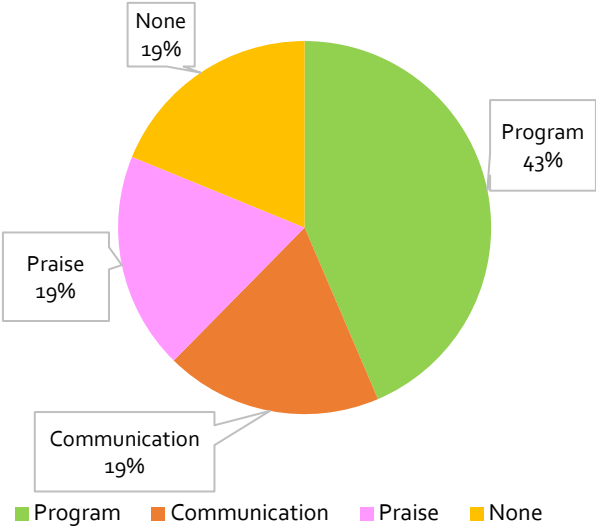


More than half of the suggestions from students (52%) referred to the design (22%) or the implementation (30%) of the academy program. Often the suggestions were contradictory, however. For instance, while three students suggested that courses should be “harder” and two other students suggested that classes should be “more challenging,” five other students suggested that classes should be “easier” or “less stressful.” Other contradictory suggestions involved increasing or reducing the workload, the number of master classes, and the number of projects and community service requirements. These kinds of contradictory suggestions occurred in small numbers that also in their balance tended to cancel each other out. For every student who suggested increasing the number of field trips, another student wanted fewer field trips.

The slice of the pie chart labeled “Interactions” included suggestions involving relationships among EBA students, with staff, and with non-EBA students at KHS. With regard to students in the academy, three students suggested that students needed to be more “polite” and more “respectful” to one another. With regard to interactions between students and staff, three students suggested, for example, that teachers should be “more lenient” while three other students suggested that teachers should be stricter with respect to dispensing discipline. Two other students mentioned that staff should “embrace our (student) creativity rather than their own.” Further, regarding relations between the EBA and the rest of KHS, three students suggested that academy leadership try to “eliminate the segregation between academy and regular kids.”

Figure 18 presents a summary of themes that emerged when parents were asked to suggest improvements to the EBA. The largest percentage of comments (43%) focused on the program itself.

**Figure 18: Parent Suggestions for the EBA**



The parent responses were quite varied, and few echoed the students’ responses or those of other parents. Table 13 includes typical responses regarding the EBA program and its implementation.

**Table 13: Examples of Parent Suggestions for the EBA**

"Have students dissect why certain businesses succeed while others fail."
"More challenging classes, improved facilities."
"Lighter workload...homework can sometimes be insane."
"Because organization and time management is a must for the EBA curriculum, I believe it should be taught outright."
"More classes for the Business IT track. There's a stronger emphasis on Entrepreneurship and not other business aspects."

In addition, while 19 percent of the parents’ suggestions to improve the EBA involved the need for more clear or timely communication between the academy staff and parents, another 19 percent of the parents’ responses to the survey question involved praise for the program, the staff, and especially the academy coordinator.

As with the parents, the suggestions from the community partners for improving the EBA were also varied and distinct from each other. One respondent wrote: "In attending the Partners in Education celebration, I would have liked to see more of the students and their work highlighted." Another partner suggested having local clothing stores provide business attire to all EBA students in exchange for being allowed to publicize their assistance. Yet another partner

suggested emphasizing "the incubation of real, live student businesses, whether through Junior Achievement or some other mechanism."

### Additional Cost

The final evaluation question asked, "How did the actual costs of the academy compare with projected costs specified in the budget section of the proposal?" These include both (a) the one-time purchase and start-up costs and (b) the year-one operating costs for fiscal year 2016-2017. The academy’s budget from the original academy proposal is included in Appendix E for reference.

This section of the report outlines the budget that was part of the approved academy proposal as well as the costs of start-up and year-one operation. Information about actual expenditures was provided by the Department of Teaching and Learning, the Department of School Division Services, the Office of Budget Development within the Department of Budget and Finance, and the Department of Human Resources.

Two types of academy costs in 2015-2016 and 2016-2017 were included in this section: one-time, start-up costs and annual recurring operating costs. Start-up costs were delineated in the EBA proposal as one-time purchases. They included costs incurred during 2015-2016 and 2016-2017 while preparing the EBA to open in September 2016. In general, start-up costs are defined as costs associated with physical or tangible assets that have a useful life of more than one year and that were incurred in the year prior to the initial implementation of an academy’s first grade level – grade 9 in the case of the EBA. In addition, because each subsequent year brings the new implementation of another grade level of the academy due to the phased-in implementation plan, some expenses during each fiscal year should be considered as start-up costs until after full implementation of all of the academy’s grade levels. Start-up expenses included costs for items in the following cost categories: instructional materials, curriculum development, equipment and furniture, technology, additional buses needed for academy transportation, and improvements to the facilities.

In addition to start-up costs, annual recurring operating costs are also incurred. Operating costs were defined as annual, recurring expenses for academy operation. Operating expenses include costs for items in the following cost categories: consumable instructional materials, subscriptions, field trip expenses, dues/memberships/fees, consumable office and



computer supplies, food services, communication, staff development, personnel, and transportation. These are costs that would be expected each year after an academy reaches full implementation across all grade levels.

Following the methodology of the June 2005 academy cost analysis report, the operating costs reported in the tables are in excess of school-generated funds and the per pupil allocations that travel with the students that would have been expended on the students in any setting.

To answer the evaluation question, the actual start-up and year-one operating costs were compared to the costs specified in the proposal. Costs are rounded to the nearest dollar figure. It should be noted that nonconsumable and consumable instructional materials could not be differentiated, so all instructional costs are included under operating costs to align with the academy budget proposal which included all instructional materials as a recurring operating cost.

The projected and actual start-up costs for the EBA are presented in Table 14. The two largest discrepancies between the budget and actual expenditures involved transportation and facilities. Although the proposed

budget included no start-up costs for transportation, A total of \$677,650 was spent on seven new school buses, hiring and training seven full-time bus drivers, and an office associate (.2 FTE) for the out-of-zone costs as a result of the academy. Of this amount, 75 percent was allocated to the academy (see Table 14) because after the resources were spent for the start-up of the academy, the buses and drivers were utilized to cover other bus runs or to cover for absent drivers. On a percentage basis, the academy accounted for 75 percent of the bus use.<sup>4</sup>

In contrast, while the budget proposed \$439,530 for improving KHS facilities in preparation for implementing the EBA, only \$4,908 was actually spent for start-up renovations at the time of this report. As discussed previously in this report, the facilities improvement work was rescheduled until the summer of 2018.

Therefore, despite the lack of actual expenditures on facilities improvements during 2016-2017 and mainly because of the unbudgeted transportation costs, the EBA's total start-up expenditures exceeded the total one-time or start-up costs in the proposed budget by \$126,017.

**Table 14: One-Time Start-Up Costs for the EBA**

Cost Category	Proposed Budget	Actual Cost 2015 16 Fiscal Year	Actual Cost 2016 17 Fiscal Year	Start Up Total for Year One
Instructional Materials	\$0	n/a	n/a	n/a
Curriculum Development	\$8,000	\$1,900	\$2,692	\$4,592
Equipment and Furniture	\$75,085	n/a	\$77,889	\$77,889
Technology	\$53,883	n/a	\$106,888	\$106,888
Transportation - Buses	\$0	n/a	\$508,238	\$508,238
Facilities	\$439,530	n/a	\$4,908	\$4,908
<b>Total One-Time or Start-Up Cost</b>	<b>\$576,498</b>	<b>\$1,900</b>	<b>\$700,615</b>	<b>\$702,515</b>

The projected and actual annual recurring operating costs are presented in Table 15. The figures in the table indicate that the actual costs incurred aligned relatively

closely with the proposed budget. The one major exception involved the hiring of the academy coordinator in August 2015.

**Table 15: Annual Operating Costs for the EBA's Year-One Implementation**

Cost Category	Proposed Budget	Actual Cost 2015 16 Fiscal Yr	Actual Cost 2016 17 Fiscal Yr	Actual Cost Total
Instructional Materials	\$65,000	\$4,095	\$90,379	\$94,474
Subscriptions	\$0	n/a	\$2,072	\$2,072
Field Trips	\$0	n/a	n/a	n/a
Dues/Memberships/Fees	\$0	n/a	n/a	n/a
Office Supplies	\$1,000	n/a	\$2,611	\$2,611
Food Services	\$0	\$353	\$4,683	\$5,036
Communication	\$0	n/a	\$1,021	\$1,021
Professional Learning	\$6,400	n/a	\$8,670	\$8,670
Academy Specific Personnel*	\$190,106	Coordinator: \$108,104 Substitutes: \$990	Coordinator: \$109,305 Teacher: \$68,281 Substitutes: \$10,898	\$297,578
Transportation	\$201,518	n/a	\$192,773	\$192,773
<b>Total Annual Operating/Recurring Cost</b>	<b>\$464,024</b>	<b>\$113,542</b>	<b>\$490,693</b>	<b>\$604,235</b>

\*Based on average salaries for academy coordinators across the division and academy teachers at the EBA.

Based on actual cost data from 2015-2016 and 2016-2017, the total annual operating cost for year one was \$604,235, which was \$140,211 higher than the budgeted costs. Much of the excess was attributed to the \$108,104 salary and benefits for the academy coordinator during the planning year. It does not appear that the coordinator allocation for 2015-2016 was included in the budget. Staffing costs also included one additional FTE teacher allocation which was provided to the academy during its first year of operation. This allocation was over and above the staffing ratio used for all high schools. Overhead costs for fringe benefits and health insurance for the coordinator and full-time

teacher allocation were included (25.23% plus \$7,538 for 2015-2016 and 24.23% plus 7,821 for 2016-2017).

Overall, the budget for one-time start-up and year-one operating costs was \$1,040,522 over a two-year period spanning 2015-2016 and 2016-2017. In actuality, the one-time start-up and year-one operating costs amounted to \$1,306,750 over the two years. Thus, the actual costs were \$266,228 more than the budgeted costs. In addition, facilities improvements are still needed to align with plans set forth in the academy proposal.

## Recommendation and Rationale

### **Recommendation #1: Continue the Entrepreneurship and Business Academy within Kempsville High School without modifications.** *(Responsible Groups: Department of Teaching and Learning, Kempsville High School)*

**Rationale:** Continuing the EBA without modifications is recommended because the operation of the EBA was found to largely correspond with what had been set forth in the proposal approved by the School Board. The academy opened on schedule in September 2016. During its first year of implementation, the academy made progress toward meeting its goal and objectives. It successfully instituted a rigorous and comprehensive program of study for students interested in entrepreneurship and innovation, business information technology, and corporate finance. The program included a combination of required and elective courses, as well as enrichment and community service activities. Its students' academic performance was encouraging, as exemplified by passing grades, successful test scores, and a high number of successful attempts to earn industry-related certifications. In addition, its stakeholders perceived the academy favorably.



# Appendices

## Appendix A: Entrepreneurship and Business Academy Suggested College Preparatory Curriculum by Strand

### Strand I: Entrepreneurship & Innovation

Grade 9	Grade 10	Grade 11	Grade 12
Academy Honors English 9*	Academy Honors English 10*	AP English Language or Academy Honors	AP English Literature or Dual
Algebra, Geometry, Algebra II/Trigonometry	Geometry, Algebra II/Trigonometry, Math Analysis, Dual Enrollment Pre-Calculus I & II	Algebra II/Trig, Math Analysis, Dual Enrollment Pre-Calculus I & II, AP Calculus AB, Dual Enrollment Calculus, AP Computer Principles	Math Analysis, Dual Enrollment Pre-Calculus I & II, AP Calculus AB, Dual Enrollment Calculus, AP Computer Science, Dual Enrollment Statistics
Earth Science**, Biology	Biology, Chemistry	Chemistry, AP Environmental Science, AP Chemistry, Physics, AP Physics	AP Biology or Dual Enrollment Biology
World Studies for Business I or AP Human Geography	World Studies for Business II or AP European History	AP VA/US History or Dual Enrollment History	U.S./VA Government or AP Government & Politics or Dual Enrollment Government
Health/PE 9 (online course encouraged***)	Health/PE 10 (online course encouraged***) or Dual Enrollment Health/PE	Economics and Personal Finance* or AP Economics* or Dual Enrollment Macroeconomics* & Dual Enrollment Microeconomics*	Senior Internship*
			Dual Enrollment Course or Academy Elective
Introduction to Entrepreneurship, Business and Information Technology*	Advanced Entrepreneurship & Innovation* (IncubatorEDU)	Dual Enrollment Entrepreneurship* or AcceleratorEDU*	Senior Internship*
			Dual Enrollment Course or Academy Elective
Optional Elective: Study Block, EBA Idea Generation & Critical Issues in Business, AVID, Band, Orchestra, Chorus, etc.	Design for Entrepreneurs*	Dual Enrollment Introduction to Business or Academy Elective	Senior Internship*
		Dual Enrollment Public Speaking* or Public Speaking*	
Foreign Language I or Higher	Foreign Language II or Higher or Optional Elective	Foreign Language III (if still needed) or Leadership Skills*/DE Leadership Development*	Senior Internship*

(Source: [http://khsentrepreneurshipacademy.weebly.com/uploads/1/1/4/1/0/14107623/courses\\_formatted\\_update\\_december\\_2016.pdf](http://khsentrepreneurshipacademy.weebly.com/uploads/1/1/4/1/0/14107623/courses_formatted_update_december_2016.pdf))

## Appendix A: Entrepreneurship and Business Academy Suggested College Preparatory Curriculum by Strand (continued)

### Strand II: Business Information Technology

Grade 9	Grade 10	Grade 11	Grade 12
Academy Honors English 9*	Academy Honors English 10*	AP English Language or Academy Honors English	AP English Literature or Dual Enrollment
Algebra, Geometry, Algebra II/ Trigonometry	Geometry, Algebra II/Trigonometry, Math Analysis, Dual Enrollment Pre-Calculus I & II	Algebra II/Trig, Math Analysis, Dual Enrollment Pre-Calculus I & II, AP Calculus AB, Dual Enrollment Calculus, AP Computer Principles	Math Analysis, Dual Enrollment Pre-Calculus I & II, AP Calculus AB, Dual Enrollment Calculus, AP Computer Science, Dual Enrollment Statistics
Earth Science**, Biology	Biology, Chemistry	Chemistry, AP Environmental Science, AP Chemistry, Physics, AP Physics	AP Biology or Dual Enrollment Biology
World Studies for Business I or AP Human Geography	World Studies for Business II or AP European History	AP VA/US History or Dual Enrollment History	U.S./VA Government or AP Government & Politics or Dual Enrollment Government Hybrid
Health/PE 9 (online course encouraged***)	Health/PE 10 (online course encouraged***) or Dual Enrollment Health/PE	Advanced Technology Center Program+*	Advanced Technology Center Program*
Introduction to Entrepreneurship, Business and Information Technology*	Advanced Computer Information Systems*	Advanced Technology Center Program*	Advanced Technology Center Program*
Optional Elective: Study Block, EBA Idea Generation & Critical Issues in Business, AVID, Band, Orchestra, Chorus, etc.	EBA Computer Programming*	Advanced Technology Center Program*	Advanced Technology Center Program*
		Economics and Personal Finance* or AP Economics* or Dual Enrollment Macroeconomics* & Dual Enrollment Microeconomics*	
Foreign Language I or Higher	Foreign Language II or Higher or Optional Elective	Advanced Technology Center Program*	Advanced Technology Center Program*
		Foreign Language III (if still needed)****	Senior Internship*

(Source: [http://khsentrepreneurshipacademy.weebly.com/uploads/1/4/1/0/14107623/courses\\_formatted\\_update\\_december\\_2016.pdf](http://khsentrepreneurshipacademy.weebly.com/uploads/1/4/1/0/14107623/courses_formatted_update_december_2016.pdf))

## Appendix A: Entrepreneurship and Business Academy Suggested College Preparatory Curriculum by Strand (continued)

### Strand III: Corporate Finance

Grade 9	Grade 10	Grade 11	Grade 12
Academy Honors English 9*	Academy Honors English 10*	AP English Language or Academy Honors English	AP English Literature or Dual Enrollment
Algebra, Geometry, Algebra II/Trigonometry	Geometry, Algebra II/Trigonometry, Math Analysis, Dual Enrollment Pre-Calculus I & II	Algebra II/Trig, Math Analysis, Dual Enrollment Pre-Calculus I & II, AP Calculus AB, Dual Enrollment Calculus, AP Computer Principles	Math Analysis, Dual Enrollment Pre-Calculus, Dual Enrollment Statistics* and/or Dual Enrollment Calculus or A/B Calculus
Earth Science**, Biology	Biology, Chemistry	Chemistry, AP Environmental Science, AP Chemistry, Physics, AP Physics	AP Biology or Dual Enrollment Biology
World Studies for Business I or AP Human Geography	World Studies for Business II or AP European History	AP VA/US History or Dual Enrollment History	U.S./VA Government or AP Government & Politics or Dual Enrollment Government Hybrid
Health/PE 9 (online course encouraged***)	Health/PE 10 (online course encouraged***) or Dual Enrollment Health/PE	Economics and Personal Finance* or AP Economics* or Dual Enrollment Macroeconomics* & Dual Enrollment Microeconomics*	Senior Internship*
			Dual Enrollment Course or Academy Elective
Introduction to Entrepreneurship, Business and Information Technology*	Accounting*	Dual Enrollment Principles of Accounting I* (Semester) or Advanced Accounting*	Senior Internship*
		Dual Enrollment Principles of Accounting II* (Semester) or Advanced Accounting*	Dual Enrollment Course or Academy Elective
Optional Elective: Study Block, EBA Idea Generation & Critical Issues in Business, AVID, Band, Orchestra, Chorus, etc.	Business Law & Ethics* (Semester)	Dual Enrollment Introduction to Business or Academy Elective	Senior Internship*
	Corporate Finance* (Semester)	Dual Enrollment Public Speaking* or Public Speaking*	
Foreign Language I or Higher	Foreign Language II or Higher	Foreign Language III (if still needed) or Leadership Skills*/DE Leadership Development*	Senior Internship*

(Source: [http://khsentrepreneurshipacademy.weebly.com/uploads/1/4/1/0/14107623/courses\\_formatted\\_update\\_december\\_2016.pdf](http://khsentrepreneurshipacademy.weebly.com/uploads/1/4/1/0/14107623/courses_formatted_update_december_2016.pdf))

\* Required through Academy Strand

\*\* If student has not taken Earth Science prior to Grade 9, there will be a need for the student to take a science course over the summer, two sciences in his/her senior year, or the student will need to take Economics online in grade 11 in order to earn an Advanced Studies diploma.

\*\*\* Taking Health/PE online opens up a student's schedule to take additional courses they have an interest in (Band, Chorus, Orchestra, Art, etc.).

## **Appendix A: Entrepreneurship and Business Academy Suggested College Preparatory Curriculum by Strand (continued)**

### **Additional Information:**

- The Entrepreneurship and Business Academy program and course offerings are being developed with VBCPS Department of Teaching and Learning, VBCPS Office of Career and Technical Education, Kempsville High School, Tidewater Community College, input from Business/Community partners with the needs and interests of students in mind. Courses and course names are subject to change during the development process.
- Academy elective options within each strand will be developed based on student need and interest.
- Students who wish to pursue a 2-year associate's degree through Tidewater Community College will need to enroll in additional courses. This will be discussed with each individual academy student during the construction of their 4-year plan.

## Appendix B: Dual Enrollment and Advanced Placement (AP) Course Options for EBA Students

**Table 1: Dual Enrollment and Advanced Placement (AP) Courses for Advanced VBCPS Diploma**

Dual Enrollment Course Options	Recommended Grade Level
Dual Enrollment Health/PE	10
Dual Enrollment Pre-Calculus I & II	10, 11, or 12
Dual Enrollment Calculus	10, 11, or 12
Dual Enrollment History	11 or 12
Dual Enrollment Macroeconomics and Microeconomics	11
Dual Enrollment Entrepreneurship	11
Dual Enrollment Introduction to Business	11
Dual Enrollment Public Speaking	11
Dual Enrollment Leadership Development	11
Dual Enrollment English 12	12
Dual Enrollment Statistics	12
Dual Enrollment Biology	12
Dual Enrollment Government Hybrid	12
Dual Enrollment electives (tbd)	11 and 12
Advanced Placement (AP) Course Options	Recommended Grade Level
AP Human Geography	9
AP English Language and Composition	11
AP English Literature and Composition	12
AP Calculus AB	11 or 12
AP Computer Principles	11 or 12
AP Statistics	12
AP Biology	12
AP Chemistry	11
AP Environmental Science	11
AP Physics	11
AP Economics	11
AP VA/US History	11
AP Government & Politics	12
AP Computer Science	12

## Appendix B: Dual Enrollment and Advanced Placement (AP) Course Options for EBA Students (continued)

**Table 2: Tidewater Community College and Kempsville Entrepreneurship & Business Academy Suggested Course by Course Alignment - Courses Needed to Pursue an Associate of Science in Business Administration Degree**

Semester	TCC Course #	TCC Course Title	High School Course Title
<b>1</b>	ENG 111	College Composition I	AP English Literature (3)* -or- DE English 12
	MTH 163	Pre-Calculus I	DE Pre-Calculus
	SDV 100	College Success Skills	None – TCC Course
	BUS 116	Approved Business Administration Elective	DE Entrepreneurship
	PED ELE	Health/Physical Education Elective	DE PE option
	HIS 121	History Elective	AP US History (3)* -or- DE History
<b>2</b>	CST 100	Principles of Public Speaking	DE Public Speaking
	ECO 201	Principles of Macroeconomics	AP Econ Macro -or- DE Macroeconomics
	ENG 112	College Composition II	AP English Literature (3)* -or- DE English 12
	MTH 270	Applied Calculus	AP Calculus AB (3)-or- DE Calculus
	CST 229, ENG 125, ENG 211, ENG 241 or HUM 246	Humanities Elective: Options: Intercultural Communication (CST 229), Intro to Literature (ENG 125), Creative Writing (ENG 211), Survey of American Literature I (ENG 241), Creative Thinking (HUM 246)	None – TCC Course
<b>3</b>	ACC 211	Principles of Accounting I	DE Accounting
	BUS 280	Introduction to International Business	DE International Business
	ECO 202	Principles of Microeconomics	AP Econ Micro -or- DE Economics & Financial Management
	GEO 210	Approved Business Administration Elective	AP Human Geography (3)* -or- DE Geography
	BIO 101	Science with Lab Elective	AP Biology (3)* -or- DE Biology
<b>4</b>	ACC 212	Principles of Accounting II	DE Accounting
	BUS 216	Probability and Statistics for Business and Economics	DE Statistics
	PLS 241	Approved Business Administration Elective	AP Government & Politics: Comparative -or- DE Government
	PHI 220 or PHI 226	Humanities Elective: Options: Ethics (PHI 220) or Social Ethics (PHI 226)	None – TCC Course
	BIO 102	Science with Lab Elective	AP Biology (3)* -or- DE Biology

## Appendix C: Industry Certifications that EBA Students May Pursue

Potential Industry Certifications
Microsoft Office Specialist (MOS) Certification
Concepts of Entrepreneurship and Management Assessment
Customer Service and Sales Certification Assessment
Advanced Customer Service and Sales Certification Assessment
Workplace Readiness Skills for the Commonwealth Examination
National Occupational Competency Testing Institute (NOCTI) Accounting Assessment
Adobe Certified Expert (ACE)
National Occupational Competency Testing Institute (NOCTI) Advertising Design
Microsoft Technology Associate (MTA)
Computing Technology Industry Association (CompTIA) A+
Cisco Certified Entry Level Technician (CCENT)
Cisco Certified Network Associate (CCNA)
Certified Internet Webmaster (CIW)
Financial Accounting College Level Examination Program (CLEP) Examination
Global Standard (GS4) Examination
Introductory Business Law College Level Examination Program (CLEP) Examination
Accounting, Advanced Assessment
Accounting, Basic Assessment
Business Financial Management Assessment
Financial and Managerial Accounting Assessment
AutoCAD Examination
Autodesk Certified User Examination
Certified SolidWorks Associate Examination

## Appendix D: Community Business Partners

Community Business Partners
Antonia Christianson Events
ARDX
Bell Tone
Brick House Diner
Cheryl Tan Media
Chick-Fil-A Haygood
Coastal Café
Design Elements
Digital Marketing Specialists Tidewater Communications Interactive
Dominion Enterprises
Edible Arrangements
IHOP – Kemps River
IHOP - Landstown Commons
Junior Achievement of Greater Hampton Roads
Klett Consulting Group Inc.
Law Office of Joel Ankney, PC
Lynn's Beach House
Madison Jewelers
Novel Views CO
Operation Smile
Philip L. Russo, Jr. P.C.
Pita Pit
PNC Commercial Banking
Real Property Management Hampton Roads
Rotary Club
Rubin Communications Group
State Farm Insurance - Pierre Granger
Strome Entrepreneurial Center at Old Dominion University
The Opus Group
The Rock Gym
TWWS Internet Consulting Company
US Naval Plumbing
VB Public Libraries - Kempsville Location
Virginia Beach Economic Development
Virginia Beach School's Credit Union
Virginia Tourism Corporation
Walter T. Camp, Esq.
WRV Summer Skate Camp
Y Not Pizza & Italian Cuisine



**Appendix E: One-purchase costs and recurring costs to develop and implement the Entrepreneurship and Business Academy at Kempsville High School<sup>5</sup>**

	One-Time Purchase and Start up Costs			Recurring Costs	
Description	FY 16/17	FY 16/17	FY 17/18	FY 18/19	FY 19/20
<b>Equipment and Furniture</b>					
Makerspace	\$75,085				
<b>Technology</b>					
Computers and Printers	\$32,263				
Networking and Switches	\$9,500				
Tablets/Portable Devices	\$12,120				
Office and Computer Supplies		\$1,000	\$1,000	\$2,500	\$2,500
<b>Instructional Materials</b>					
Textbooks/Online Resources		\$30,000	\$30,000	\$30,000	\$15,000
Resource Materials		\$10,000	\$12,500	\$15,000	\$17,500
Supplemental Instructional Materials		\$15,000	\$15,000	\$12,500	\$12,500
Software		\$5,000	\$5,000	\$5,000	\$5,000
Printing		\$5,000	\$5,000	\$5,000	\$5,000
<b>Curriculum and Staff Development</b>					
Teacher Workshop Pay		\$4,000	\$4,000	\$4,000	\$2,000
Consultants		\$4,000	\$4,000	\$4,000	\$2,000
Professional Development		\$6,400	\$6,400	\$8,500	\$10,000
Substitute Pay		\$2,000	\$2,000	\$2,000	\$2,000
<b>Total</b>	<b>\$128,968</b>	<b>\$82,400</b>	<b>\$84,900</b>	<b>\$88,500</b>	<b>\$73,500</b>
<b>Salaries and Fringe Benefits</b>					
Academy Coordinator		\$98,825	\$101,426	\$104,106	\$106,866
FTEs (Year 1 1 FTE, Year 2 +1 FTE, Year 3 +1 FTE, Year 4 +1 FTE)		\$89,281	\$183,318	\$282,330	\$386,546
<b>Total</b>		<b>\$188,106</b>	<b>\$284,744</b>	<b>\$386,436</b>	<b>\$493,412</b>
<b>Facilities Improvements</b>					
Conversion of TCE Classroom		\$439,530	\$466,983		
<b>Total</b>		<b>\$439,530</b>	<b>\$466,983</b>		
<b>Transportation Costs</b>					
Drivers Salaries		\$63,612	\$68,030	\$76,167	\$80,817
Operational Costs		\$100,650	\$118,950	\$137,250	\$148,230
Activity Drivers		\$14,136	\$16,113	\$18,135	\$18,368
Activity Operational Costs		\$23,120	\$32,640	\$38,080	\$40,800
<b>Total</b>		<b>\$201,518</b>	<b>\$235,733</b>	<b>\$269,632</b>	<b>\$288,215</b>
<b>Grand Total</b>	<b>\$128,968</b>	<b>\$911,554</b>	<b>\$1,072,360</b>	<b>\$744,568</b>	<b>\$855,127</b>
<b>Total Implementation</b>					<b>\$3,712,577</b>

## End Notes

<sup>1</sup> From October 6, 2015 School Board Agenda Cover Sheet

<sup>2</sup> Source: <http://khsentrepreneurshipacademy.weebly.com/eba-learning-spaces.html>

<sup>3</sup> Cohen, J. (1988). *Statistical Power Analysis for the Social Sciences*. Hillsdale, NJ; L. Erlbaum Associates.

<sup>4</sup> Source: C. Blair, personal communication, August 30, 2017.

<sup>5</sup> Source: Entrepreneurship and Business Academy at Kempsville High School Proposal, September 2015.

Aaron C. Spence, Ed.D., Superintendent  
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September 2017



## VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

### DEPARTMENT OF PLANNING, INNOVATION, AND ACCOUNTABILITY

#### Kempsville High School Entrepreneurship and Business Academy Recommendation

The table below indicates the proposed recommendation resulting from the **Kempsville High School Entrepreneurship and Business Academy: Year-One Implementation Evaluation**. It is requested that the School Board review and approve the administration's recommendation as proposed.

School Board Meeting Date	Evaluation	Recommendation From the Fall 2017 Program Evaluation	Administration's Recommendation
<u>Information</u> September 19, 2017  <u>Consent</u> October 3, 2017	Kempsville High School Entrepreneurship and Business Academy: Year-One Implementation Evaluation	Recommendation #1: Continue the Entrepreneurship and Business Academy within Kempsville High School without modifications. ( <i>Responsible Groups: Department of Teaching and Learning, Kempsville High School</i> )	The administration concurs with the recommendation from the program evaluation.



**Budget Calendar: School Operating Budget FY 2017/18 and**  
**Subject: Capital Improvement Program (CIP) 2018/19 --- 2023/24 Item Number: 13B**

**Section: Information Date: September 19, 2017**

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

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

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

**Recommendation:**

It is recommended that the School Board review the attached Budget Calendar for the FY 2018/19 Operating Budget and the 2018/19---2023/24 Capital Improvement Program.

**Background Summary:**

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

**Source:**

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

**Budget Impact:**

## **Budget Calendar**

### **FY 2018/19 School Operating Budget and FY 2018/19 - FY 2023/24 Capital Improvement Program**

#### **2017**

September	The Budget Calendar is developed
Sept. 19	The Budget Calendar is presented to the School Board for information
Oct. 10	The Budget Calendar is presented to the School Board for action
Oct. 10	A budget kickoff meeting is conducted to provide senior staff and budget managers with an economic update, revenue outlook and general directions for budget development
Oct. 10 - Dec. 5	Budget requests are submitted by senior staff and budget managers to the Office of Budget Development
Nov. 21	A Five Year Forecast is presented to the School Board and the City Council
Dec. 5	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
Dec. 8	Recommended part-time hourly rates for FY 2018/19 are submitted by the Department of Human Resources to the Office of Budget Development
Dec. 11	A draft of the Capital Improvement Program is prepared for the superintendent's review
December (3 <sup>rd</sup> week)	State revenue estimates are released by the Virginia Department of Education

#### **2018**

Jan. 2 - 19	Budget requests are reviewed, refined and summarized by the Office of Budget Development
Jan. 8	The recommended Capital Improvement Program budget is presented to the superintendent and senior staff
Jan. 16	The unbalanced School Operating budget is presented to the superintendent and senior staff
Jan. 17 - Jan. 25	Online Budget Forum available to employees
Feb. 6	The Superintendent's Estimate of Needs for FY 2018/19 is presented to the School Board
Feb. 6	The Superintendent's Proposed FY 2018/19 - FY 2023/24 Capital Improvement Program budget is presented to the School Board
Feb. 13	School Board Budget Workshop #1 is held from 5:00 - 8:00 p.m.
Feb. 20	School Board Budget Workshop #2 is held from 2:00 - 5:00 p.m.
Feb. 20	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
Feb. 27	School Board Budget Workshop #3 is held from 5:00 - 8:00 p.m. (if needed)
March 6	School Board Budget Workshop #4 is held from 2:00 - 5:00 p.m. (if needed)
March 6	The FY 2018/19 School Operating budget and FY 2018/19 - FY 2023/24 Capital Improvement Program budget are adopted by the School Board
March 13	The FY 2018/19 School Board Proposed Operating Budget is provided to city staff
April	The FY 2018/19 School Board Proposed Operating Budget and FY 2018/19 - FY 2023/24 Capital Improvement Program budget are presented to the City Council (Sec. 15.1-163)
No Later Than May 15	The FY 2018/19 School Board Proposed Operating Budget and FY 2018/19 - FY 2023/24 Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115)



**Subject:** Interim Financial Statements - June (unaudited), July and August 2017 **Item Number:** 13C

**Section:** Information **Date:** September 19, 2017

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

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

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

**Recommendation:**

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

1. June 2017 (unaudited)
2. July 2017
3. August 2017

**Background Summary:**

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

**Source:**

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

**Budget Impact:**

None



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

**INTERIM FINANCIAL STATEMENTS**  
**FISCAL YEAR 2016-2017**  
**JUNE 2017 (Unaudited)**

The financial statements include the following:

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



### **School Operating Fund**

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

### **School Operating Fund Summary** (page B1)

Revenues totaled **\$773,670,059** or **99.51%** of the estimate for FY 2016-2017. Expenditures and Encumbrances totaled **\$764,218,338** or **97.31%** of the budget for FY 2016-2017. Revenues and the Prior Year Local Contribution (carryover encumbrances from FY 2015-2016 in the amount of **\$7,858,312**) exceeded expenditures and encumbrances by **\$17,310,033**. The total Reversion to the City General fund was **\$17,063,890**.

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

Revenues realized this month totaled **\$80.8 million**. Revenues realized to date are **99.51%** of the current fiscal year estimate. Of the amount realized for the month, **\$35.6 million** was realized from the City and **\$31.3 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue. A payment of **\$12.2 million** in state sales tax was received (including the July collection which is applicable to FY 2016-2017) this month.

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

Of the total expenditures and encumbrances of **\$764,218,338** for FY 2016-2017, outstanding encumbrances totaled **\$8,431,472**. The outstanding encumbrances will be brought forward into the FY2017-2018 operating budget with a corresponding increase in the operating budget to cover the related payments (when goods/services are delivered/rendered).

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

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. The fund has realized **\$4,382,684** or **89.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **\$4,706,793** or **95.5%** of the current fiscal year budget. Please note that **\$13,470** of the current year budget is funded by prior year fund balance reserve for encumbrances.

The fund balance decreased by **\$324,109** (from **\$384,350** to **\$60,241**).

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

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. A total of **\$5,993,251** in revenue (includes **\$3,006,789** from the federal government under the National School Meal Program and **\$778,565** in charges for services) was realized this month. This fund has

realized **\$29,950,421** or **97.4%** of the estimated revenue for the current fiscal year. Expenditures totaled **\$4,930,508** for this month. This fund has incurred expenditures and encumbrances of **\$27,774,377** or **90.3%** of the current fiscal year.

The fund balance increased by **\$2,176,044** (from **\$7,637,040** to **\$9,813,084**).

#### **Textbooks Fund** (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. This fund has realized **\$4,557,778** or **99.1%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **\$6,895,497** or **75.1%** of the budget for the current fiscal year. Please note that **\$4,583,456** of the current year budget is funded by the prior year fund balance (**\$4,583,146**) and prior year fund balance reserve for encumbrances (**\$310**).

The fund balance decreased by **\$2,337,719** (from **\$9,573,944** to **\$7,236,225**). A total of **\$663,006** of the Textbook Fund June 30, 2017 fund balance (**\$7,236,225**) is designated for the 2017-2018 Textbook Fund Budget.

#### **Risk Management Fund** (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. Revenues for this month totaled **\$16,995** (includes **\$7,289** in interest).

A total of **\$6,898,048** (includes **\$6,805,724** from the Operating Fund) in revenue was realized for FY 2016-2017. Expenses and encumbrances totaled **\$6,370,155** for FY 2016-2017. The retained earnings balance increased by **\$527,893** (from **\$4,112,686** to **\$4,640,579**).

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

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. A total of **\$9,775** in revenue was realized this month (includes **\$1,668** in cell tower rent – Cox High, **\$1,219** in cell tower rent – Ocean Lakes High, **\$99** in cell tower rent – Salem High, **\$2,919** in cell tower rent – Tech Center, and **\$2,250** in cell tower rent – Woodstock Elementary). This fund has realized **\$521,779** or **200.7%** of the estimated revenue for the current fiscal year. Expenditures totaled **\$6,260** for this month. This fund has incurred expenditures and encumbrances of **\$798,472** or **96.1%** of the budget for the current fiscal year. Please note that **\$570,619** of the current fiscal year budget is funded by prior year fund balance (**\$340,000**) and prior year fund balance reserve for encumbrances (**\$230,619**).

The fund balance decreased by **\$276,693** (from **\$3,002,341** to **\$2,725,648**). A total of **\$340,000** of the Communication Towers/Technology Fund June 30, 2017 fund balance (**\$2,725,648**) is designated for the FY2017-2018 Communication Towers/Technology Fund Budget.

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

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$42,635,583** in revenue for various grants was realized for FY 2016-2017. This includes **\$7,325,128** from the Commonwealth of Virginia, **\$31,895,702** from the Federal Government, **\$3,128,719** from the School Operating Fund, and **\$286,034** from other sources.

**Health Insurance Fund** (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$14,729,136** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$12,633,870**. This includes medical and prescription drug claim payments for City and School Board employees.

A total of **\$146,311,324** in revenue was realized for FY 2016-2017. Expenses totaled **\$133,012,371** for FY 2016-2017. The retained earnings balance increased by **\$13,298,953** (from **\$12,471,246** to **\$25,770,199**).

**Vending Operations Fund** (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of **\$29,909** in revenue (including **\$29,900** in vending receipts) was realized this month. This fund had realized **\$137,287** in revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **\$133,900** or **58.3%** of the budget for the current fiscal year. Please note that **\$37,152** of the current year budget is funded by the prior year fund balance.

The fund balance increased by **\$3,387** (from **\$42,019** to **\$45,406**). A total of **\$37,152** of the Vending Operations Fund June 30, 2017 fund balance (**\$45,406**) is designated for the FY 2017-2018 Vending Operations Fund Budget.

**Instructional Technology Fund** (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. A total of **\$11,632** in revenue (interest) was realized this month. This fund has realized **\$95,873** in revenue for the current fiscal year. Please note that **\$53,678** of the current year budget is funded by the prior year fund balance.

The fund balance increased by **\$95,873** (from **\$200,950** to **\$296,823**). A total of **\$79,579** of the Instructional Technology fund balance (**\$296,823**) is designated for the 2017-2018 Instructional Technology Fund Budget.

**Equipment Replacement Fund** (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. A total of **\$729** in revenue (interest) was realized this month. This fund has

realized **\$6,735** in revenue for the current fiscal year Please note that **\$1,106,301** of the current year budget is funded by the prior year fund balance.

The fund balance increased by **\$6,735** (from **\$1,251,494** to **\$1,258,229**). A total of **\$170,193** of the Equipment Replacement Fund June 30, 2017 fund balance (**\$1,258,229**) is designated for the FY 2017-2018 Equipment Replacement Fund Budget.

**Capital Projects Funds** (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$5,404,997** in expenditures was incurred for various school capital projects this month. This includes **\$554,526** for Kemps Landing/ODC Replacement project, **\$897,365** for John B. Dey Elementary Replacement project, **\$392,185** for Princess Anne Middle Replacement project, **\$168,442** for Thoroughgood Elementary Replacement project, **\$2,431,696** for HVAC Systems Phase II Renovation and Replacement projects, **\$501,020** for the Renovation and Replacement – Reroofing Phase II projects, and **\$233,670** for Energy Performance Contract projects.

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

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. This fund has realized **\$3,325,976** in revenue for the current fiscal year from the School Operating Fund. This fund has incurred expenditures and encumbrances of **\$3,339,863** or **90.6%** of the budget for the current fiscal year.

The fund balance decreased by **\$13,887** (from **\$19,033** to **\$5,146**).

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS**  
**NOT EXCEEDING \$250,000**  
**June 1, 2017 through June 30, 2017**

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<b>JV</b>	<b>DESCRIPTION</b>	<b>FROM</b>	<b>TO</b>	<b>AMOUNT</b>
17-06-01	To cover fuel for field trips taken by Bayside MS.	Middle School Classroom Instructional Supplies	Vehicle Operations Vehicle Fuels	\$ 486.00
17-06-02	To cover salaries.	Technical and Career Education Other Purchased Services	Custodial Services Custodians	\$ 57.00
17-06-03	To purchase laptops for pre-kindergarten teachers.	Teaching and Learning Support Other Purchased Services	Teaching and Learning Support Controlled Assets - Computer Equipment Pre-K Program	\$ 36,750.00
17-06-03	To purchase external drives for pre-kindergarten teachers.	Teaching and Learning Support Other Purchased Services	Teaching and Learning Support Computer Supplies Pre-K Program	\$ 2,850.00
17-06-04	To purchase colored paper, copy paper, stamps, pencil sharpeners, batteries and other office supplies.	Rosemont Elementary School Equipment Draw	Rosemont Elementary School Administrative Draw	\$ 1,584.00
17-06-04	To purchase art supplies, paper, crayons and pencil sharpeners.	Rosemont Elementary School Equipment Draw	Rosemont Elementary School Instructional Draw	\$ 302.00
17-06-04	To purchase library books.	Rosemont Elementary School Equipment Draw Staff Development Draw	Rosemont Elementary School Library Draw	\$ 1,809.00
17-06-04	To purchase toner and ink.	Rosemont Elementary School Equipment Draw	Rosemont Elementary School Computer Supplies Draw	\$ 1,039.00
17-06-04	To purchase a printer for the bookkeeper.	Rosemont Elementary School Administrative Draw	Rosemont Elementary School Administrative Draw - Controlled Assets	\$ 264.00
17-06-04	To purchase toner.	Rosemont Elementary School Instructional Draw	Rosemont Elementary School Instructional Draw - Computer Supplies	\$ 2,095.00
17-06-04	To purchase a printer for a special education classroom.	Rosemont Elementary School Special Education Draw	Rosemont Elementary School Special Education Draw - Controlled Assets	\$ 408.00
17-06-04	To purchase a computer mouse.	Independence Middle School Special Education Draw Equipment Draw	Independence Middle School Special Education Draw - Computer Supplies	\$ 50.00
17-06-04	To purchase toner.	Independence Middle School Instructional Draw	Independence Middle School Instructional Draw - Computer Supplies	\$ 520.00
17-06-04	To purchase toner.	Independence Middle School Library Draw	Independence Middle School Library Draw - Computer Supplies	\$ 269.00
17-06-04	To purchase paper.	Independence Middle School Equipment Draw	Independence Middle School Instructional Draw	\$ 32.00
17-06-04	To purchase online programs.	Independence Middle School Equipment Draw	Independence Middle School Administrative Draw	\$ 73.00
17-06-04	To purchase laptops, computer monitor and printer.	Independence Middle School Equipment Draw	Independence Middle School Administrative Draw - Controlled Assets	\$ 1,911.00
17-06-04	To purchase toner.	Independence Middle School Equipment Draw	Independence Middle School Instructional Draw - Computer Supplies	\$ 3,348.00
17-06-04	To purchase toner.	Independence Middle School Equipment Draw	Independence Middle School Library Draw - Computer Supplies	\$ 17.00

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS**  
**NOT EXCEEDING \$250,000**  
**June 1, 2017 through June 30, 2017**

7

<b>JV</b>	<b>DESCRIPTION</b>	<b>FROM</b>	<b>TO</b>	<b>AMOUNT</b>
17-06-05	To purchase chromebooks.	New Castle Elementary School Administrative Draw - Controlled Assets	New Castle Elementary School Instructional Draw - Controlled Assets	\$ 5,075.00
17-06-07	To purchase toner.	Tallwood HS Administrative Draw	Tallwood HS Administrative Draw - Computer Supplies	\$ 181.00
17-06-07	To purchase toner.	Tallwood HS Special Education Draw	Tallwood HS Special Education Draw - Computer Supplies	\$ 550.00
17-06-07	To purchase iPad mini keyboard cases, toner, computer monitor adapter, iPad minis, computers, and computer monitors.	Tallwood HS Administrative Draw	Tallwood HS Administrative Draw - Computer Supplies Admin. Draw - Controlled Assets - Comp. Equip.	\$ 6,201.00
17-06-07	To purchase instructional books, games, easels, microscope slides, Chromebooks, and Chromebook cart.	Tallwood HS Library Draw	Tallwood HS Instructional Draw Instructional Draw - Controlled Assets - Comp. Equip.	\$ 4,251.00
17-06-07	To purchase toner, headsets, and Chromebooks.	Tallwood HS Equipment Draw	Tallwood HS Instructional Draw - Computer Supplies Comp. Supp. Draw - Controlled Assets - Comp. Equip. Instructional Draw - Controlled Assets - Comp. Equip.	\$ 8,668.00
17-06-07	To purchase Chromebooks.	Tallwood HS Computer Supplies Draw	Tallwood HS Comp. Supp. Draw - Controlled Assets - Comp. Equip.	\$ 1,962.00
17-06-07	To increase Life Insurance budget.	Planning, Innovation, and Accountability Part-Time/Temporary Personnel	Professional Growth and Innovation Life Insurance (VRS)	\$ 10,000.00
17-06-07	To purchase imaging drums, toner collection units, surge protectors, promethean remotes, voice recorders, and toner.	Frank W. Cox HS Equipment Draw	Frank W. Cox HS Computer Supplies Draw	\$ 7,911.00
17-06-07	To purchase desktop computers, monitors, printer, toner, mouse, wireless keyboard, wireless multimedia for AV, external hard drive, conference room cable, refreshments and paper products for meeting.	Frank W. Cox HS Library Draw	Frank W. Cox HS Administrative Draw - Computer Supplies Admin. Draw - Controlled Assets - Comp. Equip. Administrative Draw	\$ 4,458.00
17-06-07	To purchase toner, poster printer supplies, wireless keyboard, promethean remotes, printer fuser, CDs, earbuds, mouse, jump drive, and toner.	Frank W. Cox HS Instructional Draw	Frank W. Cox HS Instructional Draw - Computer Supplies Administrative Draw - Computer Supplies	\$ 2,145.00
17-06-07	To purchase mouse, toner, apple cables, and Chromebooks.	Frank W. Cox HS Special Education Draw	Frank W. Cox HS Special Education Draw - Computer Supplies Special Ed. Draw - Controlled Assets - Comp. Equip.	\$ 1,577.00
17-06-07	To purchase a 3D printer.	Kempsville HS Library Draw	Kempsville HS Instructional Draw - Controlled Assets - Comp. Equip.	\$ 542.00
17-06-07	To cover cost of staff development substitutes, computer, toner, flash drives, professional development, and travel expenses.	Kempsville HS Equipment Draw	Kempsville HS Instructional Draw - Controlled Assets - Comp. Equip. Instructional Draw - Computer Supplies Staff Development Draw	\$ 5,460.00
17-06-07	To purchase computers and printers.	Kempsville HS Computer Supplies Draw	Kempsville HS Instructional Draw - Controlled Assets - Comp. Equip.	\$ 4,112.00
17-06-07	To purchase toner and staples for copier machine.	Kempsville HS Administrative Draw	Kempsville HS Administrative Draw - Computer Supplies	\$ 380.00



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS**  
**NOT EXCEEDING \$250,000**  
**June 1, 2017 through June 30, 2017**

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<b>JV</b>	<b>DESCRIPTION</b>	<b>FROM</b>	<b>TO</b>	<b>AMOUNT</b>
17-06-07	To purchase toner.	Kempsville HS Special Education Draw	Kempsville HS Special Education Draw - Computer Supplies	\$ 261.00
17-06-07	To purchase toner and keyboards.	Technical and Career Education Center Library Draw	Technical and Career Education Center Library Draw - Computer Supplies Instructional Draw - Computer Supplies	\$ 1,408.00
17-06-07	To purchase toner, computers, laptops, printers, and flash drives.	Technical and Career Education Center Staff Development	Technical and Career Education Center Instructional Draw - Controlled Assets - Comp. Equip. Instructional Draw - Computer Supplies Admin. Draw - Controlled Assets - Comp. Equip.	\$ 2,428.00
17-06-07	To purchase toner and flash drives.	Technical and Career Education Center Equipment Draw	Technical and Career Education Center Instructional Draw - Computer Supplies	\$ 4,515.00
17-06-07	To purchase toner and imaging drums.	Technical and Career Education Center Instructional Draw	Technical and Career Education Center Instructional Draw - Computer Supplies	\$ 3,465.00
17-06-07	To purchase keyboards, mouse and toner.	Technical and Career Education Center Computer Supplies Draw	Technical and Career Education Center Instructional Draw - Computer Supplies	\$ 167.00
17-06-07	To purchase toner, computers, laptops, printers, and keyboards.	Technical and Career Education Center Administrative Draw	Technical and Career Education Center Administrative Draw - Computer Supplies Admin. Draw - Controlled Assets - Comp. Equip.	\$ 3,737.00
17-06-07	To purchase student chairs and desks.	School Plant General Maintenance and Repair	Elementary Classroom Instructional Supplies	\$ 19,191.00
17-06-07	To purchase student chairs and desks.	School Plant General Maintenance and Repair	Middle Schools Classroom Instructional Supplies	\$ 40,270.00
17-06-07	To purchase student chairs and desks.	School Plant General Maintenance and Repair	Senior High Classroom Instructional Supplies	\$ 40,270.00
17-06-07	To cover cost of contracted services from a temporary employment agency.	Internal Audit Part-Time/Temporary Personnel	Internal Audit Other Purchased Services	\$ 2,500.00
17-06-07	To purchase printer.	Green Run HS Special Education Draw	Green Run HS Special Ed. Draw - Controlled Assets - Comp. Equip.	\$ 275.00
17-06-07	To cover overtime custodial pay for Saturday Beach Girls Rock at Kempsville.	Opportunity and Achievement Other Purchased Services	Custodial Services Overtime Payments - Custodial Services	\$ 114.00
17-06-07	To increase budget for middle school teachers.	Middle Schools Classroom Middle School Teachers	Remedial Education Middle School Teachers	\$ 65,000.00
17-06-07	To increase Life Insurance budget.	Monitoring Services Overtime - Bus Driver Assistants	Vehicle Operations Life Insurance (VRS)	\$ 20,000.00
17-06-07	To purchase laptop.	Special Education Support Other Materials and Supplies	Special Education Support Controlled Assets - Computer Equipment	\$ 102.00
17-06-08	To purchase paper.	Pembroke Elementary School Equipment Draw	Pembroke Elementary School Administrative Draw	\$ 419.00
17-06-08	To purchase toner for administrative printers.	Pembroke Elementary School Equipment Draw Computer Supplies Draw	Pembroke Elementary School Administrative Draw - Computer Supplies	\$ 870.00
17-06-08	To purchase recorders for special education.	Pembroke Elementary School Equipment Draw	Pembroke Elementary School Special Education Draw - Computer Supplies	\$ 118.00

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS**  
**NOT EXCEEDING \$250,000**  
**June 1, 2017 through June 30, 2017**

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JV	DESCRIPTION	FROM	TO	AMOUNT
17-06-08	To purchase paper.	Pembroke Elementary School Equipment Draw Staff Development Draw	Pembroke Elementary School Instructional Draw	\$ 619.00
17-06-08	To purchase community based instruction for students.	Pembroke Elementary School Equipment Draw	Pembroke Elementary School Special Education Draw	\$ 465.00
17-06-13	To cover the contract for MajorClarity.	Guidance Services Instructional Supplies	Guidance Services (Technology) Technological Services	\$ 13,000.00
17-06-14	To cover salaries.	Gifted Ed & Academy Programs Support Printing and Binding	Senior High Classroom Other Instructional Personnel HS	\$ 9,590.00
17-06-14	To cover salaries.	Teaching and Learning Support Middle School Teacher Substitutes	Senior High Classroom Other Instructional Personnel HS	\$ 15,000.00
17-06-14	To cover salaries and FICA.	Teaching and Learning Support Stipends	Senior High Classroom Other Instructional Personnel HS FICA	\$ 13,088.00
17-06-15	To purchase folding chairs and storage carts.	Custodial Services Custodial/Cleaning Supplies	Distribution Services Other Materials and Supplies	\$ 5,200.00
17-06-15	To purchase toner and laptops.	Custodial Services Travel/Professional Improvement	Custodial Services Computer Supplies Controlled Assets - Computer Equipment	\$ 4,000.00
17-06-15	To purchase three vehicles for Custodial Services.	Custodial Services Custodial/Cleaning Supplies	Vehicle Services Vehicles - Replacement	\$ 68,000.00
17-06-15	To purchase four replacement vans for School Plant.	School Plant General Maintenance and Repair	Vehicle Services Vehicles - Replacement	\$122,512.00
17-06-15	To purchase two trucks for the garage.	Vehicle Operations Vehicle Fuels	Vehicle Services Vehicles - Replacement	\$ 59,488.00
17-06-19	To upgrade wide area network (WAN) for administrative site.	Teaching and Learning Support Other Purchased Services	Technology Maintenance Computer Equipment - Additional	\$199,640.00
17-06-19	To upgrade hyper-converged server storage.	Teaching and Learning Support Other Purchased Services	Technology Maintenance Computer Equipment - Additional	\$247,060.00
17-06-20	To purchase projectors.	Instructional Technology Computer Software	Technology Maintenance Controlled Assets - Computer Equipment	\$ 66,420.00
17-06-20	To purchase multi-functional devices.	Middle Schools Classroom Capital Outlay - Additional	Human Resources Computer Equipment - Replacement	\$ 867.00
17-06-20	To purchase multi-functional devices.	Middle Schools Classroom Capital Outlay - Additional	Purchasing Services Computer Equipment - Replacement	\$ 4,667.00
17-06-20	To purchase multi-functional devices.	Middle Schools Classroom Capital Outlay - Additional	Elementary Classroom Computer Equipment - Replacement	\$131,595.00
17-06-20	To purchase multi-functional devices.	Middle Schools Classroom Capital Outlay - Additional	Middle Schools Classroom Computer Equipment - Replacement	\$ 46,246.00
17-06-20	To purchase multi-functional devices.	Middle Schools Classroom Instructional Supplies	Middle Schools Classroom Controlled Assets - Computer Equipment	\$ 7,357.00
17-06-20	To purchase multi-functional devices.	Middle Schools Classroom Instructional Supplies	Middle Schools Classroom Computer Equipment - Replacement	\$ 37,672.00



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS**  
**NOT EXCEEDING \$250,000**  
**June 1, 2017 through June 30, 2017**

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<b>JV</b>	<b>DESCRIPTION</b>	<b>FROM</b>	<b>TO</b>	<b>AMOUNT</b>
17-06-20	To purchase laptops and cases.	Gifted Education and Academy Programs Instructional Supplies	Special Education Controlled Assets - Computer Equipment Computer Supplies	\$ 31,595.00
17-06-21	To cover computer supplies.	Green Run Collegiate Charter School Office of the Principal-Senior High Office Supplies	Green Run Collegiate Charter School Office of the Principal-Senior High (Technology) Computer Supplies	\$ 1,000.00
17-06-21	To cover SOL tutoring.	Green Run Collegiate Charter School Senior High Classroom Instructional Supplies	Green Run Collegiate Charter School Remedial Education Other Instructional Personnel	\$ 850.00
17-06-24	To pay invoices for Manage Print Services program.	Media Services Support Library Books and Supplies	Media Services Support Computer Supplies	\$ 3,000.00
17-06-24	To cover telecommunication expenses for the division.	Technology Maintenance General Maintenance and Repair	Telecommunications Telecommunications	\$ 2,600.00
17-06-24	To purchase computer supplies.	Elementary Classroom Capital Outlay - Additional	Office of the Principal - Elementary Computer Supplies	\$ 20,000.00
17-06-24	To purchase computer supplies.	Elementary Classroom Capital Outlay - Additional	Media Services Support Computer Supplies	\$ 6,000.00
17-06-24	To purchase computer supplies.	Elementary Classroom Capital Outlay - Additional	Office of the Principal - Middle School Computer Supplies	\$ 20,000.00
17-06-24	To purchase computer supplies.	Elementary Classroom Capital Outlay - Additional	Office of the Principal - Senior High Computer Supplies	\$ 20,000.00
17-06-24	To purchase computer supplies.	Elementary Classroom Capital Outlay - Additional	Middle School Classroom Computer Supplies	\$ 30,000.00
17-06-24	To pay for GPS system and computer supplies.	Vehicle Operations – Special Education Other Purchased Services	Vehicle Operations Technological Services Computer Supplies	\$ 2,745.00
17-06-24	To purchase computer supplies.	Alternative Education – Renaissance Academy Instructional Supplies	Alternative Education – Renaissance Academy Computer Supplies	\$ 2,000.00
17-06-24	To purchase AED defibrillators.	Homebound Services Homebound Teachers	Health Services Other Materials and Supplies	\$ 19,300.00
17-06-24	To cover transportation for the homeless students - McKinney Vento Act.	Summer School Middle School Teachers	Social Work Services Other Purchased Services	\$ 25,000.00
17-06-25	To cover bus driver salaries, benefits and fuel for the From One Hand to Another program.	Summer School Other Purchased Services	Vehicle Operations Bus Drivers FICA Benefits Vehicle Fuels	\$ 1,840.00
17-06-26	To cover transportation for the homeless students - McKinney Vento Act.	Summer School Middle School Teachers	Social Work Services Other Purchased Services	\$ 10,000.00
17-06-26	To cover data services.	Facilities Planning and Construction Printing and Binding	Telecommunications Telecommunications	\$ 264.00
17-06-26	To cover data services.	Distribution Services Telecommunications Other Purchased Services	Telecommunications Telecommunications	\$ 816.00
17-06-26	To cover data services.	School Plant Telecommunications	Telecommunications Telecommunications	\$ 1,224.00

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS**  
**NOT EXCEEDING \$250,000**  
**June 1, 2017 through June 30, 2017**

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<b>JV</b>	<b>DESCRIPTION</b>	<b>FROM</b>	<b>TO</b>	<b>AMOUNT</b>
17-06-26	To cover data services.	Management Telecommunications	Telecommunications Telecommunications	\$ 204.00
17-06-26	To cover the Early Retirement Incentive Program.	Gifted Education and Academy Programs Part-Time/Temporary Personnel	Remedial Education Early Retirement Incentive Program	\$ 200.00
17-06-27	To purchase Bloodborne pathogens supplies.	Budget and Finance Other Purchased Services	Health Services Other Materials and Supplies	\$ 20,000.00
17-06-28	To purchase laptops.	Teaching and Learning Support Controlled Assets - Computer Equipment	Elementary Classroom Controlled Assets - Computer Equipment	\$ 20,000.00
17-06-29	To purchase computer supplies.	Senior High Classroom Senior High Teachers	Elementary Classroom Computer Supplies	\$ 25,000.00
17-06-29	To purchase computer supplies.	Senior High Classroom Senior High Teachers	Senior High Classroom Computer Supplies	\$ 8,000.00
17-06-29	To purchase computer supplies.	Senior High Classroom Senior High Teachers	Middle School Classroom Computer Supplies	\$ 8,000.00
17-06-30	To cover the purchase of ink cartridges and toner.	Green Run Collegiate Charter School Senior High Classroom Instructional Supplies	Green Run Collegiate Charter School Office of the Principal-Senior High (Technology) Computer Supplies	\$ 600.00
17-06-30	To cover the replacement of projector in Auditorium.	Green Run Collegiate Charter School Senior High Classroom Instructional Supplies	Green Run Collegiate Charter School Office of the Principal-Senior High (Technology) Computer Equipment-Replacement	\$ 700.00

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

**REVENUES**

**JUNE 2017 (UNAUDITED)**

BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (2)	TREND *
COMMONWEALTH OF VIRGINIA	2017	263,423,825	<-----	260,283,753	98.81%	U(1)
	2016	250,039,573	249,585,001	249,585,001	100.00%	
	2015	252,592,470	250,173,015	250,173,015	100.00%	
STATE SALES TAX	2017	74,741,805	<-----	73,084,563	97.78%	U(2)
	2016	71,783,907	72,382,606	72,382,606	100.00%	
	2015	70,065,298	70,376,559	70,376,559	100.00%	
FEDERAL GOVERNMENT	2017	12,476,532	<-----	13,464,377	107.92%	F
	2016	12,476,532	10,984,117	10,984,117	100.00%	
	2015	15,976,532	14,290,941	14,290,941	100.00%	
CITY OF VIRGINIA BEACH	2017	424,077,954	<-----	424,077,954	100.00%	F
	2016	412,311,603	412,311,603	412,311,603	100.00%	
	2015	406,963,568	406,876,823	406,876,823	100.00%	
OTHER SOURCES	2017	2,782,803	<-----	2,759,412	99.16%	U(3)
	2016	2,782,803	3,120,071	3,120,071	100.00%	
	2015	2,732,803	3,635,086	3,635,086	100.00%	
SCHOOL OPERATING FUND TOTAL	2017	777,502,919	<-----	773,670,059	99.51%	U
	2016	749,394,418	748,383,398	748,383,398	100.00%	
	2015	748,330,671	745,352,424	745,352,424	100.00%	

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

**U(1): The unfavorable trend is due to:**

- (a) certain Commonwealth of Virginia revenues being less than estimated as a result of the lower than projected March 31, 2017 Average Daily Membership; and
- (b) the removal of the Compensation Supplement from Commonwealth of Virginia revenues.

**U(2): The unfavorable trend is due to the decrease in Commonwealth of Virginia Sales Tax collections.**

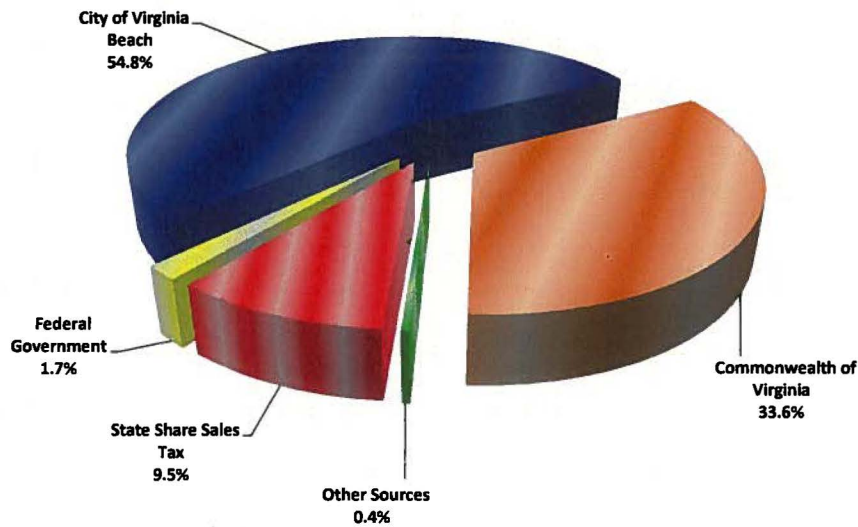
However, the Basic School Aid formula partially funded this decrease in the sales tax revenue based on the local composite index (the Basic School revenue is reported under the Commonwealth of Virginia revenue source).

**U(3): The unfavorable trend is mainly due to:**

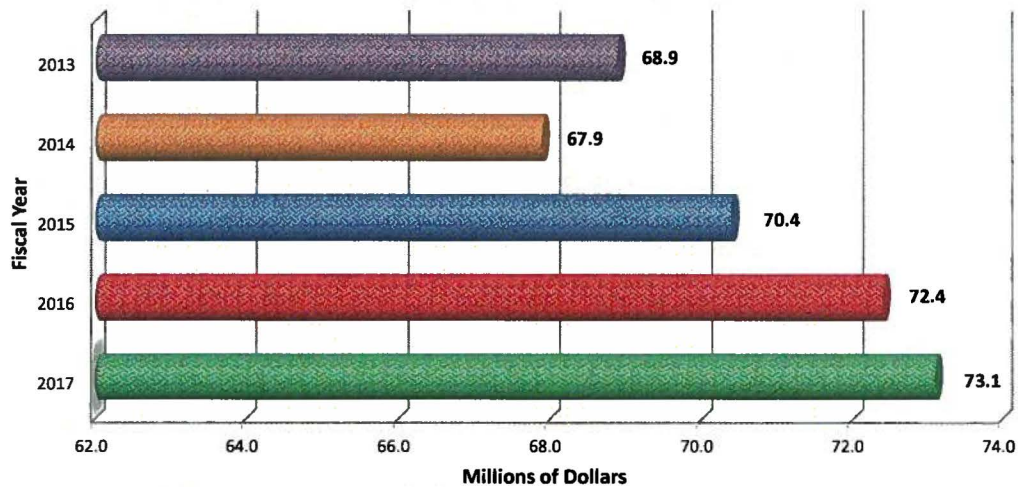
- (a) decrease in Rent of Facilities receipts resulting from the cancellation of the YMCA of South Hampton Roads' contract. YMCA administered the At Risk Four Year Old program, including rental of classroom space. Program was absorbed by the School Division in FY17.
- (b) decrease in Summer School Tuition and Drivers Ed Behind the Wheel Tuition receipts as a result of decreased enrollment in FY17.

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

**Fiscal Year 2017 Revenue Actual by Major Source**



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



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

**EXPENDITURES/ENCUMBRANCES**

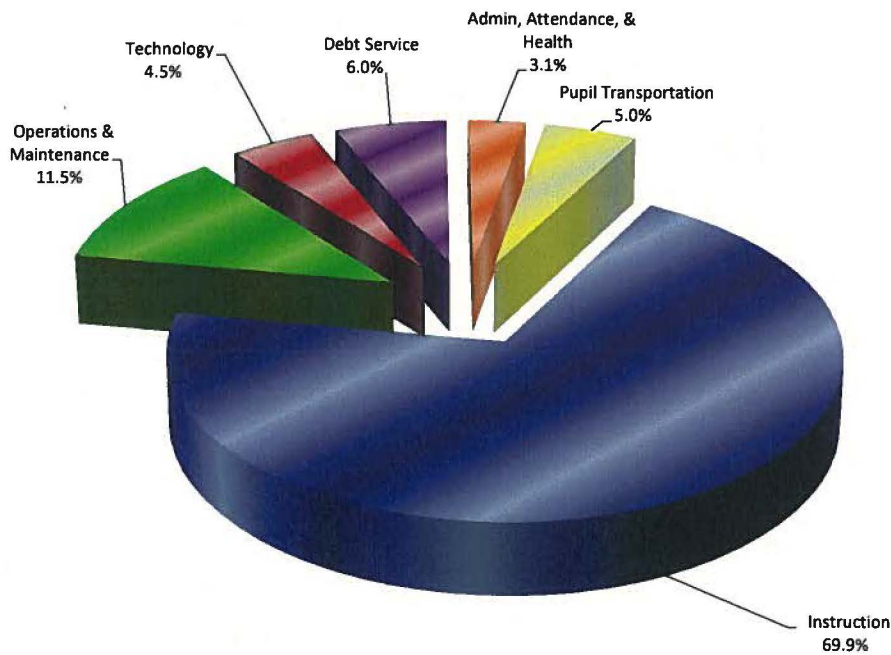
**JUNE 2017 (UNAUDITED)**

<i>BY UNIT WITHIN CATEGORY</i>	<i>FISCAL YEAR</i>	<i>(1) BUDGET</i>	<i>(2) ACTUAL THROUGH JUNE</i>	<i>(3) ACTUAL THROUGH MONTH</i>	<i>% OF (3) TO (2)</i>	<i>TREND *</i>
<b>INSTRUCTION CATEGORY</b>	2017	547,382,834	<-----	533,960,741	97.55%	F
	2016	530,731,819	522,876,753	522,876,753	100.00%	
	2015	534,364,655	521,987,966	521,987,966	100.00%	
<b>ADMINISTRATION, ATTENDANCE &amp; HEALTH CATEGORY</b>	2017	24,339,437	<-----	23,322,078	95.82%	F
	2016	22,937,844	21,876,609	21,876,609	100.00%	
	2015	22,694,157	21,111,990	21,111,990	100.00%	
<b>PUPIL TRANSPORTATION CATEGORY</b>	2017	40,132,386	<-----	38,393,774	95.67%	F
	2016	34,125,890	32,882,137	32,882,137	100.00%	
	2015	30,850,025	30,818,394	30,818,394	100.00%	
<b>OPERATIONS AND MAINTENANCE CATEGORY</b>	2017	92,216,393	<-----	88,249,457	95.70%	F
	2016	93,517,401	89,431,581	89,431,581	100.00%	
	2015	91,066,307	90,388,574	90,388,574	100.00%	
<b>TECHNOLOGY CATEGORY</b>	2017	35,470,704	<-----	34,587,905	97.51%	F
	2016	32,550,920	31,184,463	31,184,463	100.00%	
	2015	30,351,260	29,631,537	29,631,537	100.00%	
<b>SCHOOL OPERATING FUND TOTAL (EXCLUDING DEBT SERVICE)</b>	2017	739,541,754	<-----	718,513,955	97.16%	F
	2016	713,863,874	698,251,543	698,251,543	100.00%	
	2015	709,326,404	693,938,461	693,938,461	100.00%	
<b>DEBT SERVICE CATEGORY</b>	2017	45,819,477	<-----	45,704,383	99.75%	F
	2016	44,756,843	44,115,909	44,115,909	100.00%	
	2015	45,029,858	44,986,273	44,986,273	100.00%	

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

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

**Fiscal Year 2017 Actual by Category**  
(Includes Debt Service Category)



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

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	<u>FY 2017</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
<b>INSTRUCTION CATEGORY:</b>						
ELEMENTARY CLASSROOM	141,229,915	14,054,746	139,870,233	26,776	1,332,906	99.1%
SENIOR HIGH CLASSROOM	74,967,845	7,385,247	73,607,767	106,757	1,253,321	98.3%
TECHNICAL AND CAREER EDUCATION	17,315,176	1,664,425	16,183,968	159,480	971,728	94.4%
GIFTED EDUCATION AND ACADEMY PROGRAMS	13,870,509	1,415,362	13,605,368	21,035	244,106	98.2%
SPECIAL EDUCATION	91,380,624	7,379,239	89,736,757	1,115	1,642,752	98.2%
SUMMER SCHOOL	1,958,260	72,131	1,921,729		36,531	98.1%
GENERAL ADULT EDUCATION	1,966,139	279,604	1,885,256	845	80,038	95.9%
ALTERNATIVE EDUCATION-RENAISSANCE	6,610,012	602,383	6,124,555		485,457	92.7%
STUDENT ACTIVITIES	7,724,179	(160,182)	7,134,516		589,663	92.4%
OFFICE OF THE PRINCIPAL-ELEMENTARY	27,455,431	2,340,777	25,152,674	1,193	2,301,564	91.6%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	11,559,932	976,182	11,123,596	266	436,070	96.2%
OFFICE OF THE PRINCIPAL-TECHNICAL	642,641	50,926	621,343		21,298	96.7%
GUIDANCE SERVICES	16,729,840	1,575,298	16,446,563		283,277	98.3%
SOCIAL WORK SERVICES	4,106,782	591,704	4,100,945		5,837	99.9%
MEDIA AND COMMUNICATIONS	2,002,861	204,502	1,914,974	7,412	80,475	96.0%
TEACHING AND LEARNING SUPPORT	18,106,374	726,381	17,414,003	3,638	688,733	96.2%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	1,093,807	193,520	1,022,225		71,582	93.5%
OPPORTUNITY AND ACHIEVEMENT	89,612	3,535	44,542		45,070	49.7%
SPECIAL EDUCATION SUPPORT	3,552,259	311,847	3,472,663		79,596	97.8%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	2,261,872	218,651	2,153,791		108,081	95.2%
MEDIA SERVICES SUPPORT	13,061,625	1,216,154	12,610,614		451,011	96.5%
PLANNING INNOVATION AND ACCOUNTABILITY	2,468,317	351,504	2,319,031		149,286	94.0%
MIDDLE SCHOOL CLASSROOM	58,097,934	5,690,525	56,988,294	155,292	954,348	98.4%
REMEDIAL EDUCATION	7,880,847	841,018	7,880,794		53	99.9%
OFFICE OF THE PRINCIPAL-MIDDLE	10,561,480	916,217	10,465,416	5,931	90,133	99.1%
HOMEBOUND SERVICES	390,486	56,648	375,846		14,640	96.3%
TECHNICAL AND CAREER EDUCATION SUPPORT	1,115,440	77,199	914,411	11,233	189,796	83.0%
STUDENT LEADERSHIP	1,403,561	87,913	1,384,906		18,655	98.7%
PSYCHOLOGICAL SERVICES	3,981,779	334,153	3,410,786		570,993	85.7%
AUDIOLOGICAL SERVICES	550,153	36,786	544,753		5,400	99.0%
SCHOOL LEADERSHIP	1,767,980	157,828	1,720,029	4,849	43,102	97.6%
ALTERNATIVE EDUCATION	1,479,162	166,082	1,302,005	566	176,591	88.1%
<b>TOTAL INSTRUCTION</b>	<b>547,382,834</b>	<b>49,818,305</b>	<b>533,454,353</b>	<b>506,388</b>	<b>13,422,093</b>	<b>97.5%</b>
<b>ADMIN., ATTENDANCE, AND HEALTH CATEGORY:</b>						
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	1,134,263	62,599	1,047,520		86,743	92.4%
OFFICE OF THE SUPERINTENDENT	1,037,745	83,927	903,192	13,577	120,976	88.3%
BUDGET AND FINANCE	4,981,837	348,851	4,586,959	4,611	390,267	92.2%
HUMAN RESOURCES	5,094,528	494,484	4,831,295	16,766	246,467	95.2%
INTERNAL AUDIT	441,842	41,054	426,778		15,064	96.6%
PURCHASING SERVICES	1,062,890	88,192	1,034,885		28,005	97.4%
PROFESSIONAL GROWTH AND INNOVATION	816,168	110,688	799,596		16,572	98.0%
BENEFITS	2,165,630	301,952	2,058,610	8,177	98,843	95.4%
HEALTH SERVICES	7,604,534	794,819	7,561,774	28,338	14,422	99.8%
<b>TOTAL ADMIN., ATTENDANCE, AND HEALTH</b>	<b>24,339,437</b>	<b>2,326,566</b>	<b>23,250,609</b>	<b>71,469</b>	<b>1,017,359</b>	<b>95.8%</b>



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

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	FY 2017 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
<b>PUPIL TRANSPORTATION CATEGORY:</b>						
MANAGEMENT	2,565,187	222,114	2,363,850		201,337	92.2%
VEHICLE OPERATIONS	24,191,431	2,624,202	21,168,066	2,557,961	465,404	98.1%
VEHICLE OPERATIONS-SPECIAL EDUCATION	6,607,415	625,106	5,612,533	328,131	666,751	89.9%
VEHICLE MAINTENANCE	3,209,220	243,942	2,994,277		214,943	93.3%
MONITORING SERVICES	3,559,133	355,270	3,368,956		190,177	94.7%
<b>TOTAL PUPIL TRANSPORTATION</b>	<b>40,132,386</b>	<b>4,070,634</b>	<b>35,507,682</b>	<b>2,886,092</b>	<b>1,738,612</b>	<b>95.7%</b>
<b>OPERATIONS AND MAINTENANCE CATEGORY:</b>						
FACILITIES PLANNING AND CONSTRUCTION	869,066	72,966	805,403	3,401	60,262	93.1%
SCHOOL PLANT	47,549,218	5,862,230	42,978,129	2,055,823	2,515,266	94.7%
DISTRIBUTION SERVICES	1,714,652	171,180	1,611,383	5,148	98,121	94.3%
GROUND SERVICES	4,167,908		4,167,908			100.0%
CUSTODIAL SERVICES	27,671,070	2,819,195	26,905,685	11,184	754,201	97.3%
SAFETY AND LOSS CONTROL	6,937,465	726,800	6,549,855		387,610	94.4%
VEHICLE SERVICES	2,227,589	197,484	1,730,641	412,516	84,432	96.2%
TELECOMMUNICATIONS	1,079,425	42,755	1,012,381		67,044	93.8%
<b>TOTAL OPERATIONS AND MAINTENANCE</b>	<b>92,216,393</b>	<b>9,892,610</b>	<b>85,761,385</b>	<b>2,488,072</b>	<b>3,966,936</b>	<b>95.7%</b>
<b>TECHNOLOGY CATEGORY:</b>						
ELEMENTARY CLASSROOM	1,739,074	282,137	1,141,889	595,204	1,981	99.9%
SENIOR HIGH CLASSROOM	1,262,824	20,455	1,085,512	175,760	1,552	99.9%
TECHNICAL AND CAREER EDUCATION	168,858	1,152	163,852		5,006	97.0%
GIFTED EDUCATION AND ACADEMY PROGRAMS	224,258	37,650	196,837	22,812	4,609	97.9%
SPECIAL EDUCATION	270,959	(309)	218,165	32,814	19,980	92.6%
SUMMER SCHOOL	2,489				2,489	
GENERAL ADULT EDUCATION	39,133	(14,170)	20,983	18,150		100.0%
ALTERNATIVE EDUCATION-RENAISSANCE	9,864	2,086	9,570		294	97.0%
STUDENT ACTIVITIES	1,493		640		853	42.9%
OFFICE OF THE PRINCIPAL-ELEMENTARY	138,905	16,551	128,934	2,672	7,299	94.7%
OFFICE OF THE PRINCIPAL-SENIOR HIGH	79,700	4,722	75,150		4,550	94.3%
OFFICE OF THE PRINCIPAL-TECHNICAL	5,640		5,128		512	90.9%
GUIDANCE SERVICES	24,353		11,059		13,294	45.4%
SOCIAL WORK SERVICES	11,742	968	8,118		3,624	69.1%
MEDIA AND COMMUNICATIONS	168,956	357	165,882	2,615	459	99.7%
INSTRUCTIONAL TECHNOLOGY	11,394,625	890,280	11,134,490	7,405	252,730	97.8%
TEACHING AND LEARNING SUPPORT	257,508	(31,696)	200,530	36,750	20,228	92.1%
INSTRUCTIONAL PROFESSIONAL GROWTH AND INNOVATION	29,463		24,000		5,463	81.5%
OPPORTUNITY AND ACHIEVEMENT	4,655	60	367		4,288	7.9%
SPECIAL EDUCATION SUPPORT	10,251	43	10,251			100.0%
GIFTED EDUC AND ACADEMY PROGRAMS SUPPORT	33,051	14,158	32,006		1,045	96.8%
MEDIA SERVICES SUPPORT	544,561	5,270	538,039	3,277	3,245	99.4%
PLANNING INNOVATION AND ACCOUNTABILITY	221,429	31,843	164,479	42,843	14,107	93.6%
MIDDLE SCHOOL CLASSROOM	592,647	20,873	528,394	61,477	2,776	99.5%
REMEDIAL EDUCATION	56,627	12,065	55,034		1,593	97.2%
OFFICE OF THE PRINCIPAL-MIDDLE	61,969	7,069	52,899	7,485	1,585	97.4%
HOMEBOUND SERVICES	40,962	16,795	28,684	9,770	2,508	93.9%
TECHNICAL AND CAREER EDUCATION SUPPORT	3,011		1,953		1,058	64.9%



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

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	FY 2017 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
<b>TECHNOLOGY CATEGORY:</b>						
STUDENT LEADERSHIP	3,619	261	3,160		459	87.3%
PSYCHOLOGICAL SERVICES	19,115	5,638	18,719		396	97.9%
AUDIOLOGICAL SERVICES	575		551		24	95.8%
SCHOOL LEADERSHIP	31,818	1,950	6,010		25,808	18.9%
ALTERNATIVE EDUCATION	115,494	54,162	99,835	7,170	8,489	92.6%
BOARD, LEGAL, AND GOVERNMENTAL SERVICES	2,757		2,371		386	86.0%
OFFICE OF THE SUPERINTENDENT	8,574		3,739		4,835	43.6%
BUDGET AND FINANCE	253,325	25,255	130,813	2,373	120,139	52.6%
HUMAN RESOURCES	322,476	4,947	300,067	21,820	589	99.8%
INTERNAL AUDIT	3,288		3,211		77	97.7%
PURCHASING SERVICES	71,054	15,660	55,358	15,654	42	99.9%
PROFESSIONAL GROWTH AND INNOVATION	156,507	47,291	149,389		7,118	95.5%
OFFICE OF TECHNOLOGY	821,909	68,040	794,114		27,795	96.6%
BENEFITS	39,916	7,138	32,785	354	6,777	83.0%
HEALTH SERVICES	839				839	
MANAGEMENT	194,578	13,950	190,961		3,617	98.1%
VEHICLE OPERATIONS	214,729	17,844	214,729			100.0%
VEHICLE MAINTENANCE	29,645	3,080	11,151		18,494	37.6%
FACILITIES PLANNING AND CONSTRUCTION	20,534	8,579	19,918		616	97.0%
SCHOOL PLANT	1,650,973	61,330	1,378,995	271,298	680	99.9%
DISTRIBUTION SERVICES	54,926		48,855		6,071	88.9%
CUSTODIAL SERVICES	14,645		6,688	3,876	4,081	72.1%
SAFETY AND LOSS CONTROL	5,412	169	3,038	1,815	559	89.7%
VEHICLE SERVICES	37,848	3,154	37,848			100.0%
TELECOMMUNICATIONS	420		322		98	76.7%
TECHNOLOGY MAINTENANCE	13,996,721	1,731,626	12,592,982	1,136,057	267,682	98.1%
<b>TOTAL TECHNOLOGY</b>	<b>35,470,704</b>	<b>3,388,433</b>	<b>32,108,454</b>	<b>2,479,451</b>	<b>882,799</b>	<b>97.5%</b>
 <b>TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)</b>	 <b>739,541,754</b>	 <b>69,496,548</b>	 <b>710,082,483</b>	 <b>8,431,472</b>	 <b>21,027,799</b>	 <b>97.2%</b>
 <b>DEBT SERVICE CATEGORY:</b>	 <b>45,819,477</b>	 <b>(114,417)</b>	 <b>45,704,383</b>	 <b></b>	 <b>115,094</b>	 <b>99.7%</b>

Virginia Beach City Public Schools  
Interim Financial Statements  
**School Operating Fund Summary**  
For the period July 1, 2016 through June 30, 2017

B 1

*Unaudited*

Revenues:	Budget	% of Total	Actual	Actual over (under) Budget	Percent Realized
Source:					
Commonwealth of Virginia	\$263,423,825	33.88%	\$260,283,753	(\$3,140,072)	98.81%
State Sales Tax	74,741,805	9.61%	73,084,563	(1,657,242)	97.78%
Federal Government	12,476,532	1.60%	13,464,377	987,845	107.92%
City of Virginia Beach	424,077,954	54.54%	424,077,954	0	100.00%
Other Sources	2,782,803	0.37%	2,759,412	(23,391)	99.16%
Total Revenues	\$777,502,919	100.00%	\$773,670,059	(\$3,832,860)	99.51%
Prior Year Local Contribution (PYLC) *	7,858,312		7,858,312		100.0%
Total Revenues and PYLC	<u>\$785,361,231</u>		<u>\$781,528,371</u>		
Expenditures/Encumbrances:	Budget	% of Total	Actual	Remaining Balance	Percent Obligated
Category:					
Instruction	\$547,382,834	69.70%	\$533,960,741	\$13,422,093	97.55%
Administration, Attendance and Health	24,339,437	3.10%	23,322,078	1,017,359	95.82%
Pupil Transportation	40,132,386	5.11%	38,393,774	1,738,612	95.67%
Operations and Maintenance	92,216,393	11.74%	88,249,457	3,966,936	95.70%
Technology	35,470,704	4.52%	34,587,905	882,799	97.51%
Debt Service	45,819,477	5.83%	45,704,383	115,094	99.75%
Total Expenditures/Encumbrances	<u>\$785,361,231</u>	100.00%	<u>\$764,218,338</u>	<u>\$21,142,893</u>	97.31%
Total Revenues and PYLC over Expenditures/Encumbrances			\$17,310,033		
Prepaid Items (net)			(246,143)		
Total Reversion to the City General Fund**			<u>\$17,063,890</u>		

\* Fiscal Year 2015-16 encumbrances brought  
forward into the FY 2016-17 operating budget

\*\* Includes \$562,097 reverted from the School Athletics  
Fund and \$360,710 reverted from the GRC Charter  
School Fund to the School Operating Fund

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL OPERATING FUND  
BALANCE SHEET  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

B 2

ASSETS:

CASH	75,894,906
ACCOUNTS RECEIVABLE	331,762
DUE FROM COMMONWEALTH OF VA	10,504,046
PREPAID ITEM	1,019,854

TOTAL ASSETS

87,750,568

LIABILITIES:

VOUCHERS PAYABLE	3,932,450
ACCOUNTS PAYABLE	341,022
ACCOUNTS PAYABLE - SCHOOLS	35,136
SALARIES PAYABLE	1,728,595
SALARIES PAYABLE-OPTIONS	48,108,055
FICA PAYABLE-OPTIONS	3,682,728
WIRES PAYABLE	902,549
ACH PAYABLE	1,974,759
UNEARNED REVENUE-MISC	530,058
TOTAL LIABILITIES	<u>61,235,352</u>

FUND EQUITY:

FUND BALANCE:	
DESIGNATED FOR REVERSION TO	
THE CITY GENERAL FUND	17,063,890
RESERVE FOR ENCUMBRANCES	8,431,472
RESERVE FOR PREPAID ITEMS	<u>1,019,854</u>
TOTAL FUND EQUITY	<u>26,515,216</u>
TOTAL LIABILITIES AND FUND EQUITY	<u>87,750,568</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

B 3

	FY 2017 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	2,143,847	388,561	2,144,187	340	100.0%
REIMB-SOCIAL SECURITY	10,633,352	877,994	10,606,709	(26,643)	99.7%
REIMB-RETIREMENT	21,961,962	1,813,393	21,906,933	(55,029)	99.7%
REIMB-LIFE INSURANCE	736,155	60,785	734,311	(1,844)	99.7%
BASIC SCHOOL AID	178,303,720	14,899,915	178,909,703	605,983	100.3%
SP ED-SOQ	19,221,829	1,587,141	19,173,666	(48,163)	99.7%
VOCATIONAL FUNDS-SOQ	1,881,285	155,338	1,876,572	(4,713)	99.7%
FOSTER HOME CHILDREN-REGULAR	322,314	53,563	132,354	(189,960)	41.1%
FOSTER HOME CHILDREN-SPED		112,029	272,597	272,597	
SUMMER SCHOOLS-REMEDIAL	341,793	35,132	245,921	(95,872)	72.0%
GIFTED & TALENTED AID-SOQ	1,963,080	162,091	1,958,162	(4,918)	99.7%
REMEDIAL ED-SOQ	4,703,213	388,343	4,691,429	(11,784)	99.7%
SP ED-HOME BOUND	151,428	21,002	157,513	6,085	104.0%
SP ED-REGIONAL PROG PAYMENT	9,564,375	9,135,013	9,135,013	(429,362)	95.5%
VOCATIONAL ED-ADULT ED		45,403	45,403	45,403	
VOCATIONAL ED-OCCUPATIONAL/TECH ED	392,736	166,852	166,852	(225,884)	42.5%
ENGLISH AS A SECOND LANG PAYMENTS	726,035	26,873	613,673	(112,362)	84.5%
AT-RISK INITIATIVE	2,968,406	536,598	2,961,005	(7,401)	99.8%
MATH/READING INSTRUCTIONAL SPECIALISTS	40,689			(40,689)	
CLASS SIZE INITIATIVE	4,702,190	827,591	4,551,750	(150,440)	96.8%
SALARY SUPPLEMENT	2,665,416			(2,665,416)	
TOTAL FROM COMMONWEALTH OF VIRGINIA	263,423,825	31,293,617	260,283,753	(3,140,072)	98.8%
STATE SHARE SALES TAX	74,741,805	12,211,008	73,084,563	(1,657,242)	97.8%
TOTAL FROM STATE SHARE SALES TAX	74,741,805	12,211,008	73,084,563	(1,657,242)	97.8%
PUBLIC LAW 874	10,211,723	184,535	10,080,214	(131,509)	98.7%
DEPT OF THE NAVY-NJROTC	100,000	77,073	306,341	206,341	306.3%
OTHER FEDERAL FUNDS		195	405	405	
DEPT OF DEFENSE	1,500,000			(1,500,000)	
IMPACT AID-SPECIAL ED			585,273	585,273	
DEPARTMENT OF DEFENSE-SPECIAL ED			599,076	599,076	
MEDICAID REIMBURSEMENT	664,809	972,923	1,787,121	1,122,312	268.8%
MEDICAID REIMBURSEMENT-TRANSPORTATION		77,919	105,947	105,947	
TOTAL FROM FEDERAL GOVERNMENT	12,476,532	1,312,645	13,464,377	987,845	107.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

B 4

	FY 2017 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	418,442,416	35,151,645	418,442,416		100.0%
TRANSFER FROM SCHOOL RESERVE FUND	5,000,000	416,667	5,000,000		100.0%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	635,538		635,538		100.0%
TOTAL TRANSFERS	<u>424,077,954</u>	<u>35,568,312</u>	<u>424,077,954</u>		100.0%
SALE OF SCHOOL VEHICLES	15,000	84,909	125,726	110,726	838.2%
RENT OF FACILITIES	450,000	12,347	230,300	(219,700)	51.2%
SECEP-RENT OF FACILITIES			173,000	173,000	
RENT OF PROPERTY		4,000	48,000	48,000	
SECEP-CHARGES FOR SERVICES			62,652	62,652	
TUITION-REGULAR DAY	100,000	16,995	179,583	79,583	179.6%
TUITION-GEN ADULT ED	142,839	60,317	60,317	(82,522)	42.2%
TUITION-SUMMER SCHOOL	700,000	(75)	542,118	(157,882)	77.4%
MISCELLANEOUS ADULT LEARNING CHARGES		899	899	899	
TUITION-VOCATIONAL ADULT ED	169,750	20,021	20,021	(149,729)	11.8%
TUITION-DRIVERS ED	322,125	60,145	236,989	(85,136)	73.6%
COLLEGE NIGHT FEES			18,495	18,495	
TUITION-LPN PROGRAM	25,575	18,826	19,826	(5,749)	77.5%
TUITION-RENAISSANCE ACADEMY	20,811			(20,811)	
PLANETARIUM FEES		808	5,567	5,567	
DONATION		8,000	12,000	12,000	
MISCELLANEOUS REVENUE	224,703	58	216,191	(8,512)	96.2%
SALE OF SALVAGE MATERIALS	12,000	8,799	87,877	75,877	732.3%
SALE OF CAPITAL ASSETS			1,500	1,500	
INDIRECT COST-GRANTS	600,000	70,417	645,768	45,768	107.6%
TUITION SECEP REACH		67,961	67,961	67,961	
PREMIUM-PFRB BONDS			4,622	4,622	
TOTAL FROM OTHER SOURCES	<u>2,782,803</u>	<u>434,427</u>	<u>2,759,412</u>	<u>(23,391)</u>	99.2%
TOTAL SCHOOL OPERATING FUND	<u>777,502,919</u>	<u>80,820,009</u>	<u>773,670,059</u>	<u>(3,832,860)</u>	99.5%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL ATHLETICS FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 ((UNAUDITED))

B 5

ASSETS:		LIABILITIES:	
CASH	107,780	VOUCHERS PAYABLE	97,641
ACCOUNTS RECEIVABLE	17,496	SALARIES PAYABLE	5,147
PREPAID ITEM	53,382	WIRES PAYABLE	76
		ACH PAYABLE	15,553
		TOTAL LIABILITIES	<u>118,417</u>
		FUND EQUITY:	
		FUND BALANCE:	
		RESERVE FOR ENCUMBRANCES	6,859
		RESERVE FOR PREPAID ITEMS	53,382
		TOTAL FUND EQUITY	<u>60,241</u>
TOTAL ASSETS	<u>178,658</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>178,658</u>

	FY 2017 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 16 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	414	13,315	8,315	266.3%	100.0%
BASKETBALL	120,000		110,230	(9,770)	91.9%	100.0%
FOOTBALL	250,000	5	214,464	(35,536)	85.8%	100.0%
GYMNASTICS	4,000		4,614	614	115.4%	100.0%
WRESTLING	13,000		12,156	(844)	93.5%	100.0%
SOCCER	42,000	567	53,955	11,955	128.5%	100.0%
MIDDLE SCHOOL	65,000	6,142	88,691	23,691	136.4%	100.0%
TRANSFER FROM SCHOOL OPERATING	4,418,642	(562,097)	3,856,545	(562,097)	87.3%	100.0%
OTHER INCOME	5,000	120	28,714	23,714	574.3%	100.0%
TOTAL REVENUES	<u>4,922,642</u>	<u>(554,849)</u>	<u>4,382,684</u>	<u>(539,958)</u>	89.0%	100.0%
PYFB-ENCUMBRANCES	<u>13,470</u>					
TOTAL REVENUES AND PYFB	<u>4,936,112</u>					

	FY 2017 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY16 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	2,479,213	28,767	2,317,441		161,772	93.5%	100.0%
FICA BENEFITS	189,659	2,340	177,783		11,876	93.7%	100.0%
PURCHASED SERVICES	1,238,729	50,537	1,238,238		491	100.0%	100.0%
VA HIGH SCHOOL LEAGUE DUES	43,250	75	18,775		24,475	43.4%	100.0%
ATHLETIC INSURANCE	171,500		182,491		(10,991)	106.4%	100.0%
OTHER CHARGES		123	1,939		(1,939)		100.0%
MATERIALS AND SUPPLIES	624,770	72,013	721,995	6,859	(104,084)	116.7%	100.0%
CAPITAL OUTLAY	188,991		34,235		154,756	18.1%	100.0%
LAND, STRUCTURES, AND IMPROVEMENTS			13,896		(13,896)		
TOTAL	<u>4,936,112</u>	<u>153,855</u>	<u>4,706,793</u>	<u>6,859</u>	<u>222,460</u>	95.5%	100.0%

INCREASE (DECREASE) IN FUND BALANCE (324,109)

BUDGETED INCREASE (DECREASE)  
IN FUND BALANCE (13,470)

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL CAFETERIAS FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

B 6

ASSETS:		LIABILITIES:	
CASH	9,994,775	VOUCHERS PAYABLE	3,688
CASH WITH CAFETERIAS	5,000	SALARIES PAYABLE	27,786
ACCOUNTS RECEIVABLE	51,992	SALARIES PAYABLE-OPTIONS	823,083
DUE FROM FEDERAL GOVERNMENT	1,018,892	FICA PAYABLE-OPTIONS	62,998
FOOD INVENTORY	238,726	WIRES PAYABLES	2,906
FOOD-USDA INVENTORY	162,351	ACH PAYABLES	401,185
SUPPLIES INVENTORY	117,183	DEFERRED REVENUE	458,823
PREPAID ITEM	4,634	TOTAL LIABILITIES	<u>1,780,469</u>
		FUND EQUITY:	
		FUND BALANCE:	
		RESERVE FOR INVENTORIES	518,260
		RESERVE FOR PREPAID ITEMS	4,634
		DESIGNATED FOR THE FY18 BUDGET	1,096,794
		UNDESIGNATED	8,193,396
		TOTAL FUND EQUITY	<u>9,813,084</u>
TOTAL ASSETS	<u>11,593,553</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>11,593,553</u>

	FY 2017 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 10 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	7,000	5,603	39,203	32,203	560.0%	100.0%
CHARGES FOR SERVICES	12,014,495	778,565	10,189,999	(1,824,496)	84.8%	100.0%
USDA REBATES	200,000	150,299	721,184	521,184	360.6%	100.0%
TOTAL LOCAL REVENUE	<u>12,221,495</u>	<u>934,467</u>	<u>10,950,386</u>	<u>(1,271,109)</u>	89.6%	100.0%
SCHOOL MEAL PAYMENTS	500,000	99,879	596,346	96,346	119.3%	100.0%
SCHOOL BREAKFAST INITIATIVE		7,603	55,296	55,296		
TOTAL REVENUE FROM COMMONWEALTH	<u>500,000</u>	<u>107,482</u>	<u>651,642</u>	<u>151,642</u>	130.3%	100.0%
NATIONAL SCHOOL MEAL PROGRAM	16,221,131	3,006,789	15,995,543	(225,588)	98.6%	100.0%
USDA COMMODITIES	1,800,000	1,852,857	1,852,857	52,857	102.9%	100.0%
SUMMER FEEDING PROGRAM		18,517	116,374	116,374		
CHILD AND ADULT CARE FOOD PROGRAM		73,139	383,619	383,619		
TOTAL REVENUE FROM FEDERAL GOV'T	<u>18,021,131</u>	<u>4,951,302</u>	<u>18,348,393</u>	<u>327,262</u>	101.8%	100.0%
TOTAL REVENUES	<u>30,742,626</u>	<u>5,993,251</u>	<u>29,950,421</u>	<u>(792,205)</u>	97.4%	100.0%

	FY 2017 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 16 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	9,804,527	863,948	8,409,534		1,394,993	85.8%	100.0%
FRINGE BENEFITS	4,371,209	345,098	3,416,930		954,279	78.2%	100.0%
PURCHASED SERVICES	398,329	7,542	229,487		168,842	57.6%	100.0%
OTHER CHARGES	72,623	1,986	78,011		(5,388)	107.4%	100.0%
MATERIALS AND SUPPLIES	15,816,376	3,702,709	15,459,906		356,470	97.7%	100.0%
CAPITAL OUTLAY	279,562	9,225	180,509		99,053	64.6%	100.0%
TOTAL	<u>30,742,626</u>	<u>4,930,508</u>	<u>27,774,377</u>		<u>2,968,249</u>	90.3%	100.0%

INCREASE (DECREASE) IN FUND BALANCE 2,176,044

BUDGETED INCREASE (DECREASE)  
IN FUND BALANCE

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL TEXTBOOKS FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

B 7

ASSETS:		LIABILITIES:	
CASH	7,121,113	WIRES PAYABLE	770
ACCOUNTS RECEIVABLE	950	ACH PAYABLES	513
PREPAID ITEM	115,445	TOTAL LIABILITIES	<u>1,283</u>
		FUND EQUITY:	
		FUND BALANCE:	
		RESERVE FOR PREPAID ITEMS	115,445
		DESIGNATED FOR THE FY18 BUDGET	663,006
		UNDESIGNATED	<u>6,457,774</u>
		TOTAL FUND EQUITY	<u>7,236,225</u>
TOTAL ASSETS	<u>7,237,508</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>7,237,508</u>

	FY 2017 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 16 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	100,000	4,051	32,355	(67,645)	32.4%	100.0%
PURCHASES		280	280	280		100.0%
LOST AND DAMAGED	10,000	7,543	39,186	29,186	391.9%	100.0%
MISCELLANEOUS		600	7,478	7,478		100.0%
TOTAL LOCAL REVENUE	<u>110,000</u>	<u>12,474</u>	<u>79,299</u>	<u>(30,701)</u>	72.1%	100.0%
DEPT OF EDUCATION	4,489,728	370,716	4,478,479	(11,249)	99.7%	100.0%
TOTAL REVENUE-COMMONWEALTH	<u>4,489,728</u>	<u>370,716</u>	<u>4,478,479</u>	<u>(11,249)</u>	99.7%	100.0%
TOTAL REVENUES	4,599,728	<u>383,190</u>	<u>4,557,778</u>	<u>(41,950)</u>	99.1%	100.0%
PRIOR YEAR FUND BALANCE (PYFB)	4,583,146					
PYFB-ENCUMBRANCES	310					
TOTAL REVENUES AND PYFB	<u>9,183,184</u>					

	FY 2017 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 16 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	79,856	6,960	85,391		(5,535)	106.9%	100.0%
FRINGE BENEFITS	29,010	2,996	34,664		(5,654)	119.5%	100.0%
PURCHASED SERVICES	2,957,833		2,988,648		(30,815)	101.0%	100.0%
MATERIALS AND SUPPLIES	6,116,485	11,399	3,786,794		2,329,691	61.9%	100.0%
TOTAL	<u>9,183,184</u>	<u>21,355</u>	<u>6,895,497</u>		<u>2,287,687</u>	75.1%	100.0%

INCREASE (DECREASE) IN FUND BALANCE (2,337,719)

BUDGETED INCREASE (DECREASE)  
IN FUND BALANCE (4,583,456)



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL RISK MANAGEMENT FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

B 8

ASSETS:		LIABILITIES:	
CASH	12,463,577	VOUCHERS PAYABLE	135,650
PREPAID ITEM	16,071	ACCOUNTS PAYABLE	16,956
		SALARIES PAYABLE	1,952
		WIRES PAYABLE	184,629
		ACH PAYABLES	132,882
		EST CLAIMS/JUDGEMENTS PAYABLE	7,367,000
		TOTAL LIABILITIES	<u>7,839,069</u>
		FUND EQUITY:	
		RETAINED EARNINGS	<u>4,640,579</u>
		TOTAL FUND EQUITY	<u>4,640,579</u>
TOTAL ASSETS	<u>12,479,648</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>12,479,648</u>

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	7,289	76,715
RISK MANAGEMENT CHARGES		6,805,724
INSURANCE PROCEEDS	4,714	4,714
MISCELLANEOUS REVENUE	4,992	10,895
TOTAL REVENUES	<u>16,995</u>	<u>6,898,048</u>

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	31,959	394,571	
FRINGE BENEFITS	11,933	138,530	
OTHER PURCHASED SERVICES	57,567	403,605	77,807
FIRE AND PROPERTY INSURANCE		1,562,606	
MOTOR VEHICLE INSURANCE	135,356	922,434	
WORKER'S COMPENSATION	447,296	2,617,496	
GENERAL LIABILITY INSURANCE	(71,602)	105,815	
MISCELLANEOUS	20,386	25,953	
MATERIALS AND SUPPLIES	106,368	173,098	86,339
CAPITAL OUTLAY		26,047	
TOTAL	<u>739,263</u>	<u>6,370,155</u>	<u>164,146</u>

INCREASE (DECREASE) IN RETAINED EARNINGS	<u>527,893</u>
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VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

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ASSETS:		LIABILITIES:	
CASH	2,799,873	DEPOSITS PAYABLE	75,000
ACCOUNTS RECEIVABLE	1,125	ACH PAYABLE	350
		TOTAL LIABILITIES	<u>75,350</u>
		FUND EQUITY:	
		FUND BALANCE:	
		DESIGNATED FOR THE FY18 BUDGET	340,000
		UNDESIGNATED	<u>2,385,648</u>
		TOTAL FUND EQUITY	<u>2,725,648</u>
TOTAL ASSETS	<u>2,800,998</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>2,800,998</u>

	FY 2017 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 16 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS	10,000	1,620	16,493	6,493	164.9%	100.0%
RENT-WIRELESS COMMUNICATION	250,000			(250,000)		
TOWER RENT-BAYSIDE HIGH			25,000	25,000		100.0%
TOWER RENT-COX HIGH		1,668	131,819	131,819		100.0%
TOWER RENT-FIRST COLONIAL HIGH			72,615	72,615		100.0%
TOWER RENT-LANDSTOWN HIGH			30,731	30,731		100.0%
TOWER RENT-OCEAN LAKES HIGH		1,219	80,036	80,036		100.0%
TOWER RENT-SALEM HIGH		99	50,871	50,871		100.0%
TOWER RENT-TALLWOOD HIGH			28,688	28,688		100.0%
TOWER RENT-TECH CENTER		2,919	73,664	73,664		100.0%
TOWER RENT-WOODSTOCK ELEMENTARY		2,250	11,862	11,862		100.0%
TOTAL REVENUES	<u>260,000</u>	<u>9,775</u>	<u>521,779</u>	<u>261,779</u>	200.7%	100.0%
PRIOR YEAR FUND BALANCE (PYFB)	340,000					
PYFB-ENCUMBRANCES	<u>230,619</u>					
TOTAL REVENUES AND PYFB	<u>830,619</u>					

	FY 2017 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 16 PERCENT OF ACTUAL
EXPENDITURES:							
PURCHASED SERVICES	31,797	325	325		31,472	1.0%	100.0%
MATERIALS AND SUPPLIES	600,000	5,935	299,892		300,108	50.0%	100.0%
CAPITAL OUTLAY	198,822		498,255		(299,433)	250.6%	100.0%
TOTAL	<u>830,619</u>	<u>6,260</u>	<u>798,472</u>		<u>32,147</u>	96.1%	100.0%

INCREASE (DECREASE) IN FUND BALANCE (276,693)

BUDGETED INCREASE (DECREASE)  
IN FUND BALANCE (570,619)

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL GRANTS FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

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**Revenues :**

	FY 2017 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	10,977,632	1,951,360	7,325,128	(3,652,504)	66.73%
Federal Government	39,321,250	11,511,048	31,895,702	(7,425,548)	81.12%
Other Sources	642,198	38,901	286,034	(356,164)	44.54%
Transfers from School Operating Fund	4,082,769	(954,050)	3,128,719	(954,050)	76.63%
<b>Total Revenues</b>	<b>55,023,849</b>	<b>12,547,259</b>	<b>42,635,583</b>	<b>(12,388,266)</b>	<b>77.49%</b>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

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	<u>FY 2017</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
ADULT BASIC EDUCATION 15/16	18,825		18,825			100.0%
ADULT BASIC EDUCATION 16/17	356,545	6,781	356,545			100.0%
ADVANCED PLACEMENT FEE PROGRAM 16/17	71,369	71,369	71,369			100.0%
ALGEBRA READINESS 15/16	77,425		77,425			100.0%
ALGEBRA READINESS 16/17	995,829	335,078	836,290		159,539	84.0%
ASIA SOCIETY CONFUCIUS CLASSROOMS 12/13	2,865				2,865	
ASSESSMENT FOR LEARNING PROJECT 15/16	46,397	7,667	7,667		38,730	16.5%
CAREER & TECHNICAL EDUCATION STATE EQUIP 16/17	81,780		81,780			100.0%
CAREER SWITCHER PROGRAM MENTOR REIMBURSE 16/17	20,000	20,000	20,000			100.0%
CARL PERKINS 15/16	148,739		148,739			100.0%
CARL PERKINS 16/17	799,400	216,574	751,649	46,723	1,028	99.9%
CTE SPECIAL STATE EQUIP ALLOCATION 16/17	64,045		64,045			100.0%
DODEA SPECIAL EDUCATION 16/17	303,565	11,804	156,094		147,471	51.4%
DODEA S-FLEP 14/15	7,629		2,988		4,641	39.2%
DODEA-MCASP OPERATION GRIT 16/17	312,355	36,736	239,672		72,683	76.7%
DODEA-MCASP OPERATION PRIDE 14/15	9,851		9,851			100.0%
DODEA-MCASP OPERATION PRIDE 15/16	639,234	81,064	579,010		60,224	90.6%
DODEA-SPED 15/16	169,899	62,341	161,019	8,880		100.0%
DUAL ENROLLMENT-TCC 16/17	507,676	250,398	507,676			100.0%
EARLY READING INTERVENTION 16/17	1,521,584	138,488	1,182,106		339,478	77.7%
EARLY READING INTERVENTION 15/16	268,736		268,736			100.0%
GENERAL ADULT EDUCATION-GAE 16/17	34,586		34,586			100.0%
GREEN RUN COLLEGIATE CHARTER SCHOOL SUPPORT 16/17	10,000	1,769	10,000			100.0%
HS PROGRAM PLANNING GRANT-GRHS 16/17	50,000	6,479	43,876		6,124	87.8%
IDEA CO-TEACHING INITIATIVE THREE OAKS ES 16/17	8,750		8,750			100.0%
IDEA CO-TEACHING INITIATIVE THREE OAKS ES PART 2 16/17	3,750	3,750	3,750			100.0%
INCLUSION LEADERSHIP SUPPORT GRANT-SALEM HS 10/11	457				457	
INDUSTRY CERTIFICATION EXAMS 16/17	70,253	(80)	70,253			100.0%
INDUSTRY CERTIFICATION EXAMS-STEM 16/17	27,099		27,099			100.0%
ISAEP 16/17	67,343	11,503	61,974	2,154	3,215	95.2%
JAIL EDUCATION PROGRAM 17/18	206,749	19,644	51,635		155,114	25.0%
JAIL EDUCATION PROGRAM 16/17	165,554		157,717		7,837	95.3%
JUVENILE DETENTION 16/17	729,965		716,933		13,032	98.2%
JUVENILE DETENTION 17/18	708,693	85,075	253,741		454,952	35.8%
LTG (RET) H G PETE TAYLOR PTNRSHIP OF EXCELLENCE AWARD 13/14	3,828		328		3,500	8.6%
MCKINNEY HOMELESS 14/15	3,122		3,122			100.0%
MCKINNEY HOMELESS 15/16	13,487		13,487			100.0%
MCKINNEY HOMELESS 16/17	70,000	1,993	2,493		67,507	3.6%
MTSS-B EVALUATION 15/16	325,084	21,955	101,518		223,566	31.2%
MYCAA-ALC COURSES 16/17	3,333	3,333	3,333			100.0%
MYCAA-LPN PROGRAM 16/17	1,000		1,000			100.0%
NATIONAL BOARD TEACHERS STIPENDS 16/17	317,500		317,500			100.0%
NEW TEACHER MENTOR 16/17	40,649	40,649	40,649			100.0%
NJROTC FY17	51,871	51,871	51,871			100.0%
ODU RESEARCH FOUNDATION CYBER SECURITY STUDENT INTERNSHIP 16/17	6,000	1,500	1,500		4,500	25.0%
OPPORTUNITY INC-ALC 16/17	91,291	11,997	60,843		30,448	66.6%
OPPORTUNITY INC-STEM (ISY) 16/17	130,000	10,490	84,845		45,155	65.3%
OPPORTUNITY INC-STEM (OSY) 16/17	150,000	4,621	92,076		57,924	61.4%
OPPORTUNITY INC-ALC 15/16	48,070		6,860		41,210	14.3%
OPPORTUNITY INC 15/16	163,543		30,692		132,851	18.8%
PERKINS SECONDARY PROGRAM RESERVE 16/17	18,077	18,077	18,077			100.0%
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT 13/14	53		53			100.0%
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT 15/16	15,437		873		14,564	5.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

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	FY 2017 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT 16/17	25,000		12,527		12,473	50.1%
POST 9/11 GI BILL 14/15	1,086	1,086	1,086			100.0%
PRESCHOOL INCENTIVE 15/16	77,058		77,058			100.0%
PRESCHOOL INCENTIVE 16/17	492,568	47,161	438,257		54,311	89.0%
PROJECT GRADUATION 16/17	75,000	45,982	45,982		29,018	61.3%
PROJECT HOPE-CITY WIDE SCA 13/14	4,184	288	705		3,479	16.8%
RACE-TO-GED 16/17	64,188	98	64,188			100.0%
RESERVE FOR CONTINGENCY	2,074,019				2,074,019	
SASED MTSS-B STIPEND 16/17	11,100	7,464	11,100			100.0%
SCHOOL SECURITY EQUIPMENT 16/17	121,728		121,728			100.0%
STARTALK 15/16	63,588		60,237		3,351	94.7%
STARTALK 16/17	81,214	17,879	17,879		63,335	22.0%
STEM TEACHER RECRUITMENT & RETENTION INC 16/17	7,000		7,000			100.0%
TECHNOLOGY INITIATIVE 14/15	52,496		52,496			100.0%
TECHNOLOGY INITIATIVE 15/16	489,398	144,661	423,180		66,218	86.5%
TECHNOLOGY INITIATIVE 16/17	2,618,400	8,085	8,085		2,610,315	0.3%
TITLE I DISTINGUISHED SCHOOL AWARD-ROSEMONT 15/16	8,500		8,500			100.0%
TITLE I PART A 15/16	4,237,352	482,814	4,237,352			100.0%
TITLE I PART A 16/17	11,217,061	1,159,782	8,261,883	34,626	2,920,552	74.0%
TITLE I PART D SUBPART 1 15/16	6,486		6,486			100.0%
TITLE I PART D SUBPART 1 16/17	21,000	1,891	10,952		10,048	52.2%
TITLE I PART D SUBPART 2 15/16	164,507	18,111	127,834		36,673	77.7%
TITLE I PART D SUBPART 2 16/17	184,824	367	367		184,457	0.2%
TITLE I PART D SUBPART 2 14/15	41,778		41,778			100.0%
TITLE II PART A 14/15	18,824		18,824			100.0%
TITLE II PART A 15/16	156,167	12,367	124,029		32,138	79.4%
TITLE II PART A 16/17	2,128,931	197,392	1,931,292		197,639	90.7%
TITLE III PART A IMMIGRANT AND YOUTH 15/16	24,170		20,170		4,000	83.5%
TITLE III PART A LANG ACQUISITION 16/17	114,891	(1,457)	26,568		88,323	23.1%
TITLE III PART A LANG ACQUISITION 15/16	81,582		81,582			100.0%
TITLE IV PART B 21ST CCLC LYNN ES 16/17	106,573	29,902	76,596		29,977	71.9%
TITLE IV PART B 21ST CCLC GRC 15/16	68,798		68,798			100.0%
TITLE IV PART B 21ST CCLC GRC 16/17	142,314	11,183	51,139		91,175	35.9%
TITLE IV PART B 21ST CCLC WILLIAMS 14/15	232		232			100.0%
TITLE IV PART B 21ST CCLC GRC 14/15	15,411		15,411			100.0%
TITLE VI-B 14/15	71,551		71,551			100.0%
TITLE VI-B 15/16	74,362	3,327	74,362			100.0%
TITLE VI-B 16/17	14,531,816	1,306,179	13,395,377		1,136,439	92.2%
VA BEACH HISTORIC PRESERVATION COMM RESEARCH PROGRAM 15/16	1,480		1,480			100.0%
VA ELEARNING BACKPACK BAYSIDE 15/16	46,291	10,940	40,241	6,050		100.0%
VA ELEARNING BACKPACK BAYSIDE 16/17	265,440	1,598	220,398		45,042	83.0%
VA ELEARNING BACKPACK GREEN RUN 15/16	35,203	14,425	35,203			100.0%
VA ELEARNING BACKPACK GREEN RUN 16/17	235,200	7,787	201,387		33,813	85.6%
VA ELEARNING BACKPACK KEMPSVILLE 15/16	34,719	2,316	34,719			100.0%
VA ELEARNING BACKPACK KEMPSVILLE 16/17	197,280	832	188,305		8,975	95.5%
VA GEOGRAPHIC ALLIANCE 10/11	36	36	36			100.0%
VA INITIATIVE FOR AT RISK FOUR YR OLDS 15/16	213,910	18,098	213,910			100.0%
VA INITIATIVE FOR AT RISK FOUR YR OLDS 16/17	4,312,000	392,993	3,867,161		444,839	89.7%
VA STAR 11/12	504		504			100.0%
VIRGINIA MIDDLE SCH TCHR CORPS 16/17	10,000		10,000			100.0%
VIRTUAL VIRGINIA 15/16	11,537				11,537	
VIRTUAL VIRGINIA 16/17	9,072				9,072	
WORKPLACE READINESS SKILLS FOR THE COMMONWEALTH EXAM 16/17	16,728	442	16,728			100.0%
TOTAL SCHOOL GRANTS FUND	55,023,849	5,476,955	42,635,583	98,433	12,289,833	77.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL BOARD/CITY HEALTH INSURANCE FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

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ASSETS:		LIABILITIES:	
CASH	43,185,921	VOUCHERS PAYABLE	158,739
ACCOUNTS RECEIVABLE	904,727	ACCOUNTS PAYABLE	22,188
		SALARIES PAYABLE	47
		WIRES PAYABLE	2,963,121
		UNEARNED REVENUE	7,852,354
		EST CLAIMS-JUDGMENTS PAYABLE	7,324,000
		TOTAL LIABILITIES	<u>18,320,449</u>
		FUND EQUITY:	
		RETAINED EARNINGS	<u>25,770,199</u>
		TOTAL FUND EQUITY	<u>25,770,199</u>
TOTAL ASSETS	<u>44,090,648</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>44,090,648</u>

	MONTH'S REALIZED	YEAR-TO-DATE REALIZED
REVENUES:		
INTEREST ON BANK DEPOSITS	24,119	143,907
EMPLOYEE PREMIUMS-CITY	1,960,949	16,495,818
EMPLOYER PREMIUMS-CITY	5,380,620	46,238,052
EMPLOYEE PREMIUMS-SCHOOLS	1,801,779	19,167,153
EMPLOYER PREMIUMS-SCHOOLS	5,560,764	64,257,523
COBRA ADMINISTRATIVE FEE-CITY	513	4,539
COBRA ADMINISTRATIVE FEE-SCHOOLS	392	4,332
TOTAL REVENUES	<u>14,729,136</u>	<u>146,311,324</u>

	MONTH'S EXPENSES	YEAR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
EXPENSES:			
SALARIES AND BENEFITS	36,638	418,031	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	5,602,792	55,855,280	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	6,994,440	76,739,060	
POST EMPLOYMENT HEALTH BENEFITS			
TOTAL EXPENSES	<u>12,633,870</u>	<u>133,012,371</u>	

INCREASE (DECREASE) IN RETAINED EARNINGS	<u>13,298,953</u>
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VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL VENDING OPERATIONS FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

B 14

ASSETS:		LIABILITIES:	
CASH	15,506	TOTAL LIABILITIES	
ACCOUNTS RECEIVABLE	29,900		
		FUND EQUITY:	
		FUND BALANCE:	
		RESERVE FOR PREPAID ITEMS	
		DESIGNATED FOR THE FY18 BUDGET	37,152
		UNDESIGNATED	8,254
		TOTAL FUND EQUITY	45,406
TOTAL ASSETS	45,406	TOTAL LIABILITIES AND FUND EQUITY	45,406

	FY 2017 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 16 PERCENT OF ACTUAL
REVENUES:						
INTEREST ON BANK DEPOSITS		9	26	26		100.0%
VENDING OPERATIONS RECEIPTS	192,550	29,900	137,261	(55,289)	71.3%	100.0%
TOTAL REVENUES	192,550	29,909	137,287	(55,263)	71.3%	100.0%
PRIOR YEAR FUND BALANCE (PYFB)	37,152					
TOTAL REVENUES AND PYFB	229,702					

	FY 2017 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 16 PERCENT OF ACTUAL
EXPENDITURES:							
SCHOOL ALLOCATIONS	216,248		133,630		82,618	61.8%	100.0%
OTHER MATERIALS AND SUPPLIES	13,102				13,102		
OFFICE SUPPLIES	352		270		82	76.7%	100.0%
TOTAL	229,702		133,900		95,802	58.3%	100.0%

INCREASE (DECREASE) IN FUND BALANCE			3,387				
BUDGETED INCREASE (DECREASE) IN FUND BALANCE	(37,152)						

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

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ASSETS:		LIABILITIES:	
CASH	296,823	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE:	
		DESIGNATED FOR THE FY18 BUDGET	79,579
		UNDESIGNATED	217,244
		TOTAL FUND EQUITY	296,823
TOTAL ASSETS	<u>296,823</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>296,823</u>

REVENUES:	FY 2017 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		11,632	95,873	95,873
TOTAL REVENUES		<u>11,632</u>	<u>95,873</u>	<u>95,873</u>
PRIOR YEAR FUND BALANCE (PYFB)	53,678			
TOTAL REVENUES AND PYFB	<u>53,678</u>			

EXPENDITURES:	FY 2017 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
MATERIALS AND SUPPLIES	53,678				53,678	
TOTAL	<u>53,678</u>				<u>53,678</u>	

INCREASE (DECREASE) IN FUND BALANCE 95,873

BUDGETED INCREASE (DECREASE)  
IN FUND BALANCE (53,678)



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL EQUIPMENT REPLACEMENT FUND  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

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ASSETS:		LIABILITIES:	
CASH	1,258,229	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE:	
		DESIGNATED FOR THE FY18 BUDGET	170,193
		UNDESIGNATED	1,088,036
		TOTAL FUND EQUITY	1,258,229
TOTAL ASSETS	1,258,229	TOTAL LIABILITIES AND FUND EQUITY	1,258,229

REVENUES:	FY 2017 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES
INTEREST ON BANK DEPOSITS		729	6,735	6,735
TOTAL REVENUES		729	6,735	6,735
PRIOR YEAR FUND BALANCE (PYFB)	1,106,301			
TOTAL REVENUES AND PYFB	1,106,301			

EXPENDITURES:	FY 2017 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 16 PERCENT OF ACTUAL
CAPITAL OUTLAY	1,106,301				1,106,301	%	
TOTAL	1,106,301				1,106,301		

INCREASE (DECREASE) IN FUND BALANCE 6,735

BUDGETED INCREASE (DECREASE)  
IN FUND BALANCE (1,106,301)

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
CAPITAL PROJECTS  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

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	FY 2017 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
1001 RENOV/REPLACMT-ENERGY MGMT	10,701,286		60,420	10,699,570		1,716	99.98%
1003 RENOV/REPLACMT-ENERGY MGMT II	2,875,000	42,825	2,282,389	2,475,120	151,320	248,560	91.35%
1004 TENNIS COURT RENOVATIONS II	600,000	24,797	87,893	320,933	121,833	157,234	73.79%
1005 GREEN RUN COLLEGIATE	516,300		20,075	516,300			100.00%
1006 VARIOUS SCHOOL SITE ACQUISITION	8,946,646			8,552,558		394,088	95.60%
1008 INSTRUCTIONAL TECHNOLOGY	642,448			462,375		180,073	71.97%
1019 GREAT NECK MIDDLE REPLACEMENT	46,050,000		2,210	45,789,062		260,938	99.43%
1025 KEMPSVILLE HS ENTREPRENEUR ACADEMY	450,000	5,277	18,700	18,700	45,428	385,872	14.25%
1035 JOHN B DEY ES MODERNIZATION	23,289,241	897,365	1,459,722	2,474,903	18,680,631	2,133,707	90.84%
1043 THOROUGHGOOD ES REPLACEMENT	8,888,759	168,442	431,069	431,069	1,511,579	6,946,111	21.86%
1056 PRINCESS ANNE MS REPLACEMENT	14,650,000	392,185	1,005,814	1,005,814	4,171,327	9,472,859	35.34%
1062 ADA SCHOOL MODIFICATIONS	7,041,339		13,987	7,034,809		6,530	99.91%
1078 PUPIL TRANSPORTATION SRVS MAINT FAC	21,821,574		16,176	21,799,242	4,513	17,819	99.92%
1099 RENOV& REPLACE-GROUNDS-PHASE II	9,675,000	86,689	1,406,661	9,394,746	114,439	165,815	98.29%
1103 RENOV & REPLACE-HVAC SYSTEMS-PHASE II	41,767,724	2,431,696	5,911,372	35,910,479	3,125,169	2,732,076	93.46%
1104 RENOV & REPLACE-REROOFING-PHASE II	31,535,639	501,020	2,617,318	27,732,371	1,605,949	2,197,319	93.03%
1105 RENOV & REPLACE-VARIOUS-PHASE II	13,110,000	324,897	1,578,181	12,748,790	291,629	69,581	99.47%
1109 ENERGY PERFORMANCE CONTRACTS (SCH)	14,149,705		5,668	14,149,705			100.00%
1110 ENERGY PERFORMANCE CONTRACTS II	5,000,000	233,670	4,035,598	4,035,598	714,016	250,386	94.99%
1195 STUDENT DATA MANAGEMENT SYSTEM	12,187,001		93,997	11,045,275	180,805	960,921	92.12%
1232 TENNIS COURT RENOVATIONS	2,990,000		142,551	2,990,000			100.00%
1233 KEMPS LANDING/ODC REPLACEMENT	63,615,000	554,526	10,672,918	62,458,673	445,183	711,144	98.88%
1237 SCHOOL HR/PAYROLL	9,196,000			8,867,573		328,427	96.43%
UNALLOCATED CIP SALARIES/BENEFITS		(258,392)					
TOTAL CAPITAL PROJECTS	349,698,662	5,404,997	31,862,719	290,913,665	31,163,821	27,621,176	92.10%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
GREEN RUN COLLEGIATE CHARTER SCHOOL  
JULY 1, 2016 THROUGH JUNE 30, 2017 (UNAUDITED)

B18

ASSETS:		LIABILITIES:	
CASH	345,396	VOUCHERS PAYABLE	5,461
ACCOUNTS RECEIVABLE	460	ACCOUNTS PAYABLE	10,718
PREPAID ITEM	5,146	SALARIES PAYABLE	5,517
		SALARIES PAYABLE-OPTIONS	266,308
		FICA PAYABLE-OPTIONS	20,372
		WIRES PAYABLE	34,482
		ACH PAYABLES	2,998
		TOTAL LIABILITIES	<u>345,856</u>
		FUND EQUITY:	
		FUND BALANCE:	
		RESERVE FOR PREPAID ITEMS	<u>5,146</u>
		TOTAL FUND EQUITY	<u>5,146</u>
TOTAL ASSETS	<u>351,002</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>351,002</u>

	FY 2017 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY16 PERCENT OF ACTUAL
REVENUES:						
TRANSFER FROM SCHOOL OPERATING	<u>3,686,686</u>	<u>(360,710)</u>	<u>3,325,976</u>	<u>(360,710)</u>	90.2%	100.0%
TOTAL REVENUES	<u>3,686,686</u>	<u>(360,710)</u>	<u>3,325,976</u>	<u>(360,710)</u>	90.2%	100.0%

	FY 2017 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY16 PERCENT OF ACTUAL
EXPENDITURES:							
PERSONNEL SERVICES	2,176,885	201,495	2,004,311		172,574	92.1%	100.0%
FRINGE BENEFITS	760,207	69,737	696,812		63,395	91.7%	100.0%
PURCHASED SERVICES	373,032	86,779	348,330		24,702	93.4%	100.0%
OTHER CHARGES	105,700	30,910	92,813		12,887	87.8%	100.0%
MATERIALS AND SUPPLIES	256,087	39,174	185,036		71,051	72.3%	100.0%
CAPITAL OUTLAY	14,775		12,561		2,214	85.0%	100.0%
TOTAL	<u>3,686,686</u>	<u>428,095</u>	<u>3,339,863</u>		<u>346,823</u>	90.6%	100.0%

INCREASE (DECREASE) IN FUND BALANCE (13,887)



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

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

The financial statements include the following:

**Please Note:** The "A" Schedules, balance sheets (including **B2**), Grants Fund, Health Insurance Fund, and Capital Projects will be included in the Interim Financial Statements for the month of September 2017.

	<u>Page</u>
School Operating Fund:	
Revenues and Expenditures/Encumbrances Summary .....	<b>B1</b>
Revenues by Account .....	<b>B3</b>
Special Revenue and Proprietary Funds:	
Athletics .....	<b>B5</b>
Cafeterias .....	<b>B6</b>
Textbooks .....	<b>B7</b>
Risk Management.....	<b>B8</b>
Communication Towers/Technology .....	<b>B9</b>
Vending Operations.....	<b>B14</b>
Instructional Technology.....	<b>B15</b>
Equipment Replacement .....	<b>B16</b>
Green Run Collegiate Charter School.....	<b>B18</b>

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

The financial statements do not include FY2017 encumbrances, as these encumbrances will be brought forward in August 2017.

**School Operating Fund**

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

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

Revenues realized this month totaled **\$59.0 million**. Of the amount realized for the month, **\$36.4 million** was realized from the City and **\$20.4 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue.

**School Operating Fund Expenditures** (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **6.42%**.

**Athletics Fund** (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. The fund has realized **\$4,597,942** (includes **\$4,595,823** from the School Operating Fund) this month or **90.2%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **7.0%** of the current fiscal year budget.

**Cafeterias Fund** (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$9,356** (interest and charges for services) this month. This fund has incurred expenditures and encumbrances of **1.3%** of the current fiscal year budget.

**Textbooks Fund** (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$375,351** (includes **\$370,773** from the Department of Education) this month or **8.3%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **48.2%** of the budget for the current fiscal year. Please note that **\$663,006** of the current year budget is funded by the prior year fund balance.

**Risk Management Fund** (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$6,816,842** in revenue (includes **\$6,805,724** from the School Operating Fund) this month. Expenses for this month totaled **\$1,969,706** (includes **\$64,000** in Worker's Compensation payments, **\$1,525,524** in Fire and Property Insurance premiums, **\$179,530** in Motor Vehicle Insurance premiums, and **\$38,640** in General Liability Insurance premiums).

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

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. The fund realized **\$168,608** in revenue (includes **\$25,000** in tower rent-Bayside High, **\$46,999** in tower rent-Cox High, **\$74,441** in tower rent-First Colonial High, **\$16,987** in tower rent-Ocean Lakes High, **\$77** in tower rent-Salem High, and **\$2,919** in tower rent-Tech Center) this month or **33.1%** of the estimated revenue for the current fiscal year. Please note that **\$340,000** of the current year budget is funded by the prior year fund balance.

**Vending Operations Fund** (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. The fund realized **\$23** in revenue (interest) this month. Please note that **\$37,152** of the current year budget is funded by the prior year fund balance.

**Instructional Technology Fund** (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. The fund realized **\$14,206** in revenue (interest) this month. Please note that **\$79,579** of the current year budget is funded by the prior year fund balance.

**Equipment Replacement Fund** (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. The fund realized **\$954** in revenue (interest) this month. Please note that **\$170,193** of the current year budget is funded by the prior year fund balance.

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

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$3,763,447** in revenue this month (from General Fund) or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **1.8%** of the current year fiscal year budget.

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS**  
**NOT EXCEEDING \$250,000**  
**July 1, 2017 through July 31, 2017**

4

<b>JV</b>	<b>DESCRIPTION</b>	<b>FROM</b>	<b>TO</b>	<b>AMOUNT</b>
<b>18-07-01</b>	To cover transportation cost for students attending the surf school camp.	Middle School Classroom Other Instructional Personnel	Vehicle Operations Vehicle Fuels	\$ 1,000.00
<b>18-07-04</b>	To cover annual charges for Blackboard Connect and Raptor for the school division.	Media and Communications Printing and Binding	Media and Communications Technological Services	\$ 18,000.00
<b>18-07-04</b>	To pay for the Region II conference.	Planning, Innovation, and Accountability Technological Services	Planning, Innovation, and Accountability Travel/Professional Improvement	\$ 25,000.00
<b>18-07-05</b>	To cover salary and FICA benefits for temporary employment agreement to support the Opportunity Inc. STEM summer program.	Technical and Career Education Instructional Supplies	Technical and Career Education Part-Time/Temporary Personnel FICA Benefits	\$ 10,227.00
<b>18-07-06</b>	To cover Challenge Funds for Bayside MS.	Principal-Middle School Other Purchased Services	Bayside MS Administrative Draw	\$ 16,074.00

Virginia Beach City Public Schools  
Interim Financial Statements  
**School Operating Fund Summary**  
For the period July 1, 2017 through July 31, 2017

B1

**Revenues :**

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	273,443,481	34.19%	20,406,865	(253,036,616)	7.46%
State Share Sales Tax	73,718,340	9.22%	0	(73,718,340)	0.00%
Federal Government	12,200,000	1.52%	1,605,947	(10,594,053)	13.16%
City of Virginia Beach	437,658,785	54.72%	36,410,271	(401,248,514)	8.32%
Other Sources	2,782,803	0.35%	594,962	(2,187,841)	21.38%
<b>Total Revenues</b>	<b>799,803,409</b>	<b>100.0%</b>	<b>59,018,045</b>	<b>(740,785,364)</b>	<b>7.38%</b>

**Expenditures/Encumbrances:**

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	571,277,802	71.43%	21,928,823	549,348,979	3.84%
Administration, Attendance and Health	25,267,186	3.16%	1,784,174	23,483,012	7.06%
Pupil Transportation	35,941,046	4.49%	1,929,637	34,011,409	5.37%
Operations and Maintenance	90,041,607	11.26%	9,928,398	80,113,209	11.03%
Technology	32,328,088	4.04%	7,510,773	24,817,315	23.23%
Debt Service	44,947,680	5.62%	8,236,588	36,711,092	18.32%
<b>Total Expenditures/Encumbrances</b>	<b>799,803,409</b>	<b>100.00%</b>	<b>51,318,393</b>	<b>748,485,016</b>	<b>6.42%</b>



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2017 THROUGH JULY 31, 2017

B 3

	<u>FY 2018 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	11,232,540			(11,232,540)	
REIMB-SOCIAL SECURITY	10,570,014	878,130	878,130	(9,691,884)	8.3%
REIMB-RETIREMENT	24,270,378	2,016,322	2,016,322	(22,254,056)	8.3%
REIMB-LIFE INSURANCE	731,770	60,794	60,794	(670,976)	8.3%
BASIC SCHOOL AID	177,972,380	14,771,764	14,771,764	(163,200,616)	8.3%
SP ED-SOQ	19,107,333	1,587,389	1,587,389	(17,519,944)	8.3%
VOCATIONAL FUNDS-SOQ	1,870,079	155,361	155,361	(1,714,718)	8.3%
FOSTER HOME CHILDREN-REGULAR	434,143			(434,143)	
SUMMER SCHOOLS-REMEDIAL	228,268			(228,268)	
GIFTED & TALENTED AID-SOQ	1,951,387	162,116	162,116	(1,789,271)	8.3%
REMEDIAL ED-SOQ	4,675,199	388,404	388,404	(4,286,795)	8.3%
SP ED-HOME BOUND	160,664			(160,664)	
SP ED-REGIONAL PROG PAYMENT	9,949,380			(9,949,380)	
VOCATIONAL ED-OCCUPATIONAL/TECH ED	324,137			(324,137)	
ENGLISH AS A SECOND LANG PAYMENTS	636,990	53,083	53,083	(583,907)	8.3%
AT-RISK INITIATIVE	2,955,530	190,705	190,705	(2,764,825)	6.5%
CLASS SIZE INITIATIVE	4,578,114			(4,578,114)	
SALARY SUPPLEMENT	1,795,175	142,797	142,797	(1,652,378)	8.0%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>273,443,481</u>	<u>20,406,865</u>	<u>20,406,865</u>	<u>(253,036,616)</u>	7.5%
STATE SHARE SALES TAX	<u>73,718,340</u>			<u>(73,718,340)</u>	
TOTAL FROM STATE SHARE SALES TAX	<u>73,718,340</u>			<u>(73,718,340)</u>	
PUBLIC LAW 874	9,935,191			(9,935,191)	
DEPT OF THE NAVY-NJROTC	100,000			(100,000)	
DEPT OF DEFENSE	1,500,000	1,490,759	1,490,759	(9,241)	99.4
MEDICAID REIMBURSEMENT	664,809	97,295	97,295	(567,514)	14.6
MEDICAID REIMBURSEMENT-TRANSPORTATION		17,893	17,893	17,893	
TOTAL FROM FEDERAL GOVERNMENT	<u>12,200,000</u>	<u>1,605,947</u>	<u>1,605,947</u>	<u>(10,594,053)</u>	13.2

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2017 THROUGH JULY 31, 2017

B 4

	<u>FY 2018 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	428,119,350	35,676,613	35,676,613	(392,442,737)	8.3%
TRANSFER FROM SCHOOL RESERVE FUND	8,803,897	733,658	733,658	(8,070,239)	8.3%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538			(735,538)	
TOTAL TRANSFERS	<u>437,658,785</u>	<u>36,410,271</u>	<u>36,410,271</u>	<u>(401,248,514)</u>	8.3%
SALE OF SCHOOL VEHICLES	15,000			(15,000)	
RENT OF FACILITIES	450,000	37,824	37,824	(412,176)	8.4%
RENT OF PROPERTY		4,000	4,000	4,000	
TUITION-REGULAR DAY	100,000	54,577	54,577	(45,423)	54.6%
TUITION-GEN ADULT ED	142,839			(142,839)	
TUITION-SUMMER SCHOOL	700,000	492,011	492,011	(207,989)	70.3%
TUITION-VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION-DRIVERS ED	322,125			(322,125)	
TUITION-LPN PROGRAM	25,575			(25,575)	
TUITION-RENAISSANCE ACADEMY	20,811			(20,811)	
PLANETARIUM FEES		537	537	537	
MISCELLANEOUS REVENUE	224,703			(224,703)	
SALE OF SALVAGE MATERIALS	12,000			(12,000)	
INDIRECT COST-GRANTS	600,000	6,013	6,013	(593,987)	1.0%
TOTAL FROM OTHER SOURCES	<u>2,782,803</u>	<u>594,962</u>	<u>594,962</u>	<u>(2,187,841)</u>	21.4%
TOTAL SCHOOL OPERATING FUND	<u>799,803,409</u>	<u>59,018,045</u>	<u>59,018,045</u>	<u>(740,785,364)</u>	7.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL ATHLETICS FUND  
JULY 1, 2017 THROUGH JULY 31, 2017

B 5

	<u>FY 2018</u> <u>ESTIMATED</u>	<u>MONTH'S</u> <u>REALIZED</u>	<u>YR-TO-DATE</u> <u>REALIZED</u>	<u>UNREALIZED</u> <u>REVENUES</u>	<u>PERCENT</u> <u>REALIZED</u>
REVENUES:					
INTEREST ON BANK DEPOSITS	5,000	2,119	2,119	(2,881)	42.4%
BASKETBALL	120,000			(120,000)	
FOOTBALL	250,000			(250,000)	
GYMNASTICS	4,000			(4,000)	
WRESTLING	13,000			(13,000)	
SOCCER	42,000			(42,000)	
MIDDLE SCHOOL	65,000			(65,000)	
TRANSFER FROM SCHOOL OPERATING	4,595,823	4,595,823	4,595,823		100.0%
OTHER INCOME	5,000			(5,000)	
TOTAL REVENUES	<u>5,099,823</u>	<u>4,597,942</u>	<u>4,597,942</u>	<u>(501,881)</u>	90.2%

	<u>FY 2018</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
EXPENDITURES:						
PERSONNEL SERVICES	2,620,770	385	385		2,620,385	0.1%
FICA BENEFITS	200,483	29	29		200,454	0.1%
PURCHASED SERVICES	1,252,029				1,252,029	
VA HIGH SCHOOL LEAGUE DUES	51,250	20,035	20,035		31,215	39.1%
ATHLETIC INSURANCE	175,000	187,801	187,801		(12,801)	107.3%
MATERIALS AND SUPPLIES	611,300	97,314	97,314	44,851	469,135	23.3%
CAPITAL OUTLAY	188,991			7,031	181,960	3.7%
TOTAL	<u>5,099,823</u>	<u>305,564</u>	<u>305,564</u>	<u>51,882</u>	<u>4,742,377</u>	7.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL CAFETERIAS FUND  
JULY 1, 2017 THROUGH JULY 31, 2017

B 6

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS	25,750	7,164	7,164	(18,586)	27.8%
CHARGES FOR SERVICES	11,620,238	2,192	2,192	(11,618,046)	0.1%
USDA REBATES	350,000			(350,000)	
TOTAL LOCAL REVENUE	11,995,988	9,356	9,356	(11,986,632)	0.1%
SCHOOL MEAL PAYMENTS	500,000			(500,000)	
TOTAL REVENUE FROM COMMONWEALTH	500,000			(500,000)	
NATIONAL SCHOOL MEAL PROGRAM	16,232,468			(16,232,468)	
USDA COMMODITIES	1,854,000			(1,854,000)	
TOTAL REVENUE FROM FEDERAL GOV'T	18,086,468			(18,086,468)	
TOTAL REVENUES	30,582,456	9,356	9,356	(30,573,100)	0.1%
PRIOR YEAR FUND BALANCE (PYFB)	1,096,794				
TOTAL REVENUES AND PYFB	31,679,250				

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
PERSONNEL SERVICES	10,122,611	95,740	95,740		10,026,871	0.9%
FRINGE BENEFITS	4,501,594	27,586	27,586		4,474,008	0.6%
PURCHASED SERVICES	472,932	2,129	2,129	53,443	417,360	11.8%
OTHER CHARGES	74,802	4,634	4,634		70,168	6.2%
MATERIALS AND SUPPLIES	16,157,311	32,160	32,160	92,822	16,032,329	0.8%
CAPITAL OUTLAY	350,000	46,155	46,155	45,534	258,311	26.2%
TOTAL	31,679,250	208,404	208,404	191,799	31,279,047	1.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL TEXTBOOKS FUND  
JULY 1, 2017 THROUGH JULY 31, 2017

B 7

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS	26,611	4,578	4,578	(22,033)	17.2%
LOST AND DAMAGED	27,000			(27,000)	
TOTAL LOCAL REVENUE	53,611	4,578	4,578	(49,033)	8.5%
DEPT OF EDUCATION	4,462,985	370,773	370,773	(4,092,212)	8.3%
TOTAL REVENUE-COMMONWEALTH	4,462,985	370,773	370,773	(4,092,212)	8.3%
TOTAL REVENUES	4,516,596	375,351	375,351	(4,141,245)	8.3%
PRIOR YEAR FUND BALANCE (PYFB)	663,006				
TOTAL REVENUES AND PYFB	5,179,602				

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
PERSONNEL SERVICES	83,431	7,113	7,113		76,318	8.5%
FRINGE BENEFITS	31,066	1,691	1,691		29,375	5.4%
PURCHASED SERVICES	670,431	1,699,446	1,699,446	3,000	(1,032,015)	253.9%
MATERIALS AND SUPPLIES	4,394,674	567,756	567,756	217,100	3,609,818	17.9%
TOTAL	5,179,602	2,276,006	2,276,006	220,100	2,683,496	48.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL RISK MANAGEMENT FUND  
JULY 1, 2017 THROUGH JULY 31, 2017

B 8

	MONTH'S REALIZED	YR-TO-DATE REALIZED	
REVENUES:			
INTEREST ON BANK DEPOSITS	11,118	11,118	
RISK MANAGEMENT CHARGES	6,805,724	6,805,724	
TOTAL REVENUES	<u>6,816,842</u>	<u>6,816,842</u>	
	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
EXPENSES:			
PERSONNEL SERVICES	17,803	17,803	
FRINGE BENEFITS	4,739	4,739	
OTHER PURCHASED SERVICES	138,878	138,878	
FIRE AND PROPERTY INSURANCE	1,525,524	1,525,524	
MOTOR VEHICLE INSURANCE	179,530	179,530	
WORKER'S COMPENSATION	64,000	64,000	
SURETY BONDS	200	200	
GENERAL LIABILITY INSURANCE	38,640	38,640	
MATERIALS AND SUPPLIES	392	392	35,319
TOTAL	<u>1,969,706</u>	<u>1,969,706</u>	<u>35,319</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND  
JULY 1, 2017 THROUGH JULY 31, 2017

B 9

	<u>FY 2018 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
REVENUES:					
INTEREST ON BANK DEPOSITS	10,000	2,185	2,185	(7,815)	21.9%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)	
TOWER RENT-BAYSIDE HIGH		25,000	25,000	25,000	
TOWER RENT-COX HIGH		46,999	46,999	46,999	
TOWER RENT-FIRST COLONIAL HIGH		74,441	74,441	74,441	
TOWER RENT-OCEAN LAKES HIGH		16,987	16,987	16,987	
TOWER RENT-SALEM HIGH		77	77	77	
TOWER RENT-TECH CENTER		2,919	2,919	2,919	
TOTAL REVENUES	<u>510,000</u>	<u>168,608</u>	<u>168,608</u>	<u>(341,392)</u>	33.1%
PRIOR YEAR FUND BALANCE (PYFB)	<u>340,000</u>				
TOTAL REVENUES AND PYFB	<u>850,000</u>				

	<u>FY 2018 APPROPRIATIONS</u>	<u>MONTH'S EXPENDITURES</u>	<u>YR-TO-DATE EXPENDITURES</u>	<u>OUTSTANDING ENCUMBRANCES</u>	<u>REMAINING BALANCE</u>	<u>PERCENT OBLIGATED</u>
EXPENDITURES:						
MATERIALS AND SUPPLIES	<u>850,000</u>				<u>850,000</u>	%
TOTAL	<u>850,000</u>				<u>850,000</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL VENDING OPERATIONS FUND  
JULY 1, 2017 THROUGH JULY 31, 2017

B 14

	<u>FY 2018</u> <u>ESTIMATED</u>	<u>MONTH'S</u> <u>REALIZED</u>	<u>YR-TO-DATE</u> <u>REALIZED</u>	<u>UNREALIZED</u> <u>REVENUES</u>	<u>PERCENT</u> <u>REALIZED</u>	
REVENUES:						
INTEREST ON BANK DEPOSITS		23	23	23	%	
VENDING OPERATIONS RECEIPTS	192,550			(192,550)		
TOTAL REVENUES	192,550	23	23	(192,527)		
PRIOR YEAR FUND BALANCE (PYFB)	37,152					
TOTAL REVENUES AND PYFB	229,702					
	<u>FY 2018</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
EXPENDITURES:						
SCHOOL ALLOCATIONS	216,248				216,248	%
OTHER MATERIALS AND SUPPLIES	12,719				12,719	
OFFICE SUPPLIES	735				735	
TOTAL	229,702				229,702	



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND  
JULY 1, 2017 THROUGH JULY 31, 2017

B 15

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	
REVENUES:						
INTEREST ON BANK DEPOSITS		14,206	14,206	14,206	%	
TOTAL REVENUES		14,206	14,206	14,206		
PRIOR YEAR FUND BALANCE (PYFB)	79,579					
TOTAL REVENUES AND PYFB	79,579					
	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
MATERIALS AND SUPPLIES	79,579				79,579	%
TOTAL	79,579				79,579	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL EQUIPMENT REPLACEMENT FUND  
JULY 1, 2017 THROUGH JULY 31, 2017

B 16

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	
REVENUES:						
INTEREST ON BANK DEPOSITS		954	954	954	%	
TOTAL REVENUES		954	954	954		
PRIOR YEAR FUND BALANCE (PYFB)	170,193					
TOTAL REVENUES AND PYFB	170,193					
	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
CAPITAL OUTLAY	170,193				170,193	%
TOTAL	170,193				170,193	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
GREEN RUN COLLEGIATE CHARTER SCHOOL  
JULY 1, 2017 THROUGH JULY 31, 2017

B18

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
TRANSFER FROM GENERAL FUND	3,763,447	3,763,447	3,763,447		100.0%
TOTAL REVENUES	3,763,447	3,763,447	3,763,447		100.0%

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
PERSONNEL SERVICES	2,246,851	21,290	21,290		2,225,561	0.9%
FRINGE BENEFITS	804,226	5,779	5,779		798,447	0.7%
PURCHASED SERVICES	351,820	22,174	22,174	7,684	321,962	8.5%
OTHER CHARGES	89,200	4,404	4,404		84,796	4.9%
MATERIALS AND SUPPLIES	271,350	5,700	5,700		265,650	2.1%
TOTAL	3,763,447	59,347	59,347	7,684	3,696,416	1.8%



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

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

The financial statements include the following:

**Please Note:** The "A" Schedules, balance sheets (including **B2**), Grants Fund, Health Insurance Fund, and Capital Projects will be included in the Interim Financial Statements for the month of September 2017.

	<u>Page</u>
School Operating Fund:	
Revenues and Expenditures/Encumbrances Summary .....	<b>B1</b>
Revenues by Account .....	<b>B3</b>
Special Revenue and Proprietary Funds:	
Athletics .....	<b>B5</b>
Cafeterias .....	<b>B6</b>
Textbooks .....	<b>B7</b>
Risk Management.....	<b>B8</b>
Communication Towers/Technology .....	<b>B9</b>
Vending Operations.....	<b>B14</b>
Instructional Technology.....	<b>B15</b>
Equipment Replacement .....	<b>B16</b>
Green Run Collegiate Charter School.....	<b>B18</b>

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

**School Operating Fund**

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

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

Revenues realized this month totaled **\$65.1 million**. Of the amount realized for the month, **\$36.4 million** was realized from the City, **\$7.3 million** was received in state sales tax, and **\$20.4 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue.

### **School Operating Fund Expenditures** (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **10.06%**. Please note that **\$8,431,472** of the current year budget is funded by prior year fund balance reserve for encumbrances.

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

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. The fund has realized **\$3,321** (includes **\$2,721** in interest) this month or **90.2%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **12.2%** of the current fiscal year budget. Please note that **\$6,859** of the current year budget is funded by prior year fund balance reserve for encumbrances.

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

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$15,321** (includes **\$5,494** in interest) this month or **0.1%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **2.4%** of the current fiscal year budget. Please note that **\$1,096,794** of the current year budget is funded by prior year fund balance.

### **Textbooks Fund** (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$378,972** (includes **\$370,774** from the Department of Education) this month or **16.7%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **65.3%** of the budget for the current fiscal year. Please note that **\$663,006** of the current year budget is funded by the prior year fund balance.

### **Risk Management Fund** (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$10,184** in revenue (includes **\$9,961** in interest) this month. Expenses for this month totaled **\$325,492** (includes **\$201,029** in Worker's Compensation payments, **\$4,393** in Fire and Property Insurance premiums, **\$7,470** in Motor Vehicle Insurance premiums, and **\$17,658** in General Liability Insurance premiums).

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

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. The fund realized **\$37,282** in revenue (includes **\$1,668** in tower rent-Cox High, **\$1,223** in tower rent-Ocean Lakes High, **\$29,692** in tower rent-Tallwood High, and **\$2,919** in tower rent-Tech Center) this month or **40.4%** of the estimated revenue for the current fiscal year. Please note that **\$340,000** of the current year budget is funded by the prior year fund balance.

**Vending Operations Fund** (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. The fund realized **\$36,038** in revenue (includes **\$36,000** in vending receipts) this month or **18.7%** of the budget for the current fiscal year. Please note that **\$37,152** of the current year budget is funded by the prior year fund balance.

**Instructional Technology Fund** (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. The fund realized **\$6,900** in revenue (interest) this month. Please note that **\$79,579** of the current year budget is funded by the prior year fund balance.

**Equipment Replacement Fund** (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. The fund realized **\$750** in revenue (interest) this month. Please note that **\$170,193** of the current year budget is funded by the prior year fund balance.

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

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund has realized **\$3,763,447** in revenue or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **4.7%** of the current year fiscal year budget.

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS**  
**NOT EXCEEDING \$250,000**  
**August 1, 2017 through August 31, 2017**

4

<b>JV</b>	<b>DESCRIPTION</b>	<b>FROM</b>	<b>TO</b>	<b>AMOUNT</b>
18-07-09	To cover food services.	Middle School Classroom Instructional Supplies	Middle School Classroom Food Services	\$ 2,500.00
18-08-01	To cover the purchase of Chromebooks, laptops and printers.	Green Run Collegiate Charter School Senior High Classroom Instructional Supplies	Green Run Collegiate Charter School Instructional Technology Controlled Assets-Computer Equipment	\$ 12,000.00
18-08-02	To cover the purchase of computer Supplies.	Green Run Collegiate Charter School Office of the Principal-Senior High Office Supplies	Green Run Collegiate Charter School Office of the Principal-Senior High (Tech) Computer Supplies	\$ 10,000.00
18-08-02	To cover the purchase of Chromebooks.	Green Run Collegiate Charter School Senior High Classroom Instructional Supplies	Green Run Collegiate Charter School Instructional Technology Controlled Assets-Computer Equipment	\$ 10,000.00
18-08-04	To cover Adobe Acrobat for VBMS Visual Arts Program.	Gifted Ed & Acad Prog Sup (Tech) Computer Supplies	Gifted Ed & Academy Prog (Tech) Computer Software	\$ 2,489.00
18-08-06	To cover IB training for Plaza MYP.	Gifted Ed & Acad Programs Other Purchased Services	Gifted Ed & Acad Prog Sup Travel/Professional Improvement	\$ 15,714.00
18-08-08	To purchase books for staff: <i>Power of Unstoppable Momentum</i> .	Elementary Classroom Instructional Supplies	Teaching and Learning Support Instructional Supplies	\$ 14,322.00

Virginia Beach City Public Schools  
Interim Financial Statements  
**School Operating Fund Summary**  
For the period July 1, 2017 through August 31, 2017

B1

**Revenues :**

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	273,443,481	34.19%	40,813,730	(232,629,751)	14.93%
State Share Sales Tax	73,718,340	9.22%	7,287,827	(66,430,513)	9.89%
Federal Government	12,200,000	1.52%	2,526,845	(9,673,155)	20.71%
City of Virginia Beach	437,658,785	54.72%	72,820,541	(364,838,244)	16.64%
Other Sources	2,782,803	0.35%	714,421	(2,068,382)	25.67%
<b>Total Revenues</b>	<b>799,803,409</b>	<b>100.0%</b>	<b>124,163,364</b>	<b>(675,640,045)</b>	<b>15.52%</b>
Prior Year Local Contribution*	8,431,472				
	<b>808,234,881</b>				

**Expenditures/Encumbrances:**

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	571,784,191	70.74%	32,991,620	538,792,571	5.77%
Administration, Attendance and Health	25,338,655	3.14%	3,078,495	22,260,160	12.15%
Pupil Transportation	38,827,139	4.80%	5,852,508	32,974,631	15.07%
Operations and Maintenance	92,529,678	11.45%	17,770,328	74,759,350	19.21%
Technology	34,807,538	4.31%	11,948,244	22,859,294	34.33%
Debt Service	44,947,680	5.56%	9,650,941	35,296,739	21.47%
<b>Total Expenditures/Encumbrances</b>	<b>808,234,881</b>	<b>100.00%</b>	<b>81,292,136</b>	<b>726,942,745</b>	<b>10.06%</b>

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



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2017 THROUGH AUGUST 31, 2017

B 3

	<u>FY 2018 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	11,232,540			(11,232,540)	
REIMB-SOCIAL SECURITY	10,570,014	878,130	1,756,260	(8,813,754)	16.6%
REIMB-RETIREMENT	24,270,378	2,016,322	4,032,644	(20,237,734)	16.6%
REIMB-LIFE INSURANCE	731,770	60,793	121,587	(610,183)	16.6%
BASIC SCHOOL AID	177,972,380	14,771,764	29,543,528	(148,428,852)	16.6%
SP ED-SOQ	19,107,333	1,587,390	3,174,779	(15,932,554)	16.6%
VOCATIONAL FUNDS-SOQ	1,870,079	155,362	310,723	(1,559,356)	16.6%
FOSTER HOME CHILDREN-REGULAR	434,143			(434,143)	
SUMMER SCHOOLS-REMEDIAL	228,268			(228,268)	
GIFTED & TALENTED AID-SOQ	1,951,387	162,117	324,233	(1,627,154)	16.6%
REMEDIAL ED-SOQ	4,675,199	388,404	776,808	(3,898,391)	16.6%
SP ED-HOME BOUND	160,664			(160,664)	
SP ED-REGIONAL PROG PAYMENT	9,949,380			(9,949,380)	
VOCATIONAL ED-OCCUPATIONAL/TECH ED	324,137			(324,137)	
ENGLISH AS A SECOND LANG PAYMENTS	636,990	53,082	106,165	(530,825)	16.7%
AT-RISK INITIATIVE	2,955,530	190,705	381,410	(2,574,120)	12.9%
CLASS SIZE INITIATIVE	4,578,114			(4,578,114)	
SALARY SUPPLEMENT	1,795,175	142,796	285,593	(1,509,582)	15.9%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>273,443,481</u>	<u>20,406,865</u>	<u>40,813,730</u>	<u>(232,629,751)</u>	14.9%
STATE SHARE SALES TAX	<u>73,718,340</u>	<u>7,287,827</u>	<u>7,287,827</u>	<u>(66,430,513)</u>	9.9%
TOTAL FROM STATE SHARE SALES TAX	<u>73,718,340</u>	<u>7,287,827</u>	<u>7,287,827</u>	<u>(66,430,513)</u>	9.9%
PUBLIC LAW 874	9,935,191	741,753	741,753	(9,193,438)	7.5%
DEPT OF THE NAVY-NJROTC	100,000			(100,000)	
DEPT OF DEFENSE	1,500,000		1,490,759	(9,241)	99.4%
IMPACT AID-SPECIAL ED		178,270	178,270	178,270	
MEDICAID REIMBURSEMENT	664,809	875	98,170	(566,639)	14.8%
MEDICAID REIMBURSEMENT-TRANSPORTATION			17,893	17,893	
TOTAL FROM FEDERAL GOVERNMENT	<u>12,200,000</u>	<u>920,898</u>	<u>2,526,845</u>	<u>(9,673,155)</u>	20.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2017 THROUGH AUGUST 31, 2017

B 4

	<u>FY 2018 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	428,119,350	35,676,612	71,353,225	(356,766,125)	16.7%
TRANSFER FROM SCHOOL RESERVE FUND	8,803,897	733,658	1,467,316	(7,336,581)	16.7%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538			(735,538)	
TOTAL TRANSFERS	<u>437,658,785</u>	<u>36,410,270</u>	<u>72,820,541</u>	<u>(364,838,244)</u>	16.6%
SALE OF SCHOOL VEHICLES	15,000			(15,000)	
RENT OF FACILITIES	450,000	31,226	69,050	(380,950)	15.3%
RENT OF PROPERTY		4,000	8,000	8,000	
TUITION-REGULAR DAY	100,000		54,577	(45,423)	54.6%
TUITION-GEN ADULT ED	142,839			(142,839)	
TUITION-SUMMER SCHOOL	700,000	55,693	547,704	(152,296)	78.2%
TUITION-VOCATIONAL ADULT ED	169,750			(169,750)	
TUITION-DRIVERS ED	322,125			(322,125)	
COLLEGE NIGHT FEES		5,125	5,125	5,125	
TUITION-LPN PROGRAM	25,575			(25,575)	
TUITION-RENAISSANCE ACADEMY	20,811			(20,811)	
PLANETARIUM FEES			537	537	
MISCELLANEOUS REVENUE	224,703	2	2	(224,701)	
SALE OF SALVAGE MATERIALS	12,000	7,239	7,239	(4,761)	60.3%
INSURANCE PROCEEDS		2,195	2,195	2,195	
INDIRECT COST-GRANTS	600,000	13,979	19,992	(580,008)	3.3%
TOTAL FROM OTHER SOURCES	<u>2,782,803</u>	<u>119,459</u>	<u>714,421</u>	<u>(2,068,382)</u>	25.7%
TOTAL SCHOOL OPERATING FUND	<u>799,803,409</u>	<u>65,145,319</u>	<u>124,163,364</u>	<u>(675,640,045)</u>	15.5%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL ATHLETICS FUND  
JULY 1, 2017 THROUGH AUGUST 31, 2017

B 5

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS	5,000	2,721	4,840	(160)	96.8%
BASKETBALL	120,000			(120,000)	
FOOTBALL	250,000			(250,000)	
GYMNASTICS	4,000			(4,000)	
WRESTLING	13,000			(13,000)	
SOCCER	42,000			(42,000)	
MIDDLE SCHOOL	65,000			(65,000)	
TRANSFER FROM SCHOOL OPERATING	4,595,823		4,595,823		100.0%
OTHER INCOME	5,000	600	600	(4,400)	12.0%
TOTAL REVENUES	5,099,823	3,321	4,601,263	(498,560)	90.2%
PYFB-ENCUMBRANCES	6,859				
TOTAL REVENUES AND PYFB	5,106,682				

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
PERSONNEL SERVICES	2,620,770	153,249	153,634		2,467,136	5.9%
FICA BENEFITS	200,483	11,724	11,753		188,730	5.9%
PURCHASED SERVICES	1,252,029	38,297	38,297		1,213,732	3.1%
VA HIGH SCHOOL LEAGUE DUES	51,250		20,035		31,215	39.1%
ATHLETIC INSURANCE	175,000		187,801		(12,801)	107.3%
MATERIALS AND SUPPLIES	618,159	72,632	169,946	35,271	412,942	33.2%
CAPITAL OUTLAY	188,991			7,031	181,960	3.7%
TOTAL	5,106,682	275,902	581,466	42,302	4,482,914	12.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL CAFETERIAS FUND  
JULY 1, 2017 THROUGH AUGUST 31, 2017

B 6

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS	25,750	5,494	12,658	(13,092)	49.2%
CHARGES FOR SERVICES	11,620,238	(2,606)	(414)	(11,620,652)	0.0%
USDA REBATES	350,000	12,433	12,433	(337,567)	3.6%
TOTAL LOCAL REVENUE	11,995,988	15,321	24,677	(11,971,311)	0.2%
SCHOOL MEAL PAYMENTS	500,000			(500,000)	
TOTAL REVENUE FROM COMMONWEALTH	500,000			(500,000)	
NATIONAL SCHOOL MEAL PROGRAM	16,232,468			(16,232,468)	
USDA COMMODITIES	1,854,000			(1,854,000)	
TOTAL REVENUE FROM FEDERAL GOV'T	18,086,468			(18,086,468)	
TOTAL REVENUES	30,582,456	15,321	24,677	(30,557,779)	0.1%
PRIOR YEAR FUND BALANCE (PYFB)	1,096,794				
TOTAL REVENUES AND PYFB	31,679,250				

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
PERSONNEL SERVICES	10,122,611	121,820	217,560		9,905,051	2.1%
FRINGE BENEFITS	4,501,594	29,228	56,814		4,444,780	1.3%
PURCHASED SERVICES	472,932	86,966	89,095	53,443	330,394	30.1%
OTHER CHARGES	74,802	20,188	24,822		49,980	33.2%
MATERIALS AND SUPPLIES	16,157,311	47,726	79,886	139,733	15,937,692	1.4%
CAPITAL OUTLAY	350,000	45,431	91,586		258,414	26.2%
TOTAL	31,679,250	351,359	559,763	193,176	30,926,311	2.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL TEXTBOOKS FUND  
JULY 1, 2017 THROUGH AUGUST 31, 2017

B 7

	FY 2018 ESTIMATED	MONTHS REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS	26,611	3,052	7,630	(18,981)	28.7%
LOST AND DAMAGED	27,000			(27,000)	
MISCELLANEOUS		5,146	5,146	5,146	
TOTAL LOCAL REVENUE	53,611	8,198	12,776	(40,835)	23.8%
DEPT OF EDUCATION	4,462,985	370,774	741,547	(3,721,438)	16.6%
TOTAL REVENUE-COMMONWEALTH	4,462,985	370,774	741,547	(3,721,438)	16.6%
TOTAL REVENUES	4,516,596	378,972	754,323	(3,762,273)	16.7%
PRIOR YEAR FUND BALANCE (PYFB)	663,006				
TOTAL REVENUES AND PYFB	5,179,602				

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
PERSONNEL SERVICES	83,431	7,114	14,227		69,204	17.1%
FRINGE BENEFITS	31,066	1,690	3,381		27,685	10.9%
PURCHASED SERVICES	670,431	324,000	2,023,446	216,520	(1,569,535)	334.1%
MATERIALS AND SUPPLIES	4,394,674	111,643	679,399	443,996	3,271,279	25.6%
TOTAL	5,179,602	444,447	2,720,453	660,516	1,798,633	65.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL RISK MANAGEMENT FUND  
JULY 1, 2017 THROUGH AUGUST 31, 2017

B 8

	MONTH'S REALIZED	YR-TO-DATE REALIZED
REVENUES:		
INTEREST ON BANK DEPOSITS	9,961	21,079
RISK MANAGEMENT CHARGES		6,805,724
MISCELLANEOUS REVENUE	223	223
TOTAL REVENUES	<u>10,184</u>	<u>6,827,026</u>

	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
EXPENSES:			
PERSONNEL SERVICES	23,478	41,281	
FRINGE BENEFITS	6,211	10,950	
OTHER PURCHASED SERVICES	40,494	179,372	50,837
FIRE AND PROPERTY INSURANCE	4,393	1,529,917	
MOTOR VEHICLE INSURANCE	7,470	187,000	
WORKER'S COMPENSATION	201,029	265,029	
SURETY BONDS		200	
GENERAL LIABILITY INSURANCE	17,658	56,298	
MISCELLANEOUS	185	185	
MATERIALS AND SUPPLIES	24,574	24,966	105,894
TOTAL	<u>325,492</u>	<u>2,295,198</u>	<u>156,731</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND  
JULY 1, 2017 THROUGH AUGUST 31, 2017

B 9

	<u>FY 2018 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
REVENUES:					
INTEREST ON BANK DEPOSITS	10,000	1,780	3,965	(6,035)	39.7%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)	
TOWER RENT-BAYSIDE HIGH			25,000	25,000	
TOWER RENT-COX HIGH		1,668	48,667	48,667	
TOWER RENT-FIRST COLONIAL HIGH			74,441	74,441	
TOWER RENT-OCEAN LAKES HIGH		1,223	18,210	18,210	
TOWER RENT-SALEM HIGH			77	77	
TOWER RENT-TALLWOOD HIGH		29,692	29,692	29,692	
TOWER RENT-TECH CENTER		2,919	5,838	5,838	
TOTAL REVENUES	510,000	37,282	205,890	(304,110)	40.4%
PRIOR YEAR FUND BALANCE (PYFB)	340,000				
TOTAL REVENUES AND PYFB	850,000				

	<u>FY 2018 APPROPRIATIONS</u>	<u>MONTH'S EXPENDITURES</u>	<u>YR-TO-DATE EXPENDITURES</u>	<u>OUTSTANDING ENCUMBRANCES</u>	<u>REMAINING BALANCE</u>	<u>PERCENT OBLIGATED</u>
EXPENDITURES:						
MATERIALS AND SUPPLIES	850,000				850,000	%
TOTAL	850,000				850,000	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL VENDING OPERATIONS FUND  
JULY 1, 2017 THROUGH AUGUST 31, 2017

B 14

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS		38	61	61	
VENDING OPERATIONS RECEIPTS	192,550	36,000	36,000	(156,550)	18.7%
TOTAL REVENUES	192,550	36,038	36,061	(156,489)	18.7%
PRIOR YEAR FUND BALANCE (PYFB)	37,152				
TOTAL REVENUES AND PYFB	229,702				

	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
SCHOOL ALLOCATIONS	216,248				216,248	%
OTHER MATERIALS AND SUPPLIES	12,719				12,719	
OFFICE SUPPLIES	735				735	
TOTAL	229,702				229,702	



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND  
JULY 1, 2017 THROUGH AUGUST 31, 2017

B 15

	FY 2018 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	
REVENUES:						
INTEREST ON BANK DEPOSITS		6,900	21,106	21,106	%	
TOTAL REVENUES		6,900	21,106	21,106		
PRIOR YEAR FUND BALANCE (PYFB)	79,579					
TOTAL REVENUES AND PYFB	79,579					
	FY 2018 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
MATERIALS AND SUPPLIES	79,579				79,579	%
TOTAL	79,579				79,579	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL EQUIPMENT REPLACEMENT FUND  
JULY 1, 2017 THROUGH AUGUST 31, 2017

B 16

	<u>FY 2018</u> <u>ESTIMATED</u>	<u>MONTH'S</u> <u>REALIZED</u>	<u>YR-TO-DATE</u> <u>REALIZED</u>	<u>UNREALIZED</u> <u>REVENUES</u>	<u>PERCENT</u> <u>REALIZED</u>
REVENUES:					
INTEREST ON BANK DEPOSITS		750	1,704	1,704	%
TOTAL REVENUES		750	1,704	1,704	
PRIOR YEAR FUND BALANCE (PYFB)	170,193				
TOTAL REVENUES AND PYFB	170,193				

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
GREEN RUN COLLEGIATE CHARTER SCHOOL  
JULY 1, 2017 THROUGH AUGUST 31, 2017

B18

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

	<u>FY 2018 APPROPRIATIONS</u>	<u>MONTH'S EXPENDITURES</u>	<u>YR-TO-DATE EXPENDITURES</u>	<u>OUTSTANDING ENCUMBRANCES</u>	<u>REMAINING BALANCE</u>	<u>PERCENT OBLIGATED</u>
EXPENDITURES:						
PERSONNEL SERVICES	2,246,851	29,004	50,294		2,196,557	2.2%
FRINGE BENEFITS	804,226	7,425	13,204		791,022	1.6%
PURCHASED SERVICES	351,820	7,684	29,858	115	321,847	8.5%
OTHER CHARGES	89,200	3,603	8,007		81,193	9.0%
MATERIALS AND SUPPLIES	271,350	13,231	18,931	56,373	196,046	27.8%
TOTAL	<u>3,763,447</u>	<u>60,947</u>	<u>120,294</u>	<u>56,488</u>	<u>3,586,665</u>	4.7%



**Subject:** Policy Review Committee Recommendations **Item Number:** 13D1-10

**Section:** Information **Date:** September 19, 2017

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

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

**Presenter(s):** Kamala Lannetti, Deputy City Attorney

**Recommendation:**

That the School Board receive for information the Policy Review Committee recommendations regarding review, amendment and/ repeal of certain policies as reviewed by the committee at their August 17, 2017 meeting.

**Background Summary:**

- 1) Policy 4-4 Equal Employment Opportunity, Non-Discrimination, and Compliance Officers
- 2) Policy 4-5 Criminal Charge Filed Against Employee: Notification of Superintendent and School Board
- 3) Policy 4-6 Equal Employment Opportunity Plan
- 4) Policy 4-36 Payroll Deductions/Tax Sheltered Annuities/Deferred Compensation Plan
- 5) Policy 4-37 Insurance/Retirement Plan
- 6) Policy 4-39 Employee Professional Development Reimbursement
- 7) Policy 4-64 Licensed Personnel: Professional Growth
- 8) Policy 4-65 School Meetings and Conferences
- 9) Policy 4-70 Licensed Personnel: Salary Schedule
- 10) Policy 4-84 Classified Personnel: Growth in Job Skills

**Source:**

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

**Budget Impact:**

None

## PERSONNEL

### **Equal Employment Opportunity, Non-discrimination, and Compliance Officers**

#### **A. Purpose**

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

#### **B. Equal Employment Opportunity**

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

#### **C. Employee Compliance**

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

#### **D. Compliance Officers**

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

1. **Title VI of the Civil Rights Act (race) and Title IX of the Education Amendments of 1972 (sex discrimination) regulations for personnel** employment policies and practices – Chief Human Resources Officer, 2512

George Mason Drive, Building 6 Room 122, Municipal Center, Virginia Beach, Virginia 23456, telephone (757) 263-1133, facsimile (757) 263-1081.

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

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

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

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

#### **Legal Reference:**

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

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

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

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

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

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

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

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

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

Amended by School Board: June 8, 2004

Amended by School Board: November 19, 2013

Amended by School Board: August 18, 2015

Amended by School Board: November 15, 2016

Amended by School Board:

## PERSONNEL

### **Criminal Charge Filed Against Employee: Notification of Superintendent and School Board**

#### **A. Employee Notification to Superintendent/Designee**

When any School Board employee, whether full-time or part-time, permanent, or temporary, has been charged by summons, warrant, indictment or information with the commission of a ny felony or a misdemeanor involving: i) sexual assault as defined in § 18.2-61 et seq. of the Code of Virginia; ii) obscenity and related offenses as defined in § 18.2-372 et seq. of the Code of Virginia; iii) drug-related offenses including but not limited to possession of marijuana or of drug paraphernalia or as defined in § 18.2-247 et seq. of the Code of Virginia; iv) moral turpitude; v) the physical or sexual abuse or neglect of a child; public drunkenness; driving under the influence of alcohol or drugs; reckless driving; disturbing the peace; or an equivalent offense in another state; or is the subject of a Department of Social Services (Child Protective Services or equivalent organization) investigation into an allegation of child abuse or neglect or a Department of Social Services (Child Protective Services or equivalent organization) founded disposition of child abuse or neglect, that employee shall notify the Superintendent/Designee of the charge.

The notification to the Superintendent/Designee shall be in writing and shall be accompanied by the name and address of the complainant, date of the alleged offense and a copy of the summons, warrant, indictment, information or other document served upon the employee notifying the employee of the charge. The written notification to the Superintendent/designee from the employee shall be delivered to the Superintendent/Designee as soon as practical, and in no event later than the first working day following the service of the summons, warrant, indictment or information upon the employee.

Failure of the employee to give the Superintendent/Designee written notice, as set forth above, may be cause for discipline up to and including dismissal.

#### **B. Superintendent Notification to School Board and Commonwealth's Attorney**

The Superintendent/designee shall inform the School Board and the Commonwealth's Attorney in writing of any notification of the felony arrest of a School Board employee which is provided by the employee pursuant to Section A of this Policy or which is provided to the Superintendent by a state official or agency or a local law-enforcement agency pursuant to § 19.2-83.1 of the Code of Virginia, as amended.

#### **C. Federal Bureau of Investigation Background Check**

The Superintendent/designee ~~School Board~~ shall may require any employee identified pursuant to this Policy (other than those charged with public drunkenness, driving under the influence of alcohol, reckless driving, disturbing the peace, or those being investigated for child abuse or neglect or the subject of a founded disposition of child abuse or neglect) or pursuant to § 19.2-83.1 of the Code of Virginia, as



amended to submit to a Federal Bureau of Investigation (FBI) background investigation.

The Superintendent shall develop a procedure to ensure that all employees identified pursuant to this Policy undergo an FBI background investigation as required by § 22.1-296.2(B) of the Code of Virginia.

#### **D. Assistance of Local Authorities**

The Superintendent shall request that the Virginia Beach Police Department, the Virginia Beach City Attorney and the Virginia Beach Commonwealth's Attorney, and the Department of Social Services notify the Chief Human Resources Officer upon the conviction of an employee for any felony or misdemeanor offense ~~enumerated in Section A of this Policy~~ or upon an employee becoming the subject of a Department of Social Services founded disposition of child abuse or neglect.

*Editor's Note:*

See School Board [Policy 4-90](#) background checks for substitutes;  
School Board [Policy 2-48](#) background checks for administrators;  
School Board [Policy 4-56](#) background checks for licensed personnel; and  
School Board [Policy 4-75](#) background checks for classified personnel.

#### **Legal Reference:**

Code of Virginia § 19.2-83.1, as amended. Report of arrest of school employees and adult students for certain offenses.

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

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

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

For access to criminal records see Code of Virginia §§ 19.2-388, 19.2-389 and 19.2-389.1, as amended.

Adopted by School Board: October 15, 1996  
Amended by School Board: March 17, 1998  
Amended by School Board: February 15, 2000  
Scrivener's Amendments: March 6, 2015

Amended by School Board:

## PERSONNEL

### Equal Employment Opportunity Plan

~~The School Board reaffirms its policy that no present or prospective employee will be discriminated against on the basis of race, color, sex, pregnancy and childbirth, marital status, age, disability, national origin, ethnicity, or religion. Qualified candidates will be recruited, selected and employed by the division without discrimination in any employment practice. The superintendent shall be responsible for developing a plan that implements the intent of the School Board.~~

#### Editor's Note

~~See school division website: [www.vbschools.com](http://www.vbschools.com)~~

### Legal Reference:

~~Americans with Disabilities Act of 1990.~~

~~Equal Pay Act of 1963.~~

~~Civil Rights Act of 1964 (Title VII).~~

~~Age Discrimination in Employment Act of 1967.~~

~~Pregnancy Discrimination Act of 1978~~

~~Virginia Human Rights Act, Virginia Code § 2.2-3900, et seq.~~

~~-~~

~~Adopted by School Board: July 13, 1993 (Effective August 14, 1993)  
Amended by School Board: June 8, 2004~~

~~Repealed by School Board: **November 15, 2016**~~

## PERSONNEL

### Payroll Deductions/Tax Sheltered ~~Accounts~~ ~~Annuities~~/Deferred Compensation Plan

#### A. Payroll Deductions

No deductions shall be made from the salary of any employee except for such purposes as required by law or specifically approved by the ~~s~~School ~~b~~Board. Deductions other than those required by law shall be made only on the approval of the ~~s~~School ~~b~~Board and at the written request~~s~~e of the individual desiring such deduction(s). No such approval for any deductions shall be granted which does not offer advantages or opportunities which are open and available to all employees.

#### B. Tax Sheltered ~~Annuity~~ **Accounts** (TSA) Program

The ~~s~~School ~~b~~Board, through employee authorized payroll deductions, shall provide opportunities for eligible employees to participate in tax-sheltered accounts (also referred to as 403(b) plans) ~~annuity contracts~~ offered by commercial vendors.

#### C. Deferred Compensation Plan

The School Board provides a Deferred Compensation Plan ("Plan") for the benefit of its employees pursuant to section 457 of the Internal Revenue Code (~~"Plan"~~).

The School Board intends that the employee compensation deferred and invested, pursuant to the Plan, shall not be subject to federal and state income tax until such compensation is lawfully withdrawn. To that end, the Deferred Compensation Plan Administrator designated by the School Board as the Director ~~Coordinator~~ of Benefits, shall periodically consult with financial and legal professionals to ensure that the Plan and its administration complies with all applicable laws and regulations.

Each employee will make independent decisions regarding participation in the Plan and investment choices. The School Board's decision to offer the Plan and this ~~P~~olicy in no way constitutes an endorsement or recommendation of participation in, or of any investment offered as part of, the Plan.

##### 1. General Provisions

1. Pursuant to §51.1-603 of the Code of Virginia, as amended, the Deferred Compensation Plan shall be administered by an officer, who shall be known as the Deferred Compensation Plan Administrator.
2. The Director ~~Coordinator~~ of Benefits for the School Board shall serve as the Deferred Compensation Plan Administrator and assume all related responsibilities.
3. The Deferred Compensation Plan Administrator shall have, pursuant to §51.1-603 of the Code of Virginia, as amended, the authority to do all things necessary to supervise, administer and implement the Deferred Compensation Plan, including the power to contract with private corporations or institutions for services in connection therewith including but not limited to investment and options, record keeping and quarterly statements.

##### 2. Administration

1. The deferral of compensation shall be accomplished by payroll deductions.
2. The Deferred Compensation Plan Administrator shall have the authority to establish *ad hoc* advisory committees to provide him or her with guidance in the administration of the Deferred Compensation Plan.

3. The Deferred Compensation Plan Administrator shall, to the extent compatible with state law, follow all School Board policies and regulations while administering the Deferred Compensation Plan, including, but not limited to, the policies for contract review and hiring of outside legal counsel.
4. The Deferred Compensation Plan Administrator shall provide, if requested, an annual report to the School Board as to the status of the Deferred Compensation Plan, including participation levels, current investment offerings, and expenditures.
5. Any company or institution hired to administer the Deferred Compensation Plan shall, as a condition of any contract, offer information about the Deferred Compensation Plan, and the investment options thereunder, to all eligible School Board employees.

**Editor's Note**

For garnishments see division [Regulation 4-36.2](#).

~~For tax sheltered annuities see school division [regulation 4-36.3](#).~~

~~See also Virginia Department of Education, "Guidelines for the Establishment and Implementation of a Tax Sheltered Annuity Program" (3 October 1990).~~

For general contract execution policy see school division [Policy 3-89](#).

For employment of outside legal counsel see division [Policy 2-59](#).

See School Board Resolution adopted April 6, 2004 "A Resolution Providing for an Administrator of the School Board's Deferred Compensation Plan."

**Legal Reference:**

~~Section 403 (b), Title 26.~~ Internal Revenue Code, [26 U.S.C. §403\(b\)](#), as amended. [Taxation of Employee Annuities.](#)

[Internal Revenue Code, 26 U.S.C. §457, as amended.](#)

~~Employee Retirement Security Act of 1974 (ERISA).~~

Code of Virginia §51.1-603, [as amended](#). Local ~~D~~deferred ~~c~~Compensation ~~p~~Plan

~~Internal Revenue Code §457.~~

Adopted by School Board: October 20, 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: December 21, 1999

Amended by School Board: April 1, 2003

Amended by School Board: April 6, 2004

[Amended by School Board:](#)

## PERSONNEL

### Insurance/Retirement Plan

The School Board designates the Superintendent or ~~his/her~~ designee to procure, administer, and make all final decisions pertaining to any insurance and retirement plans.

#### A. Insurance

##### 1. Workers' Compensation

Injuries to employees from accidents in the line of duty are compensable under the State Workers' Compensation Act. Refer to **School Board Regulation 4-37.1** for Workers' Compensation.

The Superintendent shall develop regulations for the required reports to protect the employee's rights as well as those of the School Board.

##### 2. Heath Coverage ~~Medical and Hospitalization Insurance~~

The School Board shall pay a fixed amount, to be determined annually, of the ~~cost base premium~~ of the health ~~plan~~ insurance for all full-time employees and certain ~~part-time and~~ temporary employees as defined in School Board Policy 4-1. ~~Regular part-time employees as defined in School Board Policy 4-1 shall be eligible for a prorated amount based upon full-time equivalency.~~

Employees desiring to participate in the School Board approved health ~~plan~~ insurance program will pay their share of the total premium through payroll deduction.

Employees on non-Family Medical Leave Act (FMLA) authorized leaves of absence without pay (other than ~~Long Term Illness or~~ Military Leave) may continue to participate in the group health insurance plan by paying the entire monthly premium (employer and employee portion), in advance, each month. If premium payments are not received for a period of three (3) months, the employee will be removed from the plan, retroactively to the last month of payment, and will be eligible to re-enter the plan upon return to active status. Refer to ~~School Board Regulation 4-53.4 for Long Term Illness and~~ School Board Regulation 4-49.1 for Military Leave coverage.

##### 3. Dental Coverage

The School Board will offer at least one dental plan each year.

##### 4. Group Life Insurance

The School Board provides a group life insurance program through the Virginia Retirement System for all full-time employees. The School Board shall pay the total premium to be determined annually by the Virginia Retirement System.

##### 5. Liability Insurance

The School Board carries a blanket general and legal liability policy for all employees. Premiums are paid by the School Board.

#### **B. Retirement Plan**

Membership in the Virginia Retirement System is mandatory for all full-time employees except those participating under the Superintendent's Optional Retirement Plan described in Policy 2-11. ~~Employee contributions of 5% of creditable pay are paid by the School Board.~~

#### **Legal References:**

Code of Virginia, § 2.2-~~2~~104, as amended, Health insurance program for employees of local governments, local officers, teachers; etc.; definitions.

Code of Virginia, § 2.2-1207, as amended, Long-term care insurance program for employees of local governments, local officers, and teachers.

Code of Virginia, § 51.1-502, as amended, Eligible employees and officers.

Code of Virginia, § 51.1-126.~~65~~, as amended, Certain Employees of Public School divisions.

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

Amended by School Board: October 6, 1998

Amended by School Board: June 20, 2006

Amended by School Board:

## PERSONNEL

### **Employee Professional Development & Growth in Job Skills Reimbursement**

The School Board encourages employees to participate in activities that will expand the employee's knowledge and will increase professional competency as well as continuing growth in skills, techniques, and human relations. To the extent that the budget allows, the School Board shall provide opportunities for employees to participate in activities outside the School Division and shall offer in-service training programs within the School Division.

The Superintendent may approve programs and activities, to the extent that the School Board has budgeted funds.

#### **A. Teacher Orientation**

1. Each school's administration shall develop a program for the orientation of new teachers. In planning the program provisions will be made for current staff involvement.
2. The Department of Planning, Innovation, and Accountability shall develop division-wide programs for the orientation of new teachers.

#### **B. Release Time**

Administrators shall adjust employee schedules to permit attendance at professional workshops and on-the-job- training programs when such attendance does not disrupt the educational needs of the school or department. Administrators have discretion to determine adjustments and approval of attendance at such events.

#### **C. Tuition Reimbursement**

~~Benefits-~~Eligible employees may qualify for employee professional development reimbursement for college course tuition and/or vocational/technical or professional development course tuition/registration in an amount to approved by the School Board annually as part of the annual budget. ~~be determined annually by the Superintendent during the annual budget development process.~~

The amount to be reimbursed must be within the funds appropriated annually to the School Board and within the budget.

#### *Editor's Notes*

See Regulation 4-39.1: Employee Professional Development Reimbursement

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

Amended by School Board: August 6, 2002

Amended by School Board: October 2, 2012

Amended by School Board:

The above combines policies 4-39, 4-64, 4-84, and regulation 4-64.1. Recommend deleting 4-64, 4-84, and 4-64.1

## PERSONNEL

### ~~Licensed Personnel: Professional Growth~~

~~The school board encourages licensed employees to participate in activities that will expand the employee's knowledge and will increase professional competency. To the extent that the budget allows, the board shall provide opportunities for employees to participate in activities outside the school division and shall offer in-service training programs within the school division.~~

~~The superintendent may approve in-service programs and activities, to the extent that the board has budgeted funds.~~

### ~~Legal Reference:~~

~~Code of Va., § 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.~~

~~Code of Va., § 22.1-253.13:5. Standard 5. Training and professional development.~~

~~Code of Va., § 22.1-305.1. Mentor teacher programs.~~

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

Repealed by School Board:



## PERSONNEL

### School Meetings and Conferences

#### **A. Faculty Meetings**

Attendance at faculty, department, supervisory, or other meetings is required of licensed employees as determined by their supervising administrator. Employees may be excused from attendance at the discretion of ~~the administrator~~their supervising administrator or in-charge. Faculty Mmeetings shall be reasonable in number and ~~time used~~ duration.

#### **B. Parent-Teacher Conferences**

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

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

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

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

Amended by School Board:

## PERSONNEL

### Licensed Personnel: ~~Teacher Salary Schedule~~ **Scale**

#### A. Generally

~~1.~~ The ~~board~~ School Board desires to adopt annually a salary ~~schedule~~ scale for teachers that will attract outstanding candidates and will retain those teachers who have met the standards of excellence required by the ~~board~~ School Board.

~~2.~~ The salary ~~schedule~~ scale should be based upon a reasonable base salary, should take into consideration years of ~~school~~ school based and/or relevant job related experience, degree of educational ~~training attainment~~ and such other criteria as the ~~board~~ School Board may deem appropriate.

#### Legal Reference:

Code of ~~Virginia~~, § 22.1 289.1, as amended. Teacher compensation; biennial review required.

Adopted by School Board: June 16, 1970

Amended by School Board: July 1, 1978

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: October 21, 2003

Amended by School Board:

**PERSONNEL**

**Classified Personnel: Growth in Job Skills**

**A. Generally**

~~The school board believes that continuing growth in skills, techniques and human relations by the classified staff is a necessity for the ongoing improvement of the school division.~~

**B. Staff Development**

~~There shall be an organized program of staff development for all classified personnel. Administrators shall draw upon such resources and personnel as may be provided by persons within the division, the Virginia Department of Education, manufacturers of equipment, technical schools and colleges, as well as nonschool persons to assist in or conduct such in-service programs.~~

**C. Release Time**

~~Administrators shall adjust the schedules of classified personnel to permit attendance at workshops, institutes, and on-the-job training programs convened outside the division.~~

**D. Tuition Reimbursement**

**Editor's Note**

~~See school board **policy 4-39** and any implementing regulations.~~

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

~~Repealed by School Board:~~